

Del Campo High 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	Del Campo High School
Street	4925 Dewey Dr
City, State, Zip	Fair Oaks, CA 95628
Phone Number	(916) 971-5664
Principal	Greg Snyder
Email Address	gsnyder@sanjuan.edu
School Website	https://www.sanjuan.edu/delcampo
County-District-School (CDS) Code	34-67447-3432051

2022-23 District Contact Information

District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Melissa Bassanelli
Email Address	info@sanjuan.edu
District Website Address	www.sanjuan.edu

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VISION STATEMENT

Inspiring excellence, believing all students can and will learn, Del Campo High School will prepare every student to meet the demands of higher education and careers, through innovative, challenging instruction, and comprehensive support in partnership with the Cougar Community.

MISSION STATEMENT

Del Campo's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

SCHOOL PROFILE

Del Campo High School, which opened in 1963, is located in the middle class suburban community of Fair Oaks, which is 12 miles northeast of the state capitol, Sacramento, California. Approximately half of the students attending Del Campo are from throughout the San Juan Unified School District and came to the school through open enrollment.

Del Campo, a comprehensive 9-12 public high school, places a strong emphasis on college preparatory courses. The school operates on a 4X4 Block System which allows students to take four classes that meet 82 minutes each day for eighteen weeks. Over the course of the school year, students are able to take eight courses instead of the traditional six. Del Campo's exemplary academic, athletic, and extra curricular programs are validated by accreditation from the Western Association of Schools and Colleges.

Del Campo's student publications are exceptional. The Decamhian is rated as one of the top yearbooks in the country, earning all the major awards given in scholastic journalism, including 17 CSPA Gold and Silver Crowns, 15 NSPA Pacemakers, and has been inducted in the NSPA Scholastic Yearbook Hall of Fame. The Decamhian advisor was the 1996 National Yearbook Advisor of the Year.

Del Campo's Air Force Junior ROTC (JROTC) is ranked as one of the top programs in the nation, having achieved Distinguished Unit 31 consecutive years. Only eight percent of the units nationwide were identified "with Merit," indicating a ranking of "exceeds standards," with zero deficiencies on the annual assessment by the Air Force Headquarters. Del Campo was awarded "Distinguished Unit with Merit" for 2016-2017 for the sixth consecutive year. Four Del Campo JROTC alumni are

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currently participating in senior ROTC in college with the aim of serving as an officer in the U.S. military. One cadet was California Cadet of the Year for 2010 as awarded by the Air Force Association; and our own Aerospace Science Instructor was honored as an Outstanding Instructor for 2010-2011. Several graduates are in worldwide military deployment, including Iraq and Afghanistan as they serve in a multitude of job assignments. A Del Campo cadet was once again selected to attend the Youth Conference at Valley Forge, PA -- one of 30 selected by the Veterans of Foreign Wars organization from 6000 JROTC cadets in the state.

Approximately 550 students participate in athletic programs and Del Campo offers roughly 30 clubs as well.

PRINCIPAL'S MESSAGE:

On behalf of the faculty and staff, I welcome you to Del Campo High School. Since its opening in 1963, Del Campo has served the community of Fair Oaks preparing every student to become contributing, responsible, and caring members of the community.

Del Campo High School has established a set of school-wide learning outcomes that consist of the following:

Engaged learners who...

- analyze and comprehend complex texts across all content areas
- demonstrate literacy through effective communication skills in both written and oral expression
- demonstrate digital literacy, including the ability to evaluate and cite sources
- justify understanding by citing specific evidence
- collaborate with other students to share information and solve problems

Responsible community members who...

- demonstrate positive character traits
- participate in the community in a respectful manner
- are accountable for their individual actions and are respectful of others
- demonstrate persistence when encountering challenging academic content or skills

Prepared graduates who...

- set short-term and long-term educational and personal goals and use strategies to achieve them
- make sound decisions about social, physical, emotional and mental health and demonstrate resiliency in the face of adversity
- evaluate their strengths and abilities in order to make informed decisions about their post-secondary plans

In addition to a rigorous academic program, other programs are offered, including Mock Trial, Academic Decathlon, Drama, Air Force ROTC, Kids Helping Kids, Yearbook, Crime Science, AVID, Choir, Band, Science Olympiad, Fire Technology, Video Production, Computer Tech, an assortment of clubs, and an athletic program that is rich in tradition earning numerous section titles. Del Campo High School has an active and supportive parent community. Currently, in addition to the many volunteer opportunities, Del Campo High School has an active Booster group and Parent Teacher Association that raises money for the entire school.

