

# School Accountability Report Card Reported Using Data from the 2022–23 School Year

California Department of Education

*For Lattice Educational Services*

**Address:** 3273 Airway Dr, Suite A, Santa Rosa, CA, 95403

**Phone:** (707)571-1234

**Principal:** Mary Schirle

**Grade Span:** K-12

## School Contact Information (School Year 2023–24)

Entity	Contact Information
<b>School Name</b>	Lattice Educational Services
<b>Street</b>	3273 Airway Dr. Suite A
<b>City, State, Zip</b>	Santa Rosa, CA, 95403
<b>Phone Number</b>	(707)571-1234
<b>Principal</b>	Mary Schirle
<b>Email Address</b>	mary.schirle@sischools.com
<b>Website</b>	<a href="https://sischools.com/locations/california/lattice-educational-services/">https://sischools.com/locations/california/lattice-educational-services/</a>
<b>County-District-School (CDS) Code</b>	49709207089113

## School Description and Mission Statement (School Year 2023–24)

Sierra School is a nonpublic, special education school with one overarching goal in mind: to provide an educational program that will make a difference in the lives of children. We want people to realize that children who face academic and behavioral challenges *can* be successful. To achieve this goal, Sierra School adheres to the following set of Core Values:

- We build the confidence and competence of children facing learning, language, and social challenges through personalized, academic interventions.
- We are committed to achieving success with each student even in the face of obstacles, challenges, and excuses.
- We are committed to preparing youth to become responsible adults who are able to participate in their communities and lead self-fulfilling lives. <sup>[[SEP]]</sup>
- We never give up on a child.

To assist our students in finding success, and to expedite their transition back into the public-school system, Sierra School utilizes standards-based curriculum and a unique rotational model that provides students with both direct and full-group instruction. Sierra School also provides a myriad of related services including, but not limited to: individual and group therapy, speech therapy, occupational therapy, physical therapy, life skills training, and art therapy. Sierra School also offers an adult transition program for students 18-22 years. The program focuses on IEP needs in academics, job skills/training, mobility training, community college exploration, social skill training, self-advocacy skills, safety skills, and more. The transition program's goal is to help students become happy and productive members of society, while increasing a student's independence in various areas. <sup>[[SEP]]</sup> Sierra School had their onsite review with the California Department of Education in Summer of 23. Sierra School's Mission Statement is: "Building **confidence and competence** through personalized academic interventions." Please visit our website at [www.sischools.com](http://www.sischools.com)

**Student Enrollment by Grade Level (School Year 2022–23)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	2
<b>Grade 1</b>	0
<b>Grade 2</b>	1
<b>Grade 3</b>	2
<b>Grade 4</b>	3
<b>Grade 5</b>	3
<b>Grade 6</b>	3
<b>Grade 7</b>	4
<b>Grade 8</b>	5
<b>Grade 9</b>	5
<b>Grade 10</b>	10
<b>Grade 11</b>	3
<b>Grade 12</b>	1
<b>Grade 12+</b>	22
<b>Total Enrollment</b>	58

### Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	25.00%
Male	70.00%
Non-Binary	0
American Indian or Alaska Native	0
Asian	3.00%
Black or African American	2.00%
Filipino	0
Hispanic or Latino	12.00%
Native Hawaiian or Pacific Islander	0
Two or More Races	2.00%
White	34.00%
English Learners	0.5%
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	0
Students with Disabilities	100%

## 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 Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6	75	N/A	N/A	N/A	N/A
<b>Intern Credential Holders Properly Assigned</b>	0	0	N/A	N/A	N/A	N/A
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	N/A	N/A	N/A	N/A
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	N/A	N/A	N/A	N/A
<b>Unknown/Incomplete/NA</b>	0	0	N/A	N/A	N/A	N/A
<b>Total Teaching Positions</b>	6	75	N/A	N/A	N/A	N/A

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.

### Teacher Preparation and Placement (School Year 2022–23)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5	62	N/A	N/A	N/A	N/A
<b>Intern Credential Holders Properly Assigned</b>	3	37	N/A	N/A	N/A	N/A
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	N/A	N/A	N/A	N/A
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	N/A	N/A	N/A	N/A
<b>Unknown/Incomplete/NA</b>	0	0	N/A	N/A	N/A	N/A
<b>Total Teaching Positions</b>	8	100	N/A	N/A	N/A	N/A

Note: The data in this table is based on 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)**

<b>Authorization/Assignment</b>	<b>2021–22 Number</b>	<b>2022–23 Number</b>
<b>Permits and Waivers</b>	2	3
<b>Misassignments</b>	0	0
<b>Vacant Positions</b>	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	2	3

