

Cameron Ranch Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Cameron Ranch Elementary School
Street	4333 Hackberry Lane
City, State, Zip	Carmichael CA, 95608
Phone Number	(916) 575-2302
Principal	Aliceon Sloss
Email Address	asloss@sanjuan.edu
School Website	https://www.sanjuan.edu/CameronRanch
County-District-School (CDS) Code	34-67447-6034383

2022-23 District Contact Information

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

2022-23 School Overview

Mission Statement

Valuing diversity and full inclusion, the mission of Cameron Ranch School is to ensure that each student becomes an informed critical thinker, strong communicator, and self-directed learner through personalized, rigorous instruction, utilizing technology, and modeling positive character traits in a safe, nurturing, respectful environment, in partnership with parents and community.

School Profile

Cameron Ranch Elementary is nestled in the heart of Carmichael, California, a suburb of the Greater Sacramento Region. As the fourth-largest metropolitan area in California, Sacramento is considered "America's Most Diverse City" and our school reflects this distinction. Families in our community hail from over 20 countries/regions, 5 continents, speak nearly 20 different languages, and represent diverse abilities, skills, and talents that all add to the rich, cultural tapestry of our unique learning environment.

Cameron Ranch Elementary is one of 33 elementary schools in the San Juan Unified School District. The curriculum provided is aligned to the Common Core State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

As a full inclusion site for children with developmental disabilities, Cameron Ranch is dedicated to developing the individual potential of all students. We believe that each student has the right to be successful academically and socially. We encourage and regularly craft lessons to align with equity and social justice standards to bring awareness to our diverse population, which is reinforced as a community responsibility. Staff and the greater school community work together to share knowledge and ideas to provide a rich learning environment for students.

We base our school behavior and discipline on the Positive Behavior Intervention and Supports (PBIS). We implement Responsive Classroom strategies and structures to provide a positive community of learners in every classroom. Students learn social skills and problem solving through Second Step curriculum lessons in our classrooms. We provide a tiered system of behavior supports including social skills groups, check-in/check-out, individual behavior charts and positive rewards. Due to the ongoing work of the entire Cameron Ranch staff, we have seen a substantial reduction in chronic absenteeism and suspensions.

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The Cameron Ranch principal, teachers, and staff value diversity and excellence. Our mission is to educate and inspire each student to succeed and responsibly contribute to a radically evolving world by providing innovative, rigorous, student-focused instruction and programs in a safe, caring, and collaborative learning community.

We respond to students' needs through the analysis of data, which addresses the individual needs of each student. We use scientific, research-based programs in literacy and mathematics with the belief that every student can learn to read, write, comprehend and compute. Within our programs we differentiate instruction employing a number of strategies to meet the varied needs of individual students.

Cameron Ranch is a data-driven school. All staff members regularly engage in powerful discussions and data analysis to meet the needs of our students. Staff gathers formative assessment information during daily instruction to target learning for each student. Ongoing data analysis provides teachers with information needed to plan focused instruction and provides internal accountability. Teachers are able to measure and monitor student progress using academic and SEL (social emotional learning) data so that instruction is precise and personalized.

We ensure that all students have access to core curriculum, all teachers are highly qualified, and interventions are checked frequently for proper placement of students. Teachers provide differentiated instruction based on Common Core State Standards.

We pay close attention to the culture and climate of our school. We provide varied opportunities for our students to learn in an environment that is safe and fosters personal and academic growth. We involve students in empathy-gathering sessions and surveys to gain insight into their perspectives and provide the same opportunities for families to share thinking, needs and desired supports. The school responds to the needs identified in the empathy gathering sessions and surveys to close the communication loop and move forward with relevant and timely action steps.

Cameron Ranch staff holds high expectations for all partnership groups. We practice the following beliefs: that every person is unique and has equal worth, that every student can and will learn, and that diversity is a valuable asset that strengthens and enriches our community. Through these multiple beliefs we have been able to meet the unique needs of our students and families, which strengthens our school community as a hub of support and well-being.

We believe that family involvement is the key to building a sound foundation that encourages academic and personal achievement. Our community is a collective of volunteers that support experiential learning activities and special events. Valuing the uniqueness of each individual in our shared community, the focus of Cameron Ranch Elementary is to actively cultivate a healthy learning environment that allows students to grow into informed critical thinkers, effective communicators, and curious students of the world around them.