Please join us as we continue to build upon previous successes as we move into the twenty-first Century.

Sincerely,

Greg Snyder, Principal

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	462
Grade 10	433
Grade 11	413
Grade 12	356
Total Enrollment	1,664

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.9
Male	55.5
American Indian or Alaska Native	0.9
Asian	4.1
Black or African American	7.4
Filipino	1.3
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	0.8
Two or More Races	8.5
White	51.6
English Learners	5.8
Foster Youth	0.2
Homeless	6.1
Migrant	0.0
Socioeconomically Disadvantaged	45.0
Students with Disabilities	12.7

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)	50.10	68.12	1679.20	71.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	21.00	0.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	4.00	49.30	2.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	2.83	297.30	12.72	12115.80	4.41
Unknown	18.40	25.03	291.30	12.46	18854.30	6.86
Total Teaching Positions	73.50	100.00	2338.40	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)	69.30	91.76	1946.10	78.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	0.44	21.60	0.87	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	0.97	80.70	3.24	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	243.50	9.78	11953.10	4.28
Unknown	5.10	6.80	199.10	8.00	15831.90	5.67
Total Teaching Positions	75.50	100.00	2491.10	100.00	279044.80	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.60	0.20
Misassignments	2.20	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.90	0.70

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	2.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	2.00	0.00

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)	3.20	0.50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.40	0.00

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

San Juan Unified held a public hearing on September 28, 2021 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <https://www.sanjuan.edu/Page/23518>. In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan’s textbook adoption schedule, please visit our website:

<http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016 Houghton Mifflin Harcourt - California Collections, Grades 9, 10, 11, 12 2016: Bedford, Freeman, and Worth - The Language of Composition 2016: Pearson - Literature: An Introduction to Reading and Writing	Yes	0.0
Mathematics	2016: Cengage - Calculus 2016: Cengage - Calculus of a Single Variable 2016: Pearson - Elementary Statistics: Picturing the World 2018: Ramsey Education - Foundations in Personal Finance 2015: Houghton Mifflin Harcourt - Integrated Mathematics 1,2,3, Volumes 1 & 2 2007: Pearson - Mathematical Ideas 2018: McGraw-Hill - Mathematics for Business and Personal Finance 2017: Haese Mathematics - Mathematics for the International Student - Mathematics SL 2016: Bedford, Freeman, and Worth - The Practice of Statistics for the AP Exam 2016: Cengage – Precalculus	Yes	0.0
Science	2022 STEMScopes: The Living Earth 2019 Savvas: AP Biology-Campbell in Focus 2013 Bio-Rad Laboratories: Biotechnology-A Laboratory Skills Course 2022 Savvas: Experience Chemistry 2018 Cengage: Chemistry (AP Edition), 10th edition 2008 Pearson: Conceptual Integrated Science 2009 Pearson: Conceptual Physics 2002 Pearson: Earth Science 2020 Savvas: College Physics-Explore and Apply, 2nd edition 2002 Glencoe/McGraw-Hill: Earth Science-Geology, the Environment, and the Universe 2022 Cengage: Environmental Science-Sustaining Your World 2021 Cengage: Exploring Environmental Science (updated) 2016 Pearson: Human Anatomy and Physiology	Yes	0.0
History-Social Science	2019 McGraw-Hill: California Impact-United States History and Geography, Continuity and Change 2019 McGraw-Hill: California Impact-World History, Culture and Geography, The Modern World 2016 Oxford University Press: History of the Americas-1880-1981 (IB Diploma Programme) 2011 Oxford University Press: The Twentieth-Century World and Beyond-An International History Since 1900, 6th ed. 2018 Bedford, Freeman, and Worth: Ways of the World-A Global History with Sources, for the AP course 2018 Pearson: Government in America-People, Politics, and Policy, AP edition	Yes	0.0