**Credentialed Teachers Assigned Out-of-Field  
(considered “out-of-field” under ESSA)**

<b>Indicator</b>	<b>2021–22 Number</b>	<b>2022–23 Number</b>
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	2	3
<b>Local Assignment Options</b>	0	0
<b>Total Out-of-Field Teachers</b>	0	0

**Class Assignments**

<b>Indicator</b>	<b>2021–22 Percent</b>	<b>2022–23 Percent</b>
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0	0
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0	0

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

**Quality, Currency, Availability of Textbooks and Other Instructional Materials  
(School Year 2023–24)**

*Year and month in which the data were collected: 1/2024*

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Edmark Reading Program Level 1 and 2 Read Naturally New Practice Readers Collections/Houghton Mifflin Harcourt	Yes	0%
<b>Mathematics</b>	Number and Math Attainment's Early Numeracy Number Facts Master Program EnVision Math 2.0 Vol 1 and 2	Yes	0%
<b>Science</b>	Early Science Instant Science Activity Library Science Specimens Sorting Center California Science/Macmillan McGraw-Hill	Yes	0%
<b>History-Social Science</b>	Creating America/Beginning Through WW1/McDougal Littell News-2-You SymbolStix Prime	Yes	0%
<b>Foreign Language</b>	Beginning Spanish Intermediate Spanish	Yes	0%
<b>Health</b>	The Picture Exchange Communication System Attainment Survival Guide Personal Care: Women Attainment Survival Guide Personal Care: Men	Yes	0%
<b>Visual and Performing Arts</b>	Spark Dance/School Specialty Unique Learning System SymbolStix Prime/N2Y	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

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

### **School Facility Conditions and Planned Improvement**

Lattice Educational Services takes pride in the cleanliness of our facilities, both inside and outside. Sierra School leases a facility from Redwood Building Company. The facility consists of one building including classrooms, administration offices, and therapy settings. We have two outdoor fenced playgrounds for student play. The school grounds are maintained by a full-time groundskeeper/custodial crew. Building maintenance for cleanliness and sanitation occurs daily, and pest control is performed monthly.

## School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 1/2024**

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good			No repairs needed at this time
<b>Interior: Interior Surfaces</b>	Good			No repairs needed at this time
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good			No repairs needed at this time
<b>Electrical: Electrical</b>	Good			No repairs needed at this time
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good			No repairs needed at this time
<b>Safety: Fire Safety, Hazardous Materials</b>	Good			No repairs needed at this time
<b>Structural: Structural Damage, Roofs</b>	Good			No repairs needed at this time
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good			No repairs needed at this time

## Overall Facility Rate

**Year and month of the most recent FIT report: 1/2024**

**Table 14: Overall Rating**

Exemplary	Good	Fair	Poor
	Good		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

#### Career Technical Education (CTE) Programs (School Year 2022–23)

Lattice Educational Services offers a comprehensive career and life skills programs and exposure designed to prepare students to enter the community and workplace after they exit high school. Through our hands-on, interactive approach, students are exposed to basic life and vocational skills that apply to real-world settings and these skills are directly in line with the students' Individualized Education Plan (IEP). Students in the program will be responsible for creating their own portfolio, which will include such items as résumés, sample job applications, mock interview questions, industry tour information, community outing reflections, planning guides, and a library card. Many students will have the opportunity to participate in work experiences on campus and at various job sites in the community allowing them to explore in both non areas and areas of interest and develop new skill sets. Lattice's life skills program utilizes "experience-based learning" that stresses direct participation to increase motivation, acquisition, and retention of the skills being taught.

#### (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	8
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

#### Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### 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

**California Physical Fitness Test Results (School Year 2022–23)  
Percentage of Students Participating in each of the five Fitness Components**

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
<b>5</b>	100%	100%	100%	100%	100%
<b>7</b>	100%	100%	100%	100%	100%
<b>9</b>	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## **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.

### **Opportunities for Parental Involvement (School Year 2023–24)**

Parents are always welcome at Lattice Educational Services. Lattice Educational Services puts on emphasis on open communication between home and school. Parent support is very important and we encourage daily, weekly, and monthly collaboration with families and our team. Opportunities for involvement include, but are not limited to: field trips, holiday celebrations, parent/teacher conferences, special events, and classroom/teacher support. Parents are encouraged to contact Mary Schirle and Marisela Gudino, School Directors, for details on how to volunteer their time, energy, and expertise.

