

# Skycrest Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

<b>Internet Access</b>	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.
<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 School Contact Information

<b>School Name</b>	Skycrest Elementary School
<b>Street</b>	5641 Mariposa Avenue
<b>City, State, Zip</b>	Citrus Heights CA, 95610
<b>Phone Number</b>	(916) 971-5098
<b>Principal</b>	Sandra Rangel
<b>Email Address</b>	srangel@sanjuan.edu
<b>School Website</b>	<a href="https://www.sanjuan.edu/skycrest">https://www.sanjuan.edu/skycrest</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	34-67447-6034912

## 2024-25 District Contact Information

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

## 2024-25 School Description and Mission Statement

### MISSION STATEMENT

Skycrest participated in a comprehensive strategic planning process during the winter and spring of 2011. A diverse group of staff, parents, and community members representing the Skycrest Community, developed the following mission statement that was formally adopted by Skycrest Site Council in May of 2011. In October 2013, the Strategic Planning Team reconvened to review the progress of the School Strategic Plan. Recommendations for change were made with Action Teams reconvening in January 2014 to review the tactics. The Strategic Planning team and Skycrest staff reviewed the data from the Action Teams in May 2014 and information was brought to the School Site Council in September 2014.

The staff and SSC review the school goals and our mission and adjust according to student needs yearly. Throughout each year, the site administrator gathers information from parent meetings which include: Mugs and Muggins, English Language Acquisition Committee, ELAC; Parent Teacher Organization, PTO; School Site Council, SSC, IEPs, Parent / Teacher conferences, and other Parent Meetings and Community share times throughout the year.

The mission of Skycrest Elementary School, valuing academic excellence, positive character development, and diversity, is to inspire every student to responsibly contribute to an ever-changing world by engaging in an innovative curriculum that challenges each individual's learning within a culturally enriched environment in partnership with families, school, and community.

### SCHOOL PROFILE

Skycrest Elementary is one of 41 elementary/K-8 schools in the San Juan Unified School District. The curriculum provided is aligned to the Common Core State Standards. Staff at Skycrest implement the Common Core State Standards (CCSS) in their teaching and in designing and establishing their daily lessons. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities. Included as part of our daily teaching is bringing awareness of Social Justice and Equity to the Skycrest Community through literature, class meetings and current events. Through our character education program, Skycrest places a heavy focus on establishing students with strong, positive character traits. Grade levels present at each assembly, focusing on one of the specific traits. Each month students are recognized for demonstrating daily character traits at the Character Ed assemblies. The Staff engage in Positive Behavior Intervention Support with all students, focusing on making good choices and following school rules by incorporating three goals: Be Safe, Be Respectful, Be Responsible. We started using a school wide Social Emotional Program this year to help student understand

Skycrest has a BRIDGES After-School program that is funded by the 21st Century Grant and ASSETS. This program provides after-school enrichment, homework completion time, social time, structured physical education games, and parent activities. The BRIDGES program is offered at low cost to families. The program offers enrichment activities, support with homework or classwork if needed, and an opportunity for students to participate in social activities.

To support our English learner students, Designated English Language Development (D-ELD) is planned daily, with students receiving support in their designated groups: expanding, emerging, bridging and enriching. All teachers within each grade level provide D-ELD and integrated ELD strategies in all core content areas throughout the day. Each grade level has at least one teacher, in some grade levels all the teacher, GLAD trained. GLAD, Guided Language Acquisition Development support the development of English for our English Learners as well as English Only students.

The focus of our professional learning cycle is centered around math, critical thinking and problem solving; as well as writing. Teachers work to support writing, including content and conventions, that is aligned with students' text level of reading, both within the classroom and in support and intervention groups. The staff come together for professional learning to learn, develop, and include skills around the District's Eight Point Commitment to Educational Justice, Problem Solving, STEAM and innovative instruction.

