Arden Middle 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	Arden Middle School
Street	1640 Watt Avenue
City, State, Zip	Sacramento CA, 95864
Phone Number	(916) 971-7306
Principal	Teresa Cummings
Email Address	teresa.cummings@sanjuan.edu
School Website	www.sanjuan.edu/Arden
Grade Span	6-8
County-District-School (CDS) Code	34-67447-6034359

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
Inspired by a legacy of excellence and a commitment to students, Arden Middle School ensures every student will achieve academic success and value responsibility by providing and celebrating the Arden Experience of dynamic progressive learning, enriching opportunities and meaningful staff-student connections.

SCHOOL PROFILE
Arden Middle School, located in Sacramento, California, serves students grades 6-8 from various ethnic and socio-economic

2024-25 School Description and Mission Statement

backgrounds. Arden offers a wide range of academic and elective programs for students, including band, choir, art, painting, leadership, media, computers, Spanish, and AVID (Advancement Via Individualized Determination). Arden also has competitive cross country, wrestling, and track and field teams. There are also a number of clubs and activities for Arden's students to enjoy throughout the year.

Arden is a collaborative and dynamic school at which students, teachers, staff, parents, and the community work together toward increased levels of student achievement. Student success is a direct result of high expectations and Arden's school-wide focus on effort and resiliency.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	231
Grade 7	342
Grade 8	383
Total Enrollment	956

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.4
Non-Binary	0.1
American Indian or Alaska Native	0.4
Asian	8.3
Black or African American	5.4
Filipino	0.7
Hispanic or Latino	26.4
Native Hawaiian or Pacific Islander	0.8
Two or More Races	7.8
White	50.1
English Learners	9.6
Homeless	2.9
Socioeconomically Disadvantaged	41.7
Students with Disabilities	9.9

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)	22.10	66.39	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)	1.50	4.69	49.30	2.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	2.55	297.30	12.72	12115.80	4.41
Unknown/Incomplete/NA	8.70	26.34	291.30	12.46	18854.30	6.86
Total Teaching Positions	33.20	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)	29.70	85.00	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)	4.70	13.69	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	0.40	1.29	199.10	8.00	15831.90	5.67
Total Teaching Positions	34.90	100.00	2491.10	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.00	91.09	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)	0.30	0.94	84.50	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.30	253.40	10.54	11746.90	4.23
Unknown/Incomplete/NA	2.50	6.65	117.00	4.87	14303.80	5.15
Total Teaching Positions	38.50	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	1.00	0.00	0
Misassignments	0.50	4.70	0.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.50	4.70	0.3

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	0.80	0.00	0.5
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.80	0.00	0.5

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)	0.80	10.5	1.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.90	0	0

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

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

San Juan Unified held a public hearing on September 24, 2024 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2024 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: https://www.sanjuan.edu/academics/curriculum. In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan's textbook adoption schedule, please visit our website: https://www.sanjuan.edu/academics/curriculum.

Year and month in which the data were collected	September, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017: Amplify ELA/ELD, California edition (digital) 2017: Amplify ELA, Grades 6-8 Anthology	Yes	0.0
Mathematics	2015: Houghton Mifflin Mathematics - Go Math	Yes	0.0
Science	2019: Amplify Education-Amplify Science-Grade 6-Earth Science-All Investigation Notebooks 2019: Amplify Education-Amplify Science-Grade 7-Life Science-All Investigation Notebooks 2019: Amplify Education-Amplify Science-Grade 8-Physical Science-All Investigation Notebooks	Yes	0.0
History-Social Science	2019: McGraw-Hill - Impact California Social Studies-World History and Geography-Ancient Civilizations, Grade 6	Yes	0.0

	2019: McGraw-Hill - Impact California Social Studies-World History and Geography-Medieval and Early Modern Times, Grade 7 2019: McGraw-Hill - Impact California Social Studies-United States History and Geography-Growth and Conflict, Grade 8		
Foreign Language	2020: Carnegie Learning - Que Chevere 1	Yes	0.0
Visual and Performing Arts	2023: Playbook (digital), Grades 7-8 2023: The Art of Education (digital), Grades 6-8	Yes	0.0%

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

School Facility Conditions and Planned Improvements

General
The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. District maintenance staff ensure repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets $2 million dollars for deferred maintenance activities. This school contains 40 classrooms, and 7 other student or administrative spaces.

Age of School Buildings
3 years old. Built in 2022.

