Del Campo High 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.
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.
Admission Requirements for the University of California (UC)	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 https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	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 https://www2.calstate.edu/.

2024-25 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
Grade Span	9-12
County-District-School (CDS) Code	34-67447-3432051

2024-25 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	www.sanjuan.edu

2024-25 School Description and Mission Statement

VISION STATEMENT
Del Campo students will be prepared for academic, career, and personal success.

MISSION STATEMENT
Del Campo will empower all students to contribute and thrive in an evolving world using knowledge, diversity, inclusivity, voice, social and emotional intelligence, and perseverance.

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 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:

Student Learner Outcomes: COUGARS: Del Campo will provide the opportunity for students to:

Character - Display positive attributes and values that will help them become respectful, responsible, ethical, and productive.
Opportunity - Challenge one's self with a diverse curriculum that meets their needs and interest.

2024-25 School Description and Mission Statement

Unity - Learn in an environment that emphasizes teamwork, communication, and cooperation.
Growth - Embrace the belief that intelligence and abilities can be developed and improved with effort and practice.
Accountability - Strive for optimal academic performance and personal behavior.
Resiliency - Develop perseverance and passion for long term goals, despite facing obstacles and setbacks.
Self-Motivated - Have the determination to pursue personal and academic success.

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	374
Grade 10	431
Grade 11	387
Grade 12	365
Total Enrollment	1,557

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8
Male	54.4
Non-Binary	0.8
American Indian or Alaska Native	0.7
Asian	5.2
Black or African American	6.4
Filipino	1.2
Hispanic or Latino	24.3
Native Hawaiian or Pacific Islander	0.7
Two or More Races	10.2
White	51.2
English Learners	10.6
Homeless	3.9
Socioeconomically Disadvantaged	49.3
Students with Disabilities	12.1

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/Incomplete/NA	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/Incomplete/NA	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.

2022-23 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)	64.00	88.10	1925.60	80.09	231142.40	83.24
Intern Credential Holders Properly Assigned	0.60	0.91	23.50	0.98	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	2.09	84.50	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	253.40	10.54	11746.90	4.23
Unknown/Incomplete/NA	6.40	8.88	117.00	4.87	14303.80	5.15
Total Teaching Positions	72.60	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
Permits and Waivers	0.60	0.20	0
Misassignments	2.20	0.50	1.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.90	0.70	1.5

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	2.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.20	0.5	1.8
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	1.1

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
Reading/Language Arts	2023: CollegeBoard - Springboard 2023: Bedford, Freeman, and Worth - The Language of Composition 2023: Bedford, Freeman, and Worth - Literature and Composition 2023: California State University - ERWC	Yes	0.0
Mathematics	2021: Cengage - Calculus for AP 2019: Pearson - Elementary Statistics: Picturing the World 2018: Ramsey Education - Foundations in Personal Finance 2019: Cengage - Big Ideas Integrated Mathematics 1,2,3 2018: McGraw-Hill - Mathematics for Business and Personal Finance 2017: Haese Mathematics - Mathematics for the International Student - Mathematics SL 2020: Bedford, Freeman, and Worth - The Practice of Statistics for the AP Exam 2022: Pearson – Precalculus	Yes	0.0

Science	2022: STEMScopes - The Living Earth 2021: Savvas - AP Biology-Campbell in Focus 2013: Bio-Rad Laboratories - Biotechnology-A Laboratory Skills Course 2022: Savvas - Experience Chemistry 2021: Cengage - Chemistry (AP Edition), 10th edition 2022: Wiley - Foundations of College Chemistry, 16th edition 2023: Pearson - Pasco Essential Physics 2021: Savvas - College Physics-Explore and Apply, 2nd edition 2022: Cengage - Environmental Science-Sustaining Your World 2021: Cengage - Exploring Environmental Science for AP (updated) 2023: Savvas - Human Anatomy and Physiology 2023: Cengage - Forensic Science, Fundamentals and Investigations 2023: Cengage - Essentials of Physical Anthropology 2024: Savvas - Physics for Scientists and Engineers, A Strategic Approach with Modern Physics 5e, AP Edition	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 2011: Oxford University Press - The Twentieth-Century World and Beyond-An International History Since 1900, various editions 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 2018: McGraw-Hill - Impact CA Studies - Principles of American Democracy 2017: Cengage - The American Pageant, AP Edition 2023: Kendall Hunt - Our Stories in Our Voices (Ethnic Studies) 2023: Triangle Square - A Different Mirror for Young People (Ethnic Studies) 2019: Bedford, Freeman, and Worth - Krugman's Economics for the AP course 2018: Norton - Essentials of Cultural Anthropology-A Toolkit for a Global Age 2023: McGraw-Hill - IMPACT Principles of Economics 2017: National Geographic - National Geographic-World Cultures and Geography 2019: Perfection Learning Corp - AMSCO AP Human Geography 2020: Bedford, Freeman, and Worth - A History of Western Society 2018: Norton - Principles of Macroeconomics 2024: Norton - The Real World, 9th High School Edition 2001: Glencoe/McGraw-Hill - Street Law-A Course in Practical Law 2016: Bedford, Freeman, and Worth - Myers' Psychology for AP 2024: Norton - Psychology in Your Life, 4th High School Edition	Yes	0.0