An emphasis of incorporating grade level standards and increasing of the Depth of Knowledge (DOK) rigor is presented within each class and throughout the grade level; with work included within core standards around these areas. Designated English Language Development (D-ELD) is scheduled for all grade levels with English learners (ELs) placed in groups to provide support to students at their English language level. Collaboration days around writing and math are planned to support students in writing throughout the day and throughout all curricula areas and to support students in both a conceptual and procedural understanding of math. Title I academic coaches and administrators will coach and support teachers in the area of math and learning about specific targeted areas in math. The California Assessment of Student Performance and Progress (CAASPP) 2024 data showed that focus on increased language development is necessary for all students--both English learners (ELs) and English-only (EO) students. With approximately 45% of our student population being English learners, it is our top priority to increase vocabulary acquisition and oral language for all students. Professional development has been scheduled this school year to support teachers in using strategies and techniques that will support all students in the area writing and math and to provide support strategies to support our English Learners. Teachers continue to utilize GLAD

## 2024-25 School Description and Mission Statement

strategies to support all our students, but GLAD supports our English Learners. A Team of teachers and the administrator will also be attending training in EL Achieve to further support our English Learners,

Skycrest School Objectives:

- All students will develop and apply twenty-first century skills such as problem solving, critical and relative thinking, collaboration, and the application of technology.
- Each year, all students will achieve at least one year's growth towards grade level Common Core Standards as determined by multiple measures.
- We will model and integrate positive character traits within our community.

Tactics:

Tactic 1: Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency and college and career preparedness.

Tactic 2: Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study

Tactic 3: Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials and staffing,

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	60
Grade 2	57
Grade 3	82
Grade 4	72
Grade 5	64
<b>Total Enrollment</b>	<b>409</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.3
Male	56.7
American Indian or Alaska Native	0.5
Asian	3.4
Black or African American	4.9
Filipino	0.5
Hispanic or Latino	39.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	5.1
White	45
English Learners	36.4
Foster Youth	0.5
Homeless	2.9
Socioeconomically Disadvantaged	69.9
Students with Disabilities	23.2

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.50	89.87	1679.20	71.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.17	21.00	0.90	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	49.30	2.11	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	297.30	12.72	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.40	5.96	291.30	12.46	18854.30	6.86
<b>Total Teaching Positions</b>	23.90	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.40	80.35	1946.10	78.12	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	21.60	0.87	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	7.15	80.70	3.24	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	243.50	9.78	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	3.50	12.50	199.10	8.00	15831.90	5.67
<b>Total Teaching Positions</b>	27.90	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.

## 2022-23 Teacher Preparation and Placement

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>	25.50	94.46	1925.60	80.09	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	23.50	0.98	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	84.50	3.52	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	253.40	10.54	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.50	5.54	117.00	4.87	14303.80	5.15
<b>Total Teaching Positions</b>	27.00	100.00	2404.20	100.00	277698.00	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	2022-23
<b>Permits and Waivers</b>	0.00	1.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	1.00	0
<b>Total Teachers Without Credentials and</b>	0.00	2.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	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>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Juan Unified held a public hearing on September 24, 2024 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 2024 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/academics/curriculum>. 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: <https://www.sanjuan.edu/academics/curriculum>.

Year and month in which the data were collected

September, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2017 Benchmark-Advance	Yes	0.0
<b>Mathematics</b>	2015: Pearson - Envision Math	Yes	0.0
<b>Science</b>	2020: Twig Science	Yes	0.0
<b>History-Social Science</b>	2019: Studies Weekly - California Studies Weekly	Yes	0.0
<b>Visual and Performing Arts</b>	2023: The Art of Education (digital), Grades K-5	Yes	0.0%

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

# School Facility Conditions and Planned Improvements

## General

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. District maintenance staff ensure 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. This school contains 29 classrooms, and 10 other student or administrative spaces as well as 4 playgrounds.

## Age of School Buildings

66 years but with modernizations and additions completed in subsequent years.

## Maintenance and Repair

LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient services and that emergency repairs are given the highest priority. Emergency work orders are addressed in the first 24 hours. Routine work orders are addressed within 30 days.

## Cleaning Process and Schedule

The LEA governing board has adopted cleaning standards for all schools in the LEA. Each site has a day and evening custodial crew. Each crew member has a run sheet with assigned responsibilities. A copy of these run sheets is available at the school office or can be obtained from Maintenance and Operations Custodial Services. Custodial Area Supervisors oversee the cleaning of all district sites to ensure cleaning standards are met daily providing a clean and safe site.

## Deferred Maintenance Budget

The LEA participates in the State School Deferred LEA maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist LEAs with expenditures 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. For the 2023-24 school year, the LEA has budgeted 2 million for the deferred maintenance program. This represents 3% of the LEA's general fund budget.

