

Soulsbyville Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	20300 Soulsbyville Rd. Soulsbyville, CA , 95372-9792	Principal:	Jeff Winfield, Superintendent/Principal
Phone:	(209) 532-1419	Grade Span:	K-8

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

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

DataQuest

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

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.

About This School

Jeff Winfield, Superintendent/Principal

Principal, Soulsbyville Elementary

About Our School

Contact

Soulsbyville Elementary
20300 Soulsbyville Rd.
Soulsbyville, CA 95372-9792

Phone: (209) 532-1419
Email: jwinfield@soulsbyvilleschool.com

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Soulsbyville Elementary
Phone Number	(209) 532-1419
Superintendent	Winfield, Jeff
Email Address	jwinfield@soulsbyvilleschool.com
Website	www.soulsbyvilleschool.com

School Contact Information (School Year 2020—2021)

School Name	Soulsbyville Elementary
Street	20300 Soulsbyville Rd.
City, State, Zip	Soulsbyville, CA , 95372-9792
Phone Number	(209) 532-1419
Principal	Jeff Winfield, Superintendent/Principal
Email Address	jwinfield@soulsbyvilleschool.com
Website	http://www.soulsbyvilleschool.com
County-District-School (CDS) Code	55723976054928

Last updated: 1/7/22

School Description and Mission Statement (School Year 2020—2021)

Soulsbyville School is a TK-8 single school district with approximately 484 students, 69 staff members, (31 certificated personnel, including regular and special education teachers, administrators, a music instructor, highly qualified paraprofessionals) and about 347 families. It is located in Tuolumne County in a rural mountainous, unincorporated area. Most of our students are bused to school from dissimilar housing subdivisions and land parcels. The population has a range of 0-10 Limited English Speaking students. In spite of the diverse socioeconomic backgrounds from which they come, students interact very positively with one another at school. Our student population blends together with minimal friction based on social, cultural, or economic prejudice.

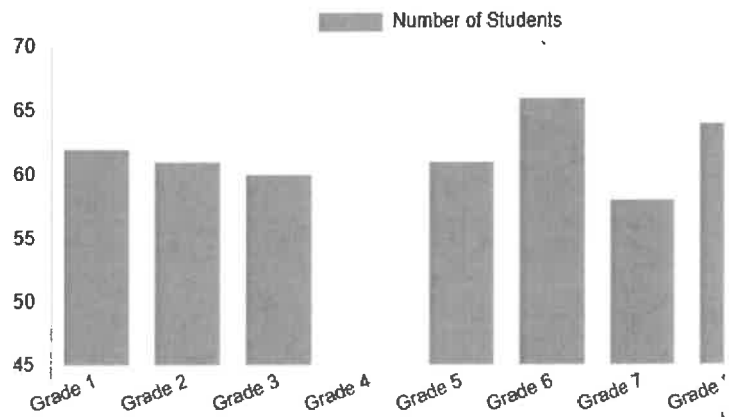
Our Mission Statement

Our mission is to cultivate excellence: by challenging our students, staff, and school community to reach their maximum potential; by using innovative, enlightening curriculum and educational programs with reliable infrastructure; and by providing technology-embedded instruction across content areas. In nurturing excellence, we develop learners who are productive workers, effective communicators, resourceful thinkers, and responsive citizens.

Last updated: 1/12/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	62
Grade 2	61
Grade 3	60
Grade 4	45
Grade 5	61
Grade 6	66
Grade 7	58
Grade 8	64
Kindergarten	62
Total Enrollment	539



Last updated: 1/10/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	0.60%
American Indian or Alaska Native	1.10%
Asian	0.00%
Filipino	0.00%
Hispanic or Latino	15.50%
Native Hawaiian or Pacific Islander	0.00%
White	76.90%
Two or More Races	5.90%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	33.00%
English Learners	0.60%
Students with Disabilities	13.90%
Foster Youth	1.70%
Homeless	5.50%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016	Yes	0%
Mathematics	2015	Yes	0%
Science	2021	Yes	0%
History-Social Science	2019	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/10/22

School Facility Conditions and Planned Improvements

N/A

Last updated: 1/10/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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: December 2021

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Good
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Last updated: 1/10/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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

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

Last updated: 1/11/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	328	318	96.95	3.05	38.49
Male	170	165	97.06	2.94	32.93
Female	158	153	96.84	3.16	44.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	54	52	96.30	3.70	28.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	244	238	97.54	2.46	40.08
Two or More Races	27	25	92.59	7.41	44.00
Socioeconomically Disadvantaged	85	84	98.82	1.18	33.33
English Learners	--	--	--	--	--
Students with Disabilities	54	50	92.59	7.41	14.00
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	327	317	96.94	3.06	29.97
Male	169	163	96.45	3.55	31.29
Female	158	154	97.47	2.53	28.57
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	54	50	92.59	7.41	22.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	243	238	97.94	2.06	31.09
Two or More Races	27	26	96.30	3.70	30.77
Socioeconomically Disadvantaged	85	85	100.00	0.00	24.71
English Learners	--	--	--	--	--
Students with Disabilities	54	50	92.59	7.41	12.00
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	19.44	N/A	19.44	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

Last updated: 1/11/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	108	99.08	0.92	19.44
Male	57	56	98.25	1.75	21.43
Female	52	52	100.00	0.00	17.31
Black or African American	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	24	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	79	78	98.73	1.27	19.23
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.00	0.00	15.63
English Learners	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated: 1/11/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

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

Last updated: 1/11/22

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/11/22

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 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--
9	--	--	--

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

When Covid-19 safety protocols allow, there are opportunities provided for parents to actively participate in the education process with their children. PTO and staff sponsor multiple occasions for parent participation such as; manning fundraising events like our annual Jog-a-thon, our SCRIP program, and our annual spaghetti feed dinner; or contributing to the success of our school functions like dances, sporting events, STEM Expo and History Fair. Parents are especially welcome as chaperones on the many extended field studies taken by each grade level. Grandparents also volunteer in these activities and are honored in May at a special school-wide Grandparents' Day celebration. Our School SITE Council is very involved in maintaining a positive climate, administering student and parent surveys, and collecting input for our LCAP.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	--	--	--	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	--	--	--	84.50%	84.20%	83.60%

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.77%	1.41%	1.77%	1.41%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020-2021	District 2020-2021	State 2020-2021
Suspensions	1.81%	1.81%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 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—2020 school year compared to prior years.