Foreign Language	2023: Vista Higher Learning - Themes, 2nd Edition (AP French) 2023: Vista Higher Learning - Chemins 1, 2, 3, 4 (French) 2022: Carnegie Learning - Que Chevere 1-4 2017: Vista Higher Learning- Temas 2019: Cengage Learning – El Mundo Hispano 21-espanol para el siglo 21-Curso Intermedio 2018: Sign Media Inc. – Master ASL! – Level One 2019: Sign Enhancers Inc. – ASL Grammatical Aspects Guide 2020: Wayside - Aluzejo AP Spanish Literature	Yes	0.0%
Health	2022: Goodheart Wilcox - Essential Health Skills (2023)	Yes	0.0%
Visual and Performing Arts	2023: The Art of Education (digital), Grades 9-12 2023: Playbook (digital), Grades 9-12	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%

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 86 classrooms, and 7 other student or administrative spaces as well as 2 pools.

Age of School Buildings
62 years--Built in 1963 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 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)
Large gym re-coat, pool boiler repair, baseball/softball infield irrigation and infield mix replacement, large gym floor repair

Modernization Projects (if applicable)
New CTE Building Re-Modification (2021), New Furniture and Flooring (2023).

New School Construction Projects (if applicable)
New Science Building (10 classrooms and Media Commons Room) 2021

Year and month of the most recent FIT report	09/23/2024

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			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	56	29	42	40	46	47
Mathematics (grades 3-8 and 11)	16	9	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
All Students	362	313	86.46	13.54	29.39
Female	157	129	82.17	17.83	37.21
Male	200	180	90.00	10.00	23.33
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00	5.00	10.53
Black or African American	28	26	92.86	7.14	11.54
Filipino	--	--	--	--	--
Hispanic or Latino	92	78	84.78	15.22	24.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	25	86.21	13.79	40.00
White	188	161	85.64	14.36	34.78
English Learners	41	37	90.24	9.76	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	184	162	88.04	11.96	20.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	39	84.78	15.22	15.38

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
All Students	362	312	86.19	13.81	9.29
Female	157	129	82.17	17.83	11.63
Male	200	179	89.50	10.50	7.26
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00	5.00	0.00
Black or African American	28	26	92.86	7.14	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	92	78	84.78	15.22	5.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	25	86.21	13.79	8.00
White	188	160	85.11	14.89	14.38
English Learners	41	37	90.24	9.76	2.70
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	184	162	88.04	11.96	7.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	39	84.78	15.22	2.56

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
Science (grades 5, 8 and high school)	28.03	25.26	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	662	594	89.73	10.27	25.42
Female	283	242	85.51	14.49	26.45
Male	371	347	93.53	6.47	24.50
American Indian or Alaska Native	--	--	--	--	--
Asian	38	37	97.37	2.63	13.51
Black or African American	44	40	90.91	9.09	5.00
Filipino	--	--	--	--	--
Hispanic or Latino	166	150	90.36	9.64	23.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	61	55	90.16	9.84	23.64
White	336	296	88.10	11.90	31.76
English Learners	65	62	95.38	4.62	1.61
Foster Youth	0	0	0	0	0
Homeless	24	18	75.00	25.00	11.11
Military	0	0	0	0	0
Socioeconomically Disadvantaged	324	291	89.81	10.19	18.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	66	81.48	18.52	12.12

2023-24 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 Career Technical Education (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.

