

Cameron Ranch Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

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	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
Grade Span	K-5
County-District-School (CDS) Code	34-67447-6034383

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

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 join us 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 several 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. The school staff engages in ongoing work to strengthen our

2024-25 School Description and Mission Statement

understanding and actions in support of diversity, equity and inclusion.

As an 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 MooZoom curriculum lessons in our classrooms, as well as provide targeted skills groups in tandem with our school counselor and community intervention assistant. We provide a tiered system of behavior supports including social skills practice, check-in/check-out, individual behavior charts and positive rewards.

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' academic needs through the analysis of data, which addresses the individual needs of each student. We use evidence-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.

Cameron Ranch has a robust field trip program, providing hands-on interactive learning opportunities for all students in grades TK-5 including our SDC/ILS classes at not cost to families. The benefit of such significant experiences bridges real-life applications to the skills taught within the school's walls. The program also strengthens community and allows opportunities for families to connect and forge friendships.

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 to support 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 volunteer and get involved through a variety of opportunities. 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 families 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.

2024-25 School Description and Mission Statement

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. 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, Foundational Math, UFLI, GLAD, i-Ready, Heggerty, Literacy, and writing through the content area remain a priority and focus. This year, staff is taking a deeper dive into the development of content pacing guides, and design lessons to support our expanding multi-lingual population through data driven collaborative inquiries to guide customized instruction. This work will continue and expand throughout all grade levels. 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, math and 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 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	67
Grade 2	67
Grade 3	57
Grade 4	74
Grade 5	61
Total Enrollment	397

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
American Indian or Alaska Native	0.3
Asian	11.8
Black or African American	10.8
Filipino	0.8
Hispanic or Latino	32.2
Native Hawaiian or Pacific Islander	1.3
Two or More Races	10.3
White	32.5
English Learners	30.2
Foster Youth	0.5
Homeless	4.5
Socioeconomically Disadvantaged	71.5
Students with Disabilities	18.9

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/Incomplete/NA	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/Incomplete/NA	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.

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)	21.60	91.56	1925.60	80.09	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	23.50	0.98	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.22	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	0.90	4.18	117.00	4.87	14303.80	5.15
Total Teaching Positions	23.60	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	0.00	0.00	1
Misassignments	0.00	0.90	0
Vacant Positions	1.00	0.00	0
Total Teachers Without Credentials and	1.00	0.90	1

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	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	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)	0.00	9.5	0
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	0

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

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

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 17 classrooms, and 8 other student or administrative spaces as well as 3 playgrounds.

Age of School Buildings

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

Maintenance and Repair

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

The LEA participates in the State School Deferred maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. For the 2023-24 school year, the LEA has budgeted 2 million for the deferred maintenance program. This represents 3% of the LEA's general fund budget.

Deferred Maintenance Projects (if applicable)

N/A

Modernization Projects (if applicable)

N/A

New School Construction Projects (if applicable)

N/A

Year and month 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	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
Visual and Performing Arts	2023: The Art of Education (digital), Grades TK-5	Yes	0.0%

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

School Facility Conditions and Planned Improvements

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 17 classrooms, and 8 other student or administrative spaces as well as 3 playgrounds.

Year and month of the most recent FIT report	08/23/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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)	21	21	42	40	46	47
Mathematics (grades 3-8 and 11)	17	16	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	201	179	89.05	10.95	20.67
Female	104	92	88.46	11.54	27.17
Male	97	87	89.69	10.31	13.79
American Indian or Alaska Native	--	--	--	--	--
Asian	29	23	79.31	20.69	17.39
Black or African American	22	22	100.00	0.00	18.18
Filipino	0	0	0	0	0
Hispanic or Latino	64	59	92.19	7.81	28.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	35.29
White	65	54	83.08	16.92	11.11
English Learners	69	49	71.01	28.99	4.08
Foster Youth	0	0	0	0	0
Homeless	19	16	84.21	15.79	6.25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	160	142	88.75	11.25	19.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	44	100.00	0.00	6.82

