

Robla School

Robla Elementary School District

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2006-2007 School Accountability Report Card



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Principal's Message

Welcome to Robla School, home of the Mustangs! In accordance with Proposition 98, every school in California is required to issue an annual "Accountability Report Card." We are proud of Robla School and welcome this opportunity to provide information about the school's instructional programs, academic achievement, resources, students, and staff.

We believe that belonging to a safe, caring learning community is central to fulfilling our mission to help children become knowledgeable, responsible and caring citizens. All students are important, accepted and respected. We organize our teaching efforts around achieving deep and broad academic knowledge and developing positive character traits. Students learn to consider positive choices, set goals for achievement and help or contribute to others in the school community.

We are fortunate to have dedicated and knowledgeable teachers, assistants, and support staff, eager to make a difference for our students. They have high expectations and an unshakable belief that all children deserve a rich elementary education. We are committed and take a professional approach to teaching a balanced core curriculum, providing lessons, assessments and report cards based on State Standards and educational research. When students have difficulty, we go to work to provide a plan for intervention and additional support.

Parents are our partners in discovering the special skills and talents of our students and guiding their learning to high standards. A special emphasis is placed on making all school contacts friendly and welcoming to the diverse families being served. Parent volunteers assist with field trips and planning special events, attend assemblies and school plays, and monitor school attendance and homework. Teachers integrate specific cultural knowledge into the curriculum by inviting parents to undertake projects with students.

Our students thrive in the friendly, small school environment. Younger students have older class buddies and join in a variety of field trips, sports, drama and creative activities. All students explore environmental studies on our nearby bike trail and in our school garden. Opportunities to participate in leadership and community service throughout the year are coordinated by our Student Council.

District Mission Statement

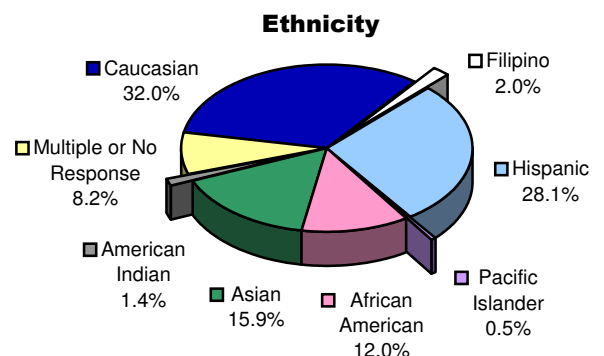
The mission of the Robla School District, in cooperation with its families and community, is to provide a safe and caring environment where every student succeeds in learning a balanced core curriculum. Strong and effective teaching, meaningful learning activities and partnerships with parents develop confident, thoughtful and responsible citizens. Students read, solve problems, access information and work together to communicate ideas as valued members of a diverse community.

Community & School Profile

Robla School District is located within the City of Sacramento, northeast of the central city. The district was established as the Oak Grove School District, organized in the early 1890s. The District's name was changed to Robla School District in 1916. Robla is a derivative of the Spanish word "roble" which means "cluster of British Oak trees."

Robla School provides an ideal environment for students to reach their highest academic potential. The school's instructional focus is on a strong, academic curriculum and good citizenship at all grade levels. The faculty strives to provide students with an enriched, diverse curriculum, where many cultural celebrations are observed.

Robla School District consists of five elementary schools and one preschool program, serving more than 2,000 students. During the 2006-07 school year, Robla School served 441 students in grades kindergarten through six on a traditional schedule. Student body demographics are illustrated at right.



The 2006-07 population consisted of 73.3% 'Socioeconomically Disadvantaged,' 35.1% 'English Learners,' and 15.6% 'Students with Disabilities.'

Discipline & Climate for Learning

Students at Robla School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Robla School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

Parents and students are informed of discipline policies at the beginning of each school year through a Parent Handbook, Back-to-School Night, and newsletters.

The suspensions and expulsions table below illustrates total cases for the school and district for all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions

	Robla			RESD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	72	75	120	273	318	417
Suspension Rate	16.7%	17.6%	27.2%	12.6%	15.3%	20.6%
Expulsions	0	0	0	1	2	1
Expulsion Rate	0.00%	0.00%	0.00%	0.05%	0.10%	0.05%

Student Recognition

Positive recognition creates a learning environment that fosters respect for the individual and promotes self-esteem. Awards ceremonies are held once each trimester. Students are recognized for academic achievement with incentives and rewards such as Principal's List, Honor Roll certificates, and special prizes. In addition, teachers provide classroom awards for good behavior, attendance and homework completion.

Extracurricular Activities

Robla School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Sacramento Parks and Recreation Department manages recreational activities for interested students after school. Ongoing extracurricular activities include the following:

- Homework Club
- Science Fair
- Choir
- Community Garden
- Enrichment Field Trips
- Student Council
- Computer Lab
- Bike Trail Walks
- Battle of the Books
- START After-School Program

Homework

At Robla School homework is a fundamental part of the learning process which helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and review homework assignments with their child.