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 four California Partnership Academies in the areas of: business–finance/entrepreneurship, construction, 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:

2023-24 Career Technical Education Programs

Construction Academy (CPA)
- Wood Technology I
- Wood Technology II
- Advanced Construction Technology (capstone completion course)

Emergency Response Pathway
- Fire Tech I
- Fire Tech II
- Fire Tech III (capstone completion course)
- Fire Explorer Program (internship programs for completers)

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

Center for Entrepreneurship Pathway
- Introduction to Business
- Entrepreneurship
- Social 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 pathways held at various high schools within San Juan Unified open to Del Campo students:
- Automotive
- Bakery Academy
- Construction Technology
- Culinary Arts
- Dental Careers
- Medical Assistant
- Professional 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.

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.

How are CTE industry sectors represented at the high schools?
The Director of College and Career Readiness, Brett Wolfe holds an annual advisory committee meeting representing every industry sector in Career Technical Education. The programs represented are Agriculture, Broadcast and Video Production; Building and Construction Trades; Business and Finance; Computer Science; Emergency Response; Engineering Design; Entrepreneurship; Health Science; Hospitality and Tourism; Information Technology; Public Safety; Performing Arts;

2023-24 Career Technical Education Programs

Manufacturing; Networking, and Transportation. The advisory committee is composed of a variety of stakeholders including industry and labor, secondary and postsecondary leaders, faculty, parents, and students.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	655
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	15%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

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	92.47
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	37.43

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 9	95.1%	93.7%	90.4%	92.1%	91.5%

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

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. Grace Thompson is our Career and College Technician and can be reached at grace.thompson@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 Cindy Ayala at cynthia.ayala@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 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
Dropout Rate	4.5	6.6	11.2	11.7	12.7	12.2	7.8	8.2	8.9
Graduation Rate	92.4	92.1	86.2	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	383	330	86.2
Female	164	147	89.6
Male	215	180	83.7
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	24	23	95.8
Black or African American	19	17	89.5
Filipino	--	--	--
Hispanic or Latino	90	79	87.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	36	33	91.7
White	200	165	82.5
English Learners	45	37	82.2
Foster Youth	0.0	0.0	0.0
Homeless	30	22	73.3
Socioeconomically Disadvantaged	251	212	84.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	57	41	71.9

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	1652	1615	420	26.0
Female	739	723	198	27.4
Male	899	878	220	25.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	13	3	23.1
Asian	90	90	14	15.6
Black or African American	104	104	38	36.5
Filipino	20	20	2	10.0
Hispanic or Latino	400	389	114	29.3
Native Hawaiian or Pacific Islander	12	12	4	33.3
Two or More Races	163	161	49	30.4
White	850	826	196	23.7
English Learners	190	188	52	27.7
Foster Youth	--	--	--	--
Homeless	86	82	45	54.9
Socioeconomically Disadvantaged	922	903	283	31.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	209	201	67	33.3

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	4.36	5.65	5.63	4.48	4.53	4.89	3.17	3.6	3.28
Expulsions	0.17	0.22	0.36	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	5.63	0.36
Female	3.38	0.14
Male	7.56	0.56
Non-Binary	0.00	0.00
American Indian or Alaska Native	7.69	0.00
Asian	8.89	0.00
Black or African American	15.38	1.92
Filipino	10.00	0.00
Hispanic or Latino	4.75	0.50
Native Hawaiian or Pacific Islander	8.33	0.00
Two or More Races	7.98	0.61
White	3.88	0.12
English Learners	5.79	0.53
Foster Youth	0.00	0.00
Homeless	15.12	0.00
Socioeconomically Disadvantaged	7.16	0.54
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.48	0.96

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

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

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

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	28	11	8	22
Mathematics	29	4	14	11
Science	29	4	10	12
Social Science	29	5	12	10

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	30	6	8	23
Mathematics	28	7	12	12
Science	31	2	7	16
Social Science	29	6	4	17

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	29	7	17	19
Mathematics	32	2	6	18
Science	33		8	15
Social Science	30	6	4	14

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	389.25

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)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
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	$13,922	$5,064	$8,858	$93,277.45
District	N/A	N/A	$8,283	$89,596
Percent Difference - School Site and District	N/A	N/A	6.7	4.0
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-19.5	-1.4

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	4.3

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	0
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

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.

Professional Development

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	8	2	2