	<p>2018 McGraw-Hill: Principles of American Democracy</p> <p>2015 Back Bay Books: A Different Mirror-A History of Multicultural America</p> <p>2015 Harper Collins: A People's History of the United States, 1492-present</p> <p>2020 Oxford University Press: Oxford IB Diploma Programme-IB Economics Course Book</p> <p>2019 Bedford, Freeman, and Worth: Krugman's Economics for the AP course</p> <p>2018 Norton: Essentials of Cultural Anthropology-A Toolkit for a Global Age</p> <p>2016 Bedford, Freeman, and Worth: Explorations in Economics</p> <p>2017 National Geographic: National Geographic-World Cultures and Geography</p> <p>2019 Perfection Learning Corp: AMSCO AP Human Geography</p> <p>2020 Bedford, Freeman, and Worth: A History of Western Society</p> <p>2018 Norton: Principles of Macroeconomics</p> <p>2017 McGraw-Hill: Sociology and You</p> <p>2001 Glencoe/McGraw-Hill: Street Law-A Course in Practical Law</p> <p>2016 Bedford, Freeman, and Worth: Myers' Psychology for AP</p> <p>2016 Bedford, Freeman and Worth: Thinking about Psychology</p>		
Foreign Language	<p>2017: Wayside- Apprenons</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 1</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 2</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 3</p> <p>2017: Vista Higher Learning – Imaginez</p> <p>2018: Cheng and Tsui- Adventures in Japanese 1</p> <p>2018: Cheng and Tsui- Adventures in Japanese 2</p> <p>2018: Cheng and Tsui- Adventures in Japanese 3</p> <p>2018: Cheng and Tsui- Dekiru! An AP Japanese Preparation Course</p> <p>2022 Carnegie Learning: Que Chevere 1-4</p> <p>2017: Vista Higher Learning- Temas</p> <p>2019: Cengage Learning – El Mundo Hispano 21-espanol para el siglo 21-Curso Intermedio</p> <p>2018: Sign Media Inc. – Master ASL! – Level One</p> <p>2019: Sign Enhancers Inc. – ASL Grammatical Aspects Guide</p>	Yes	0.0%
Health	2006: Houghton Mifflin Harcourt - Lifetime Health	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.	Yes	0.00%

School Facility Conditions and Planned Improvements

Del Campo High School was recently modernized. The scope of work included: roof repair/replacement, new doors and hardware, new lighting, upgraded electrical service, new heating and air conditioning system, and interior and exterior paint. Currently, there are enough classrooms to house the student population. All restrooms site-wide are being reconfigured and renovated using Measure J funds. This project was completed in Spring 2014. It included all plumbing, fixtures, partitions, floors, walls, path of travel and upgrades to meet ADA requirements. Each classroom has a fire and intrusion monitoring and alarm system, telephone, and internet connections. There is a site custodial staff to keep the buildings clean as well as a part-time site maintenance custodian who keeps the various systems of the school operational. The district provides gardening and landscape maintenance, as well as support to keep the major systems such as plumbing, heating, and air conditioning functioning. A combination of Measure J and district resources resulted in a refurbished parking lot and blacktop areas in the summer of 2004. Under Measure S the Science Rooms were upgraded in the summer 2005. In 2006 a new heating and air conditioning system was installed in the music room under the Measure J Bond. Summer 2008 the entire school exterior was painted and the swimming pool deck and drainage system was replaced through Deferred Maintenance. A second gymnasium was constructed through Measure J funding in 2008-2009. A new all-weather track and synthetic turf field was installed in 2014. The project, funded by Measure N, consisted of a new all-weather running track and synthetic turf. The new running track consists of running lanes with integral striping to accommodate official high school events. The project included all of the necessary concrete, asphalt, drainage and fencing to support the track. Some ADA improvements were required along with access to the existing restroom facilities. The turf field includes drainage for the field, markings for football, soccer, goal posts and scoreboard.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in September 2020 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities. Del Campo plans to start construction on a brand new Science building and on the Career and Technical Education building in the summer of 2020. This project will provide new technology and modernization for important programs at Del Campo.

