

# Orangevale Open TK-8 School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

## 2025-26 School Contact Information

<b>School Name</b>	Orangevale Open TK-8 School
<b>Street</b>	5630 Illinois Ave.
<b>City, State, Zip</b>	Fair Oaks CA, 95628
<b>Phone Number</b>	(916) 979-8067
<b>Principal</b>	Rick Boster
<b>Email Address</b>	rick.boster@sanjuan.edu
<b>School Website</b>	<a href="https://www.sanjuan.edu/orangevale">https://www.sanjuan.edu/orangevale</a>
<b>Grade Span</b>	TK-8
<b>County-District-School (CDS) Code</b>	34-67447-6034797

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

### MISSION STATEMENT

Parents were the catalyst in the 1970's that led to the founding of Orangevale Open, and their involvement is a cornerstone of the institution. Families who send their children to our school understand this commitment, and they invest in the program. They attend monthly meetings led by officers they have elected from class parents. Parent participation is crucial to OVO and our mission:

Learning by doing, together, the mission of the Orangevale Open TK-8 Community is to cultivate in all students the curiosity that leads to creativity, lifelong learning, and responsible citizenship by connecting meaningful experiences to individual passions and motivation in a trusting, collaborative environment.

Historically, Orangevale Open TK-8's mission has been to ensure that our students

1) feel excited about their education, 2) are prepared to meet new challenges positively, and 3) consider themselves capable, caring members of society.

To achieve this, we have a learning community that aims

- To develop a love of learning within each child
- To extend the learning environment beyond the classroom and to link instruction to real life through field trips and community resources
- To promote personal best rather than competition and to involve students in establishing their own goals
- To create an environment that strengthens self-confidence and that allows students to take risks and to learn from mistakes
- To appreciate and celebrate uniqueness and to develop respect for self and others
- To learn through hands-on activities and experiences and to emphasize process rather than product
- To foster developmentally appropriate learning environments that encourage responsible choices and that provide opportunities for students with all learning styles
- To be a strong, caring community that feels like family

### SCHOOL PROFILE

## 2025-26 School Description and Mission Statement

Orangevale Open TK-8 (OVO) is one of eight K-8 schools in the San Juan Unified School District. OVO is unique in that we are the only TK-8 which is an alternative, non-boundary school - any one can attend our school. We pride ourselves in maintaining a caring environment where children can reach their full potential while exploring ways to become increasingly responsible for their own learning using a curriculum that integrates skills and literacy, develops students' unique abilities and enables students to learn through real life experiences. The instructional program is based on the California Common Core State Standards which encourages students to explore their world. Learning activities are child-centered, creative, and authentic. Students go on frequent field trips. Teachers and parents plan activities that nurture community involvement. Visitors come to school to introduce students to varied influences and guest speakers provide presentations on topics of special interest. Students interact with children of all ages and stages of development. They are placed in active roles, and our curriculum is integrated and relevant. Time is flexible so that children learn at a pace that meets their needs. At OVO, students find freedom and acceptance to make mistakes and to learn from experience. The environment is rich with ample opportunities to develop knowledge and skills around Common Core Standards-based curriculum as well as to develop self-esteem, self-reliance, interpersonal relationships, and problem solving.

Our motto is "Learning by Doing, Together." We expect all adults in the community to be learners themselves. Our teachers facilitate Project-Based Learning across the curriculum to promote inquiry that stems from students' curiosity. We utilize the Balanced Literacy Model across the curriculum. Our teachers engage parents as partners in the classroom. Teachers monitor parent-run activities, provide direct instruction and coach students to support their personal and intellectual growth. Teachers guide children to set goals for themselves, and to evaluate their individual performance. Students learn to value quality for its own sake. Intrinsic motivation is fostered; competition is downplayed. We cultivate curiosity. Project-Based Learning is used across the curriculum. Parent volunteers are integrated into every grade level; their dedication is essential to OVO's instructional program. This includes after-school and extracurricular activities such as Drama, Band, Choir, and other parent-run clubs. Our campus is wireless, and instructional technology, including tablets and laptops, is used in learning in classrooms, on the sports fields, and in the nature area.