Families are invited to join our community collaborative, CREATE (Cameron Ranch Elementary Action Teams for Education). Families are encouraged to support our four main CREATE teams (community, creative, academic, bright futures). Our school understands how much our families care about their children's educational experience, no matter how busy their lives become. We have many opportunities throughout the school season for the community to get involved, no matter how much (or how little) time they have to share. Whether you can assist with quick tasks remotely or take a few hours to join the educators for fascinating events, we rely on everyone's contributions to truly bring experiential learning to life.

Cameron Ranch strives to find ways to connect families to the learning experience thus developing an understanding of the classroom environment, how the instructional rigor is scaffolded for students throughout each day and how they can support their child's educational experience.

Professional development occurs weekly at Cameron Ranch. We provide time for grade-level collaboration and professional learning communities. We recognize the importance of ongoing teacher learning which is directly linked to instructional practices and strategies. Professional development around PBIS, Social-emotional and Mindfulness, Data Analysis, Number Talks, GLAD, i-Ready, Heggerty, Guided Reading, Running Records, and writing through the content area remain a priority and focus. This year, the staff is taking a deeper dive into the Science of Reading and data driven collaborative inquiries to guide customized instruction. Staff actively works to bring real life examples and teaching points to ensure the standards are addressed, with commonly agreed upon essential standards. This work will remain in place for all Cameron Ranch students, and for the current school year, staff is engaging in professional development around targeted differentiated instruction and social-emotional learning, which includes the ongoing model of The Responsive Classroom. All of these trainings support classroom teaching strategies, school and class organization, literacy instruction, intervention, conceptual mathematical understanding and assistance, as well as home, school and community partnerships.

Cameron Ranch offers an after-school Bridges program. Bridges After-School/ASSETs Programs provide homework support, enrichment and pro-social recreation in a safe and positive environment. The Bridges After-School/ASSETs Programs currently

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serve over 3,000 students, grades K-12, at 32 sites. Student success is supported through the implementation of each of the four components of the program, including homework support, enrichment/disguised learning, pro-social skills/recreation, and parent support and empowerment. Strong relationships between program staff, school staff, parents and students are key. If you are interested in this program please contact the school office.

Principal's Message

Cameron Ranch seeks to provide a high-quality instructional program where staff utilizes strategies that target learning goals, integrating relevant technology and individualized assessment data to increase student proficiency. We seek to actively engage families and our community as partners in the educational process, as well as identify, model, and integrate positive character traits and social skills instruction to ensure all students grow into contributing, responsible, and caring members of our diverse community.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	70
Grade 2	61
Grade 3	57
Grade 4	55
Grade 5	61
Total Enrollment	378

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.3
American Indian or Alaska Native	0.8
Asian	12.7
Black or African American	11.1
Filipino	0.5
Hispanic or Latino	32.0
Native Hawaiian or Pacific Islander	1.3
Two or More Races	8.5
White	33.1
English Learners	25.1
Foster Youth	0.8
Homeless	6.1
Migrant	0.0
Socioeconomically Disadvantaged	78.0
Students with Disabilities	17.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.50	90.29	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)	1.00	4.86	49.30	2.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	297.30	12.72	12115.80	4.41
Unknown	0.90	4.81	291.30	12.46	18854.30	6.86
Total Teaching Positions	20.50	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)	19.90	85.10	1946.10	78.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	21.60	0.87	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	4.21	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	2.50	10.64	199.10	8.00	15831.90	5.67
Total Teaching Positions	23.40	100.00	2491.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.90
Vacant Positions	1.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.90

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	9.50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.50	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Year and month in which the data were collected

September, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark-Advance	Yes	0.0
Mathematics	2015: Pearson - Envision Math	Yes	0.0
Science	2020: Twig Science	Yes	0.0
History-Social Science	2019: Studies Weekly - California Studies Weekly	Yes	0.0
Science Laboratory Equipment (grades 9-12)			0.00%

School Facility Conditions and Planned Improvements

Cameron Ranch was modernized and a new multipurpose room was added during the 2000-2001 school year. Expanded parking was provided at the front of the school, as well as a new ramp leading down to the resurfaced blacktop playground area. Two portable classrooms were totally remodeled. Currently there is sufficient space to house the student population. There is a site custodial staff that cleans the building, along with district support for major/minor repairs. The district provides gardening and landscape services on a regular schedule. Regular fire/emergency drills are held, and badges are required for all visitors and personnel. A major landscape and irrigation project was completed during the summer of 2008 through Measure J Bond. A low voltage upgrade which includes intercoms, fire and intrusion alarms, is scheduled for completion Spring 2014. New furniture will be phased into all learning spaces over the next few years.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in October 2019 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