Year and month of the most recent FIT report

10/14/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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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	57	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	N/A	29	N/A	33

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	381	355	93.18	6.82	57.18
Female	170	161	94.71	5.29	64.60
Male	208	191	91.83	8.17	50.26
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	78.57
Black or African American	17	16	94.12	5.88	43.75
Filipino	--	--	--	--	--
Hispanic or Latino	88	80	90.91	9.09	55.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	30	96.77	3.23	63.33
White	218	202	92.66	7.34	57.43
English Learners	32	23	71.88	28.12	8.70
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	9	81.82	18.18	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	141	129	91.49	8.51	50.39
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	47	43	91.49	8.51	13.95

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	381	358	93.96	6.04	23.46
Female	170	162	95.29	4.71	25.31
Male	208	193	92.79	7.21	22.28
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	28.57
Black or African American	17	16	94.12	5.88	6.25
Filipino	--	--	--	--	--
Hispanic or Latino	88	80	90.91	9.09	11.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	30	96.77	3.23	30.00
White	218	205	94.04	5.96	27.32
English Learners	32	27	84.38	15.62	3.70
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	9	81.82	18.18	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	141	130	92.20	7.80	13.85
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	47	43	91.49	8.51	2.33

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	26.26	--	30.55	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	307	279	90.88	9.12	26.26
Female	131	117	89.31	10.69	20.69
Male	175	161	92	8	30.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	23	92	8	4.55
Filipino	--	--	--	--	--
Hispanic or Latino	82	77	93.9	6.1	22.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	31.82
White	157	138	87.9	12.1	34.78
English Learners	14	9	64.29	35.71	--
Foster Youth	0	0	0	0	0
Homeless	13	13	100	0	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	108	86.4	13.6	17.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	29	93.55	6.45	10.34

2021-22 Career Technical Education Programs

San Juan Unified School District defines their career paths following the strict criteria set within the Perkins Act and/or the California Partnership guidelines. The CTE department collects data on the number of students moving through our local course sequences. Some CTE courses, because of the time requirements, internship element and industry standards they meet, are defined as a sequence within themselves. Introductory CTE courses are found throughout our schools, concentrators are students who take a second level course within the same career path, and students are referred to as completers when they complete a sequence of courses leading to certification, employability, and/or further technical training. Capstone courses are defined as completer based on length of course, sequence, and skill development.

2021-22 Career Technical Education Programs

The CTE capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. All students are provided practical experiences to pursue post high school employment and gain course work that is A-G compliant.

San Juan Unified also provides students career preparation through enrollment in California Partnership Academies. We have three California Partnership Academies in the areas of: business–finance/entrepreneurship, pre-engineering, and patient care. Our schools have numerous career paths opportunities beyond the state-funded California Partnership Academy.

Del Campo offers the following CTE pathways and courses:

Residential and Commercial Construction Pathway

- Wood Technology I
- Wood Technology II
- Advanced Construction Technology (capstone course offered at San Juan high school to Del Campo students)

Emergency Response Pathway

- Fire Tech I
- Fire Tech II
- Fire Tech III (capstone completion course)

Production & Managerial Arts Pathway

- Introduction to Media Arts
- Video Production
- Broadcast & Video Production (capstone completion course)

Kids Helping Kids Pathway

- Build Entrepreneurship
- Entrepreneurship
- Business Economics/Entrepreneurship
- Advanced Entrepreneurship (capstone completion course)

Software and Systems Management

- Computer Science: IT Fundamentals
- AP Computer Principles (SSD)
- Computer Science: IT Essentials capstone completion course)

CTE capstone courses held at various high schools within San Juan Unified open to Del Campo students:

- Automotive
- Construction Technology
- Culinary Arts
- Dental Careers
- Dental Radiation and Safety (taken with Dental Careers)
- Medical Assistant
- Performing Arts: Theatre
- Public Safety Careers

How do CTE courses support student achievement?

When students experience CTE courses they have the opportunity to see the relationship between applied academic standards and the real world. Students find purpose in their studies and are provided an opportunity to apply their academic and industry skills to every day problems.

How does the school address the needs of all students in career preparation?

Through the IEP process special education students may be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in their IEP. CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to “hands on” activities and participate in solving real life problems.

2021-22 Career Technical Education Programs

How are the courses evaluated for effectiveness?