### **State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	0%	0%	0%	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	100%	100%	100%	N/A	N/A	N/A	N/A	N/A	N/A

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	1	1	100
Female	0	0	0
Male	1	1	100
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	1	1	1
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	1	1	100

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Chronic Absenteeism by Student Group  
(School Year 2022–23)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	58	58	5	9
<b>Female</b>	15	15	1	7
<b>Male</b>	43	43	4	9
<b>Non-Binary</b>	0	0	0	0
<b>American Indian or Alaska Native</b>	0	0	0	0
<b>Asian</b>	2	2	0	0
<b>Black or African American</b>	2	2	1	50
<b>Filipino</b>	0	0	0	0
<b>Hispanic or Latino</b>	6	6	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0
<b>Two or More Races</b>	2	2	0	0
<b>White</b>	20	20	4	20
<b>English Learners</b>	1	1	0	0
<b>Foster Youth</b>	0	0	0	0
<b>Homeless</b>	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	0	0	0	0
<b>Students Receiving Migrant Education Services</b>	0	0	0	0
<b>Students with Disabilities</b>	58	58	5	10

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**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 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
<b>Suspensions</b>	0%	0%	0%	N/A	N/A	N/A	N/A	N/A	N/A
<b>Expulsions</b>	0%	0%	0%	N/A	N/A	N/A	N/A	N/A	N/A

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	0	0
<b>Non-Binary</b>	0	0
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### School Safety Plan (School Year 2023–24)

Lattice Educational Services has a fully developed safety plan. This plan is reviewed with all staff upon hire and annually thereafter. The date of the last staff review was 8/14/23. Elements of this plan include: bloodborne pathogen control, emergency action/disaster, hazard communication, and injury and illness prevention. Part of this safety plan includes conducting monthly fire drills. This plan was last reviewed and updated in August 2023. Additionally, Lattice Educational Services maintains a Covid Health and Safety Plan. This plan was last reviewed and updated in January 2024.

## 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) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	7	1	0	0
1	7	1	0	0
2	7	1	0	0
3	7	1	0	0
4	10	1	0	0
5	10	1	0	0
6	10	1	0	0
Other**	0	0	0	0

\*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.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8	1	0	0
1	8	1	0	0
2	8	1	0	0
3	8	1	0	0
4	10	1	0	0
5	10	1	0	0
6	10	1	0	0
Other**	0	0	0	0

\*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.

**Average Class Size and Class Size Distribution (Elementary)**  
**(School Year 2022–23)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8	1	0	0
1	8	1	0	0
2	8	1	0	0
3	8	1	0	0
4	10	1	0	0
5	10	1	0	0
6	10	1	0	0
Other**	0	0	0	0

\*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.

**Average Class Size and Class Size Distribution (Secondary)**  
**(School Year 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22		Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0	0	0	0	0
Mathematics	0	0	0	0	0
Science	0	0	0	0	0
Social Science	0	0	0	0	0

\*Number of classes indicates how many classrooms 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.

**Average Class Size and Class Size Distribution (Secondary)**  
**(School Year 2021–22)**

Subject	Average Class Size			Number of Classes* 1-22	N u n b e r o f C l a s s e s * 2 3 3 - 3 2
	0-19	20-24	25+		
<b>English Language Arts</b>	0	0	0	0	
<b>Mathematics</b>	0	0	0	0	
<b>Science</b>	0	0	0	0	
<b>Social Science</b>	0	0	0	0	

\*Number of classes indicates how many classrooms 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.



**Average Class Size and Class Size Distribution (Secondary)  
(School Year 2022–23)**

Subject	Average Class Size			Number of Classes* 1-22	N u n b e r o f C l a s s e s *	N u n b e r o f C l a s s e s *
	23-30	31-40	41+			
<b>English Language Arts</b>	0	0	0	0	2	3
<b>Mathematics</b>	0	0	0	0	3	3
<b>Science</b>	0	0	0	0	-	+
<b>Social Science</b>	0	0	0	0	3	2

\*Number of classes indicates how many classrooms 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.

**Ratio of Pupils to Academic Counselor (School Year 2022–23)**

Title	Ratio
<b>Pupils to Academic Counselor*</b>	63

\*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 2022–23)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	3.8
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	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.

### **Types of Services Funded (Fiscal Year 2022–23)**

To meet the intensive needs of its students, Lattice Educational Services offers a variety of services to supplement its Special Day Class program instruction. Support staff included on-site administrators, behavior specialists, a school psychologist, speech and language therapists, school nurse consultants, an occupational therapist. This team of professionals works in partnership with Lattice’s classroom personnel to ensure that each student is fully supported in the educational process. Lattice also provides Vocational Education and Career Development services. Additionally, Lattice operates a WorkAbility program. This service gives students the opportunity to perform paid work in the community and gain vocational skills in the process.

### **Advanced Placement (AP) Courses (School Year 2022–23)**

**Percent of Students in AP Courses: 0**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered*</b>	0

\*Where there are student course enrollments of at least one student.

### **Professional Development**

<b>Measure</b>	<b>2021–22</b>	<b>2022–23</b>	<b>2023–24</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3