## Deferred Maintenance Projects (if applicable)

N/A

## Modernization Projects (if applicable)

N/A

## New School Construction Projects (if applicable)

N/A

## Year and month of the most recent FIT report

08/29/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	42	34	42	40	46	47
<b>Mathematics</b> (grades 3-8 and 11)	37	31	29	29	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

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

Note: 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
<b>All Students</b>	224	212	94.64	5.36	34.43
<b>Female</b>	95	90	94.74	5.26	40.00
<b>Male</b>	129	122	94.57	5.43	30.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	12	12	100.00	0.00	8.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	91	90	98.90	1.10	28.89
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	103	94	91.26	8.74	43.62
<b>English Learners</b>	56	49	87.50	12.50	4.08
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	172	161	93.60	6.40	27.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	64	64	100.00	0.00	7.81

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

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

Note: 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
<b>All Students</b>	224	220	98.21	1.79	31.36
<b>Female</b>	95	93	97.89	2.11	27.96
<b>Male</b>	129	127	98.45	1.55	33.86
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	12	12	100.00	0.00	16.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	91	90	98.90	1.10	15.56
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	103	101	98.06	1.94	45.54
<b>English Learners</b>	56	56	100.00	0.00	17.86
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	172	169	98.26	1.74	29.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	64	64	100.00	0.00	10.94

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	34.43	32.81	30.86	29.38	30.29	30.73

## 2023-24 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	65	64	98.46	1.54	32.81
Female	28	28	100.00	0.00	32.14
Male	37	36	97.30	2.70	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	23.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	40.63
English Learners	15	15	100.00	0.00	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	49	98.00	2.00	26.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	5.88

## 2023-24 Career Technical Education Programs

## 2023-24 Career Technical Education (CTE) Participation

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	

## 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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

## 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.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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 5	93.8%	89.2%	90.8%	89.2%	83.1%

## 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.

## 2024-25 Opportunities for Parental Involvement

### PARENT INVOLVEMENT

Parental involvement enriches a child's academic learning experience. The staff and administration appreciate our parents and seeks input and feedback from the parents and guardians of our students. At Skycrest Elementary School, we provide many opportunities for parents to reach out to us and for us to reach out to them.

Parental involvement is valued at Skycrest Elementary School. It is one of the tactics called out in Skycrest's Strategic Plan: "We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success; and support and develop the social/emotional well-being of each student by utilizing the Skycrest Character Traits, effective Social Emotional Strategies, applying the District Social Justice Standards, and engaging families as valued partners in the educational process and the development of the whole child. Resources and parent information are located in the main office in a central area. This includes opportunities and classes for parenting that are made available by the school and through the district.

Parental involvement means:

The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other

## 2024-25 Opportunities for Parental Involvement

school activities, including and ensuring:

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

School Parent Involvement Policy Process:

The Skycrest School Site Council will be established with parent members voted in. Members will review the Single Plan for Student Achievement (SPSA), the Parent-Staff-Student Compact, and the School Parental Involvement Policy to ensure that academic needs for all students are met and that parents and the community have an opportunity to voice their concerns.

School Site Council meeting will be held five - six times during the school year to modify the School Plan for Student Achievement when necessary throughout the school year and ensure that school-wide needs are met.

Opportunities for parents to give input and receive information on parent involvement include:

- Back-to-School Night
- Title I Annual Parent Meeting
- Parent School Information Night
- Parent - Teacher Conferences (Fall and Spring)
- Family Learning Nights: Literacy Night and Math /Science Night
- School Site Council meetings
- English Learner Advisory Committee (ELAC) Meetings
- Parent training classes - offered by the School and the district
- Parent-Teacher Organization (PTO) meetings
- Community Parent-Principal meetings (i.e., Mugs and Muffins Coffee Chats)
- IEP's - where parents can share concerns and needs

Skycrest will use these event opportunities to:

- Build parental involvement and ensure an effective partnership between the school and parents.
- Provide parents with a description of the curriculum and assessments used to measure progress and expected proficiency levels.
- Identify and provide training in order to assist their children in improving academic achievement.