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 of the most recent FIT report	09/23/2024

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

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	50	49	42	40	46	47
Mathematics (grades 3-8 and 11)	39	33	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	1007	948	94.14	5.86	48.63
Female	494	469	94.94	5.06	57.57
Male	513	479	93.37	6.63	39.87
American Indian or Alaska Native	--	--	--	--	--
Asian	115	97	84.35	15.65	16.49
Black or African American	53	52	98.11	1.89	17.31
Filipino	--	--	--	--	--
Hispanic or Latino	254	247	97.24	2.76	41.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	79	76	96.20	3.80	56.58
White	488	459	94.06	5.94	61.87
English Learners	146	105	71.92	28.08	0.95
Foster Youth	0	0	0	0	0
Homeless	32	29	90.63	9.37	24.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	504	458	90.87	9.13	36.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	93	92	98.92	1.08	19.57

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	1008	963	95.54	4.46	33.26
Female	495	482	97.37	2.63	34.93
Male	513	481	93.76	6.24	31.60
American Indian or Alaska Native	--	--	--	--	--
Asian	115	111	96.52	3.48	10.81
Black or African American	53	49	92.45	7.55	4.17
Filipino	--	--	--	--	--
Hispanic or Latino	255	242	94.90	5.10	24.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	79	73	92.41	7.59	34.25
White	488	470	96.31	3.69	46.17
English Learners	147	140	95.24	4.76	2.14
Foster Youth	0	0	0	0	0
Homeless	32	31	96.88	3.12	9.68
Military	0	0	0	0	0
Socioeconomically Disadvantaged	504	476	94.44	5.56	22.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	93	78	83.87	16.13	8.97

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)	32.70	32.80	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	392	380	96.94	3.06	32.28
Female	202	196	97.03	2.97	35.38
Male	190	184	96.84	3.16	28.96
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	14.71
Black or African American	16	14	87.50	12.50	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	104	101	97.12	2.88	28.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	30.00
White	197	191	96.95	3.05	40.84
English Learners	39	36	92.31	7.69	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	171	95.53	4.47	21.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	9.30

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 7	91.8%	89.7%	89.9%	90.8%	91.3%

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

Arden has a very active parent community that supports the school in countless ways. Parents can become involved in Arden's Parent Teacher Association (PTA), which meets monthly in the evening. Arden's PTA coordinates various school volunteer efforts, sponsors parent information evenings, and raises funds to support school-wide and classroom-specific programs and activities. Parents are key planners and help with school events including classroom activities, orientation, family/community nights, field trips, school dances, grade specific fun, bonding events, color run, the end-of-the-year celebration and park day. Arden parent volunteers are welcome to serve on several school committees: Arden's English Learner Advisory Committee, Site Council, Band Boosters, PBIS (Positive Behavior Intervention and Support) Team, and the Site Safety Team. Arden effectively promotes two-way communication, keeping families informed about school issues. The school weekly newsletter is e-mailed to keep families well informed. In addition, other pertinent information is shared on all social media accounts. To stay informed about school activities and class expectations, parents are encouraged each day to check their student's "Binder Reminder" student organizer, the Arden web page for additional school information, and Q's Parent Portal for grades and attendance. School-to-home communication also occurs regularly via mid-quarter progress reports, report cards, i-ReadyTest data (fall and winter), frequent School Messenger messages, Q Connect, and individual and team parent/teacher/student conferences.

Contact Information

2024-25 Opportunities for Parental Involvement

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (916) 971-7306 or the principal Teresa Cummings teresa.cummings@sanjuan.edu.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate				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	1051	1033	209	20.2
Female	515	509	103	20.2
Male	536	524	106	20.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	122	113	33	29.2
Black or African American	58	57	21	36.8
Filipino	--	--	--	--
Hispanic or Latino	269	266	67	25.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	80	80	14	17.5
White	503	498	70	14.1
English Learners	159	149	54	36.2
Foster Youth	--	--	--	--
Homeless	48	48	21	43.8
Socioeconomically Disadvantaged	534	519	153	29.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	110	108	37	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	5.25	5.64	5.9	4.48	4.53	4.89	3.17	3.6	3.28
Expulsions	0	0.1	0.1	0.06	0.06	0.05	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.90	0.10
Female	3.30	0.00
Male	8.40	0.19
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.38	0.00
Black or African American	24.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.00	0.00
White	3.58	0.20
English Learners	8.18	0.00
Foster Youth	0.00	0.00
Homeless	16.67	0.00
Socioeconomically Disadvantaged	8.05	0.19
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.18	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
6	20	35	16	15

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
6	19	36	37	10

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
6	19	44	24	17

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	24	10	11	8
Mathematics	28	4	10	9
Science	33		8	11
Social Science	33		8	11

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	24	11	13	8
Mathematics	26	8	12	8
Science	31		18	4
Social Science	27	5	11	9

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	23	15	13	7
Mathematics	27	7	10	11
Science	31	3	10	10
Social Science	30	3	12	9

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	637.33

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)	1.5
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	$13,595	$4,822	$8,773	$90,766.90
District	N/A	N/A	$8,283	$89,596
Percent Difference - School Site and District	N/A	N/A	5.7	1.3
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-20.4	-4.2

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

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

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
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.

Professional Development

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

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

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

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

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