### PRINCIPAL'S MESSAGE

Orangevale Open TK-8 continues to provide a unique, alternative education for students because of the investment of parents, teachers, and staff along with the support of San Juan Unified School District. With our Mission, Strategic Plan and Single Plan for Student Achievement in place, we continue to focus on continuous improvement. Karen Chenoweth is a Writer-in-Residence at Education Trust, and her book, *Leading Academic Success in Unexpected Schools* (2011), documents characteristics of effective schools. Many of those are traits of Orangevale Open TK-8:

- We teach increasingly complex and sophisticated material so that students exceed standards.
- We have high expectations for students.
- We use data to focus on individuals.
- Students are our first priority. Every decision is informed by what is best for our students.
- Time is used wisely - for engaging activities that support our mission.
- We leverage community resources to benefit our school community.
- Our struggling students get the most concentrated time and we develop mechanisms to expand their instructional time.
- Rather than disciplining students who misbehave, we aim first to teach them and strengthen their understanding and our relationships.
- We establish an atmosphere of respect (It's our tradition that everyone goes by first names).
- There are many leaders in all stakeholder groups across our campus and within our community.
- Teachers seek out professional development to address areas where their students are struggling.
- Teachers know they must welcome and teach colleagues new to the Orangevale Open TK-8 program.
- Our entire staff is high-quality, dedicated, and competent, and they know they are a part of our educational mission.
- Our school is a nice place to work. We collaborate to improve OVO. We have high and constantly increasing expectations for ourselves as professional educators; we strive to improve our skills and knowledge.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	52
Grade 2	53
Grade 3	51
Grade 4	84
Grade 5	87
Grade 6	63
Grade 7	91
Grade 8	62
Total Enrollment	593

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
Asian	2.5
Black or African American	0.8
Filipino	0.2
Hispanic or Latino	17.2
Two or More Races	7.9
White	71.3
English Learners	2.7
Homeless	0.5
Socioeconomically Disadvantaged	32.7
Students with Disabilities	8.9

## 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25	92.93	1946.1	78.12	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	21.6	0.87	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.7	2.7	80.7	3.24	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	243.5	9.78	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1.1	4.3	199.1	8	15831.9	5.67
<b>Total Teaching Positions</b>	27	100	2491.1	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.4	95.96	1925.6	80.09	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	23.5	0.98	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.7	2.75	84.5	3.52	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.3	1.25	253.4	10.54	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	117	4.87	14303.8	5.15
<b>Total Teaching Positions</b>	26.5	100	2404.2	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.1	88	1867.3	76.49	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0.2	0.95	36	1.48	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.4	5.33	94.3	3.86	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	276.2	11.32	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1.5	5.71	167.1	6.85	13705.8	4.91
<b>Total Teaching Positions</b>	26.2	100	2441.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.70	0.7	1.4
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.70	0.7	1.4

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0.3	0
<b>Total Out-of-Field Teachers</b>	0.00	0.3	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.9	5.7	13.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Juan Unified held a public hearing on September 23, 2025 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 2025 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, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2017: Benchmark-Advance 2017: Amplify ELA/ELD Grades 6-8 (digital) 2017: Amplify ELA, Grades 6-8 Anthology 2017: Amplify ELA, Grades 6-8 Solo Workbook	0.0
<b>Mathematics</b>	2015: Pearson - Envision Math 2015: Houghton Mifflin Harcourt - Go Math, Grades 6-8	0.0
<b>Science</b>	2020: Twig Science, Grades K-5 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	0.0
<b>History-Social Science</b>	2019: Studies Weekly - California Studies Weekly, Grades K-5 2019: McGraw-Hill - Impact California Social Studies-World History and Geography-Ancient Civilizations, Grade 6	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	
<b>Foreign Language</b>	No World Language Classes	
<b>Health</b>	N/A	
<b>Visual and Performing Arts</b>	2023: The Art of Education (digital), Grades 6-8	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 23 classrooms, and 7 other student or administrative spaces as well as 4 playgrounds.

## Age of School Buildings

74 years--Built in 1952 but with modernizations and additions completed in subsequent years.

## Maintenance and Repair

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

## Cleaning Process and Schedule

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

## Deferred Maintenance Budget

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

## Deferred Maintenance Projects (if applicable)

N/A

## Modernization Projects (if applicable)

N/A

## New School Construction Projects (if applicable)

N/A

Year and month of the most recent FIT report

09/15/2025

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

## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

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

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	53	56	40	41	47	48
<b>Mathematics</b> (grades 3-8 and 11)	51	45	29	29	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	440	425	96.59	3.41	56.13
<b>Female</b>	224	215	95.98	4.02	60.00
<b>Male</b>	216	210	97.22	2.78	52.15
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	11	100.00	0.00	63.64
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	78	77	98.72	1.28	48.05
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	37	36	97.30	2.70	60.00