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	199	192	96.48	3.52	15.63
Female	104	101	97.12	2.88	13.86
Male	95	91	95.79	4.21	17.58
American Indian or Alaska Native	--	--	--	--	--
Asian	29	28	96.55	3.45	3.57
Black or African American	20	19	95.00	5.00	15.79
Filipino	0	0	0	0	0
Hispanic or Latino	64	62	96.88	3.12	22.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	17.65
White	65	62	95.38	4.62	14.52
English Learners	69	66	95.65	4.35	7.58
Foster Youth	0	0	0	0	0
Homeless	19	19	100.00	0.00	5.26
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	153	96.84	3.16	14.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	41	95.35	4.65	4.88

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)	22.45	18.52	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	60	58	96.67	3.33	17.24
Female	35	34	97.14	2.86	11.76
Male	25	24	96.00	4.00	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	23	23	100.00	0.00	26.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	11.76
English Learners	19	19	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	41	95.35	4.65	14.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.0%	95.0%	93.3%	95.0%	95.0%

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

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 (SSC) 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 Parent Advisory Council (SPAC)

Cameron Ranch provides a monthly digital and translatable school newsletter (Falcon Connections), regular email blasts, website updates, Facebook, Instagram, School Messenger automated phone calls, and Talking Points two-way text communication. 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.

On the first Friday of each month, families are encouraged to join "Families First Friday" at the beginning of the day by visiting TK and K classrooms to enjoy quiet music and morning activities and/or gather during our morning walk club to hear music and positive messages as the day begins for grades 1-5. Once the school day starts, families are invited to join the principal to hear

2024-25 Opportunities for Parental Involvement

about upcoming monthly events and ways to get involved.

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, Sheelah Eulberg (sheelah.eulberg@sanjuan.edu) our school secretary and office manager, or Aliceon Sloss (asloss@sanjuan.edu), site principal at Cameron Ranch Elementary - (916) 575-2302.

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				11.7	12.7	12.2	7.8	8.2	8.9
Graduation Rate				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	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	487	453	130	28.7
Female	236	218	59	27.1
Male	251	235	71	30.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	62	56	13	23.2
Black or African American	53	47	20	42.6
Filipino	--	--	--	--
Hispanic or Latino	151	143	44	30.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	51	18	35.3
White	160	146	33	22.6
English Learners	176	160	38	23.8
Foster Youth	--	--	--	--
Homeless	43	36	18	50.0
Socioeconomically Disadvantaged	393	367	114	31.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	106	99	34	34.3

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	0.89	1.37	1.23	4.48	4.53	4.89	3.17	3.6	3.28
Expulsions	0	0	0	0.06	0.06	0.05	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.23	0.00
Female	0.85	0.00
Male	1.59	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.89	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.96	0.00
White	2.50	0.00
English Learners	0.57	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.94	0.00

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

2024-25 School Safety Plan

School Safety Plan

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

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

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

2024-25 School Safety Plan

well as in response to critical incidents and threats.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	3	
1	18	2	2	
2	12	4	1	
3	14	2	2	
4	18	1	2	
5	20	1	2	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	3	2	
1	16	4		
2	19	1	2	
3	18	2	2	
4	15	2	2	
5	17	1	2	

2023-24 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,412	\$7,545	\$8,867	\$88,399.31
District	N/A	N/A	\$8,283	\$89,596
Percent Difference - School Site and District	N/A	N/A	6.8	-1.3
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-19.4	-6.8

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,700	\$56,573
Mid-Range Teacher Salary	\$77,000	\$87,186
Highest Teacher Salary	\$110,100	\$119,665
Average Principal Salary (Elementary)	\$135,144	\$148,486
Average Principal Salary (Middle)	\$142,130	\$154,835
Average Principal Salary (High)	\$161,747	\$170,008
Superintendent Salary	\$324,066	\$338,699
Percent of Budget for Teacher Salaries	31.97	31.41
Percent of Budget for Administrative Salaries	5.68	4.86

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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

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

Professional Development

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

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

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

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

Professional Development

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

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