Last updated: 1/11/22

School Safety Plan (School Year 2021-2022)**School Safety and Climate for Learning**

Soulsbyville School conducts an annual Climate Survey through the Site Council. We have board policy ensuring that both normal and emergency operations and procedures are carried out effectively. Soulsbyville School has worked hard to establish and maintain a safe school climate.

Soulsbyville maintains a strong School Safety Plan - formulated with input from various law and service agencies throughout the county which is updated annually. We have a discipline policy and procedures in place. All areas of the campus are carefully monitored with both personnel and surveillance equipment. All visitors are required to report to the office, sign in, and wear visitor badges. We believe that students who have regular opportunities to receive recognition and know the limits and consequences of inappropriate behavior perform better academically and socially. In following through with this belief, we have developed an extensive recognition/reward system and have a written set of rules and consequences for misbehavior. All staff members are committed to maintaining a safe and positive learning environment and are trained in a wide variety of classroom management techniques. Students are expected to attend school regularly and keep at least a 2.0 academic and citizenship GPA to meet graduation requirements.

Our maintenance supervisor does monthly reviews of the facilities and reports to the Board quarterly. The Safety Plan is revised annually by the Site Council and adopted annually by the School Board

Last updated: 1/11/22

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 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	3	0	0
1	22.00	0	3	0
2	24.00	0	2	0
3	26.00	0	2	0
4	33.00	0	0	2
5	31.00	0	2	0
6	23.00	1	2	0
Other**	0.00	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 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	20.00	1	2	0
1	21.00	0	3	0
2	21.00	0	3	0
3	26.00	0	2	0
4	30.00	0	2	0
5	35.00	0	0	2
6	23.00	1	1	1
Other**	0.00	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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	1	2	0
1	21.00	2	1	0
2	20.00	1	2	0
3	30.00	0	2	0
4	22.00	0	2	0
5	30.00	0	2	0
6	17.00	4	0	0
Other**	0.00	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 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	14.00	10	4	2
Math	13.00	7	1	1
Science	28.00	1	1	1
Social Science	28.00	1	2	1

* 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 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	2.00	6	6	0
Math	2.00	6	1	0
Science	27.00	1	3	1
Social Science	27.00	1	3	1

* 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 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	25.00	0	8	0
Math	25.00	0	4	0
Science	28.00	0	4	0
Social Science	28.00	0	4	0

Last updated: 1/11/22

* 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 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 1/1/00

* 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 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.80
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9411.04	\$2258.65	\$7152.39	\$63686.00
District	N/A	N/A	\$7152.39	\$63686.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$8443.83	\$72352.00
Percent Difference – School Site and State	N/A	N/A	-15.29%	-11.97%

Last updated: 1/11/22

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

Types of Services Funded (Fiscal Year 2020–2021)

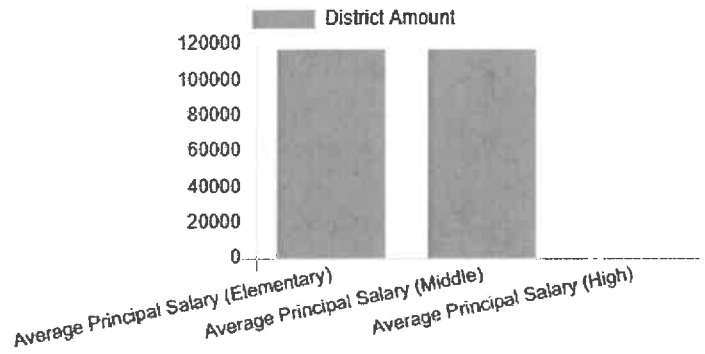
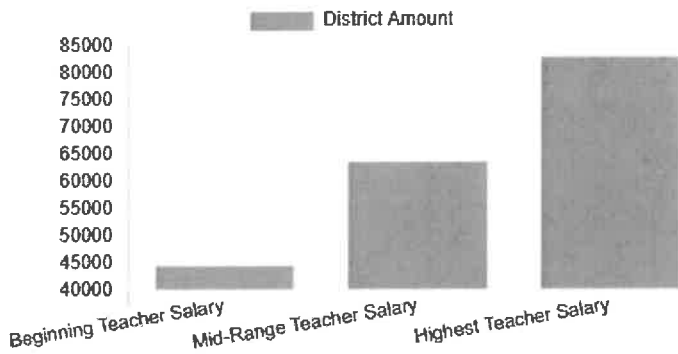
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Last updated: 1/11/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44395.00	\$47265.00
Mid-Range Teacher Salary	\$63686.00	\$69813.00
Highest Teacher Salary	\$83083.00	\$91237.00
Average Principal Salary (Elementary)	\$112524.00	\$113466.00
Average Principal Salary (Middle)	\$117471.00	\$115186.00
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$119056.00	\$131359.00
Percent of Budget for Teacher Salaries	36.00%	30.00%
Percent of Budget for Administrative Salaries	4.00%	7.00%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)**Percent of Students in AP Courses** 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/11/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4