<b>White</b>	310	297	95.81	4.19	57.91
<b>English Learners</b>	13	12	92.31	7.69	8.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	151	145	96.03	3.97	48.97
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	36	85.71	14.29	25.71

## 2024-25 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	440	418	95.00	5.00	44.98
<b>Female</b>	224	211	94.20	5.80	38.86
<b>Male</b>	216	207	95.83	4.17	51.21
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	9	81.82	18.18	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	78	76	97.44	2.56	32.89
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	37	36	97.30	2.70	38.89
<b>White</b>	310	293	94.52	5.48	48.81
<b>English Learners</b>	13	12	92.31	7.69	25.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	151	144	95.36	4.64	43.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	36	85.71	14.29	22.22

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	51.33	51.02	29.38	28.9	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	150	147	98.00	2.00	51.02
<b>Female</b>	72	71	98.61	1.39	50.70
<b>Male</b>	78	76	97.44	2.56	51.32
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	29	29	100.00	0.00	41.38
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	17	16	94.12	5.88	37.50
<b>White</b>	99	97	97.98	2.02	55.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	52	49	94.23	5.77	51.02
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	11	84.62	15.38	18.18

## 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.

#### 2024-25 California Physical Fitness Test Participation Rates

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	97.7%	94.3%	93.1%	97.7%	93.1%
Grade 7	94.6%	98.9%	97.8%	97.8%	97.8%

## 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.

#### 2025-26 Opportunities for Parental Involvement

##### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Orangevale Open TK-8 Principal, Rick Boster at (916) 979-8067.

##### Parent Involvement

Parents enhance and expand the program with their active involvement at Orangevale Open. Families volunteer to participate in and support the philosophy and elements of the open program because parents are integral to our program. Their attendance at monthly night meetings is essential. We encourage each family to share their special knowledge, ideas, talents, strengths, and interests with the children through Round Robins and in the classroom. Under the direction of the teacher, parents help implement units of study, work with the children in learning experiences, and supervise areas for safety. Parents prepare materials for the class, assist in recordkeeping and provide transportation for field trips.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	609	605	72	11.9
Female	310	306	34	11.1
Male	299	299	38	12.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	3	18.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	103	103	12	11.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	50	6	12.0
White	432	430	50	11.6
English Learners	22	22	3	13.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	215	214	35	16.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	59	8	13.6

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.84	2.16	1.48	4.53	4.89	3.8	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.06	0.05	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.48	0.00
Female	0.00	0.00
Male	3.01	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.92	0.00
White	1.16	0.00
English Learners	4.55	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.69	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.

## 2025-26 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 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.

## 2022-23 Elementary 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 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	26	0	2	0
1	26	0	2	0
2	25	0	3	0
3	26	0	3	0
4	28	0	2	0
5	27	0	3	0
6	27	4	12	0
Other	0	0	0	0

## 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	25	0	2	0
1	27	0	2	0
2	26	0	2	0
3	26	0	3	0
4	29	0	3	0
5	28	0	2	0
6	24	7	19	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25		2	
1	26		2	
2	27		2	
3	26		2	
4	28		3	
5	29		3	
6	22	8	12	

## 2024-25 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	731.25

## 2024-25 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)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$14,531	\$5,731	\$8,800	\$95,318
District	N/A	N/A	\$8,625	\$90,853
Percent Difference - School Site and District	N/A	N/A	1.8	6.2
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-20.1	0.7

## Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$52,217	\$60,863
<b>Mid-Range Teacher Salary</b>	\$77,770	\$93,575
<b>Highest Teacher Salary</b>	\$111,100	\$125,548
<b>Average Principal Salary (Elementary)</b>	\$147,623	\$157,645
<b>Average Principal Salary (Middle)</b>	\$156,383	\$165,341
<b>Average Principal Salary (High)</b>	\$176,064	\$182,580
<b>Superintendent Salary</b>	\$324,066	\$357,064
<b>Percent of Budget for Teacher Salaries</b>	31.36%	30.36%
<b>Percent of Budget for Administrative Salaries</b>	5.58%	4.88%

## 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. Eighteen hours per year are dedicated to staff collaboration and professional learning planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Meetings and Principal Networks.

The District provides professional development opportunities for teachers and administrators that support the implementation of grade level standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, TK-2 Reading, and the California Mathematics Framework. 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 grade level 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. 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	2023-24	2024-25	2025-26
---------	---------	---------	---------

**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	3
--	---	---	---