Opportunities to get involved at Skycrest include:

- Classroom Volunteers
- Playground Volunteers
- Cafeteria Volunteers / Rec Aides
- School Site Council (Meetings are held the third Tuesday of each month and parents make up half of the committee)
- Title 1 Parent Meetings, School meetings
- Parent Classes and Trainings offered by Skycrest Staff
- English Learner Advisory Committee (ELAC) Meetings - meetings held four times throughout the year
- Fieldtrips / Class events
- PTO Meetings are held monthly
- Fundraisers
- School Events and Activities:
- Family night volunteers and participants
- Field Day
- Jog-a-thon
- Harvest Festival
- Community Helpers
- Schoolwide Spirit Day / Parent Lunches: Held monthly. Parents are invited to come eat lunch with their children.
- Winter Festival Celebration
- Character Ed Assemblies - Grade Level Presentations at each assembly with parents invited.
- Awards Assemblies: Held once once a trimester. Parents receive written invitations to attend.
- School Performances: Grade levels perform monthly at Character Ed Assemblies and the end of the year talent show

The education of each child is a team effort between school and home. The teachers at Skycrest work very hard for all our students, but WE NEED PARENTS to be a part of our team. Parent involvement with the school helps to reassure students that we are all working together and lets each child know their parent also think his or her school is important.

## 2024-25 Opportunities for Parental Involvement

We thank our parents for investing their time and energies in our nation's most valuable resource, our children!!

### CONTACT INFORMATION

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Principal, Sandra Rangel at (916) 971-5098.

## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>				11.7	12.7	12.2	7.8	8.2	8.9
<b>Graduation Rate</b>				81.6	77.2	78.0	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	0.0	0.0	0.0
<b>Female</b>	0.0	0.0	0.0
<b>Male</b>	0.0	0.0	0.0
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0.0	0.0	0.0
<b>Asian</b>	0.0	0.0	0.0
<b>Black or African American</b>	0.0	0.0	0.0
<b>Filipino</b>	0.0	0.0	0.0
<b>Hispanic or Latino</b>	0.0	0.0	0.0
<b>Native Hawaiian or Pacific Islander</b>	0.0	0.0	0.0
<b>Two or More Races</b>	0.0	0.0	0.0
<b>White</b>	0.0	0.0	0.0
<b>English Learners</b>	0.0	0.0	0.0
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	0.0	0.0	0.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	0.0	0.0	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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	445	430	105	24.4
Female	190	182	44	24.2
Male	255	248	61	24.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	16	3	18.8
Black or African American	21	21	5	23.8
Filipino	--	--	--	--
Hispanic or Latino	174	169	38	22.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	23	11	47.8
White	201	193	46	23.8
English Learners	161	157	28	17.8
Foster Youth	--	--	--	--
Homeless	15	13	7	53.8
Socioeconomically Disadvantaged	350	339	84	24.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	120	118	28	23.7

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: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.66	0.45	2.7	4.48	4.53	4.89	3.17	3.6	3.28
Expulsions	0	0	0	0.06	0.06	0.05	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.70	0.00
Female	1.58	0.00
Male	3.53	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.76	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.48	0.00
English Learners	2.48	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	2.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.83	0.00

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.

## 2024-25 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 Sheriff's Department & Citrus Heights Police Department. As needed, San Juan Unified utilizes contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as

## 2024-25 School Safety Plan

well as in response to critical incidents and threats.

### D. Other SARC Information Information Required in the SARC

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

#### 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	14	3	2	
2	17	2	2	
3	14	5		1
4	14	3	2	
5	16	1	2	

#### 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	19	1	2	
2	21	1	2	
3	12	4	2	
4	16	2	2	
5	17	2	2	
Other	8	1		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	
1	20	1	2	
2	19	1	2	
3	14	4	2	
4	18	2	2	
5	16	2	2	

## 2021-22 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				
Mathematics				
Science				
Social Science				

## 2022-23 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				
Mathematics				
Science				
Social Science				

## 2023-24 Secondary Average Class Size and Class Size Distribution

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

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

## 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$16,415	\$7,387	\$9,027	\$97,750.16
District	N/A	N/A	\$8,283	\$89,596
Percent Difference - School Site and District	N/A	N/A	8.6	8.7
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-17.6	3.2

## Fiscal Year 2023-24 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. Base/unrestricted expenditures, except for general guidelines, are 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>.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$51,700	\$56,573
Mid-Range Teacher Salary	\$77,000	\$87,186
Highest Teacher Salary	\$110,100	\$119,665
Average Principal Salary (Elementary)	\$135,144	\$148,486
Average Principal Salary (Middle)	\$142,130	\$154,835
Average Principal Salary (High)	\$161,747	\$170,008
Superintendent Salary	\$324,066	\$338,699
Percent of Budget for Teacher Salaries	31.97	31.41
Percent of Budget for Administrative Salaries	5.68	4.86

## 2023-24 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## 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.

# Professional Development

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	2	2