08/18/2022

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

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	20	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	29	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	176	171	97.16	2.84	20.47
Female	84	83	98.81	1.19	20.48
Male	91	87	95.60	4.40	20.69
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00	5.00	21.05
Black or African American	22	22	100.00	0.00	4.55
Filipino	--	--	--	--	--
Hispanic or Latino	58	57	98.28	1.72	24.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	26.32
White	53	50	94.34	5.66	22.00
English Learners	38	35	92.11	7.89	8.57
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	128	125	97.66	2.34	16.80
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	47	45	95.74	4.26	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	176	174	98.86	1.14	11.49
Female	84	83	98.81	1.19	9.64
Male	91	90	98.90	1.10	13.33
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	20.00
Black or African American	22	22	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	58	58	100.00	0.00	8.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	10.53
White	53	51	96.23	3.77	17.65
English Learners	38	38	100.00	0.00	7.89
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	128	128	100.00	0.00	10.94
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	47	45	95.74	4.26	0.00

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	20	--	30.55	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	55	100	0	20
Female	25	25	100	0	20
Male	30	30	100	0	20
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	17	17	100	0	17.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100	0	20
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	43	100	0	20.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.2	96.4	100	100	98.2

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are a valuable asset to the entire school community. Through CREATE (Cameron Ranch Action Teams for Education), the school benefits from beautification projects, assemblies, fundraisers, student council, enrichment clubs, before and after school programs. Parents are also active on the School Site Council and English Learner Advisory Council (ELAC) advising, exploring, and observing programs funded by Title 1 and LCFF money received from the state. Many families support field trips, assist with at-home tasks, volunteer, serve as representatives to the District English Language Advisory Committee (DELAC) and the Superintendent's Council.

Cameron Ranch provides a monthly digital and translatable school newsletter (Falcon Connections), weekly email blasts, regularly updated site website, Facebook, Instagram, Twitter, School Messenger automated phone calls, Class Dojo Communications, Principal Chats. Frequent teacher correspondence keep parents informed of events and activities, as well as student achievement results. Parents provide valuable feedback regarding our programs and their students' success through a variety of platforms and annual Parent Survey which is given every winter.

Contact Information

Parents or community members who wish to participate in CREATE leadership teams, school committees, school activities, or become a volunteer may contact Kristen Sroay (kristen.sroay@sannjuan.edu) our School Community Liaison or Aliceon Sloss (asloss@sannjuan.edu), Site Principal at Cameron Ranch Elementary - (916) 575-2302.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	451	430	187	43.5
Female	223	214	93	43.5
Male	227	215	93	43.3
American Indian or Alaska Native	3	3	2	66.7
Asian	66	59	12	20.3
Black or African American	54	49	19	38.8
Filipino	2	2	0	0.0
Hispanic or Latino	137	134	73	54.5
Native Hawaiian or Pacific Islander	5	5	4	80.0
Two or More Races	36	35	17	48.6
White	148	143	60	42.0
English Learners	135	127	52	40.9
Foster Youth	5	5	1	20.0
Homeless	37	33	20	60.6
Socioeconomically Disadvantaged	355	341	157	46.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	90	87	47	54.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.58	3.11	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.89	0.10	4.48	0.20	3.17
Expulsions	0.00	0.00	0.00	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.89	0.00
Female	0.00	0.00
Male	1.76	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.85	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.78	0.00
White	0.68	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	2.70	0.00
Socioeconomically Disadvantaged	0.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

School Safety Plan

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

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

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

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	2	3	
1	18	1	3	
2	17	1	2	
3	19	1	2	
4	17	2	1	
5	13	2	1	

2020-21 Elementary 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 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	2	2	
1	19	1	3	
2	16	2	2	
3	15	2	1	
4	20	1	2	
5	18	1	2	

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	19	1	3	
1	18	2	2	
2	12	4	1	
3	14	2	2	
4	18	1	2	
5	20	1	2	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12350	4877	7473	\$82,456.52
District	N/A	N/A	6930	\$78,226
Percent Difference - School Site and District	N/A	N/A	7.5	5.3
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	12.5	-3.5

2021-22 Types of Services Funded

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

Professional Development

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

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

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

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	3