The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates, graduation rates, along with completion of a sequence are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	632
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	67.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	94.41
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	39.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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
Grade 9	96.9	96.9	83.1	93.9	94.4

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

Del Campo staff believes that a partnership with parents is vital in creating a vibrant learning environment. Our shared goal is to create an atmosphere where all students can succeed in a safe and positive learning environment. Collectively, parents not only serve the school in an advisory capacity, but also provide service and financial support. Individual parents have opportunities to participate in School Site Council, School Safety Committee, Booster Clubs that support athletics, visual and performing arts, ROTC, and the Parent Family Organization (PFO). Parents are also encouraged to be guest speakers on campus, as well as to volunteer in the library or in offices. The Athletic Booster Club coordinated and raised funds for the renovation of the sports stadium as well as the installation of stadium lights so that home games can be played on Friday nights. Booster parents also provided leadership and some of the funds necessary to re-open our swimming pool and more recently, Boosters built a new varsity softball facility located at the front of the campus.

Del Campo has created a Parent Advisory Board to the Principal and that committee meets monthly. In addition, Erika Acosta is our school social worker and can be reached at erika.acosta@sanjuan.edu. Kate Bartlett is our Career and College Technician and can be reached at kathryn.bartlett@sanjuan.edu.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at (916) 971-5650 or email Emily Bassett at emily.bassett@sanjuan.edu.

C. Engagement

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3	4.5		9.6	11.7		8.9	7.8
Graduation Rate		95.8	92.4		78.5	81.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	354	327	92.4
Female	155	147	94.8
Male	198	180	90.9
American Indian or Alaska Native	--	--	--
Asian	11	8	72.7
Black or African American	31	26	83.9
Filipino	--	--	--
Hispanic or Latino	88	85	96.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	23	23	100.0
White	186	173	93.0
English Learners	21	17	81.0
Foster Youth	--	--	--
Homeless	25	20	80.0
Socioeconomically Disadvantaged	215	195	90.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	42	33	78.6

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1812	1737	648	37.3
Female	789	757	267	35.3
Male	1007	965	375	38.9
American Indian or Alaska Native	16	16	4	25.0
Asian	78	74	11	14.9
Black or African American	145	131	65	49.6
Filipino	22	22	5	22.7
Hispanic or Latino	454	433	183	42.3
Native Hawaiian or Pacific Islander	16	16	10	62.5
Two or More Races	156	152	58	38.2
White	925	893	312	34.9
English Learners	131	120	41	34.2
Foster Youth	4	4	3	75.0
Homeless	131	116	73	62.9
Socioeconomically Disadvantaged	871	819	386	47.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	242	225	113	50.2

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	2.95	3.11	2.45
Expulsions	0.11	0.03	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	0.00	4.36	0.10	4.48	0.20	3.17
Expulsions	0.00	0.17	0.00	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.36	0.17
Female	3.93	0.00
Male	4.77	0.30
American Indian or Alaska Native	6.25	0.00
Asian	5.13	0.00
Black or African American	8.97	0.69
Filipino	0.00	0.00
Hispanic or Latino	5.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.05	0.00
White	2.49	0.22
English Learners	5.34	0.00
Foster Youth	0.00	0.00
Homeless	11.45	0.76
Socioeconomically Disadvantaged	6.31	0.23
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.37	0.00

2022-23 School Safety Plan

School Safety Plan

San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers. The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, earthquake drills and intruder drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriffs Department & Citrus Heights Police Department. San Juan Unified maintains contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as well as in response to critical incidents and threats. .

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	10	9	20
Mathematics	27	5	20	5
Science	29	3	15	8
Social Science	30	6	13	14

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	7	14	18
Mathematics	36	3	10	16
Science	30	2	10	9
Social Science	30	5	8	15

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	11	8	22
Mathematics	29	4	14	11
Science	29	4	10	12
Social Science	29	5	12	10

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	386.98

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)	4.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	11641	4213	7428	\$80,658.27
District	N/A	N/A	6930	\$78,226
Percent Difference - School Site and District	N/A	N/A	6.9	3.1
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	11.9	-5.7

2021-22 Types of Services Funded

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

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	\$46,561	\$51,081
Mid-Range Teacher Salary	\$69,093	\$77,514
Highest Teacher Salary	\$94,014	\$105,764
Average Principal Salary (Elementary)	\$117,870	\$133,421
Average Principal Salary (Middle)	\$126,658	\$138,594
Average Principal Salary (High)	\$142,797	\$153,392
Superintendent Salary	\$303,841	\$298,377
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	6.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	2
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level, and there are specific opportunities designed for our paraprofessionals to attend and be compensated. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.

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	9	9	3