Students have access to the START after-school program, held Monday through Friday until 6 p.m. START offers enrichment and tutoring in all core subject areas.

School Leadership

Leadership at Robla School is a responsibility shared among district administration, the Principal, instructional staff, students, and parents. At the start of the 2007-08 school year, Mario Penman assumed the role of Robla School's Principal. Prior to this position, Mr. Penman served as an elementary school principal in San Francisco. He has 13 years of experience as an educator.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- School Site Council
- Events Planning Committee
- School Site Safety Committee
- Leadership Team
- Grade Level Teams
- Student Study Teams

Class Size

Robla School maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 19:1 for the 2006-07 school year. The pupil-to-teacher ratio varies by grade level taught. Students receive additional help in the classroom from instructional assistants and parent volunteers. The table below indicates the average class size per grade level, as well as the number of classes offered in reference to their enrollment.



Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	19	19	20	3	3	3	0	0	0	0	0	0
1st	20	20	19	3	3	3	0	0	0	0	0	0
2nd	18	19	20	3	3	2	0	0	1	0	0	0
3rd	19	17	20	3	3	3	0	0	0	0	0	0
4th	30	29	30	0	0	0	3	2	2	0	0	0
5th	30	30	31	0	0	0	1	2	2	0	0	0
6th	28	28	30	0	0	0	2	2	2	0	0	0

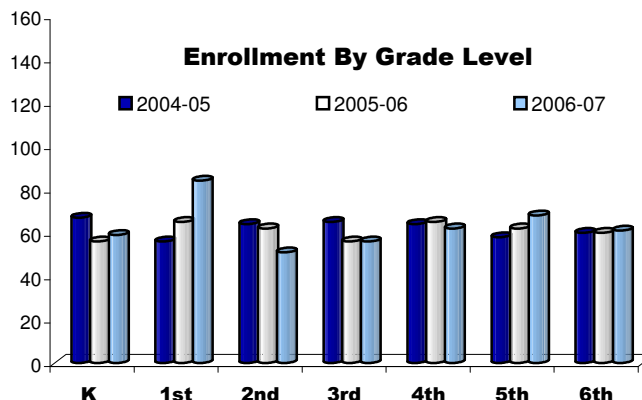
In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program, which provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to a maximum of 20 students. The adjacent chart displays the percentage of classrooms at Robla School that successfully met CSR requirements for the past three years.

Class Size Reduction

	05	06	07
K	100%	100%	100%
1st	100%	100%	100%
2nd	100%	100%	67%
3rd	100%	100%	100%

School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Robla School. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The following chart illustrates the trend in enrollment at Robla School over the last three years.



Parents are advised of their responsibilities, including proper notification of when and why students are absent.

The school makes daily phone calls to parents when children are absent. When a student has habitual tardies or absences a letter is mailed home, and a parent conference may be scheduled. The School Attendance Review Team (SART) assists families in developing good attendance habits.

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized if a student has persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Minimum Days & Instructional Minutes

For the 2006-07 school year, Robla School offered 180 days of instruction comprised of 169 regular days and 11 minimum days. Minimum days are utilized for parent-teacher conferences and staff development. All instructional time offered during the 2006-07 school year either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes by Grade Level		
	Required Minutes	Actual Minutes
K	36,000	36,000
1st-3rd	50,400	50,420
4th-6th	56,000	56,107

School Facilities & Safety

Robla School was originally constructed in 1896 and has since undergone complete modernization. Major additions to the site were constructed in the 1920s and 1950s, with the first major gutting and renovation of the grounds occurring in 1945. In 1989, all of the school's older classrooms were updated with new cabinetry and white boards. Carpets are replaced in all classrooms on a rotating basis. Most recently, during the 2004-05 school year, six new classrooms were constructed to aid in class size reduction.

The campus is currently comprised of 22 classrooms (including portables), a library, one computer lab, one staff room, a cafeteria/multipurpose room, a kitchen, two playgrounds, the main office, and three administrative offices.

All visitors to Robla School must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared between playground supervisors, parents, teachers, and the administration.

Robla School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. The School Site Safety Plan is revised annually each October by the Safety Committee; results are reviewed immediately with all staff, both certificated and classified. Key elements of the plan focus on disaster and emergency preparedness, staff communication, and security on campus. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake drills are held twice a year, and lockdown drills are scheduled annually.

Cleaning Process

Robla School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with the custodial staff of three to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Robla School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Robla Elementary School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components.

Typically, this includes the following:

- Roofing
- Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Heating
- Floor Systems

For the 2007-08 school year, Robla Elementary School District has budgeted \$88,991 for the deferred maintenance program, which represents 0.8% of the district's general fund budget. At the time of publication, the district's governing board had not approved any deferred maintenance projects for Robla School to be completed during the current year (2007-08). A deferred maintenance plan is currently being developed. The following chart displays the results of the most recent school facilities inspection.

Facility Conditions & Planned Improvements

Date of School Site Inspection: Summer 2007

Overall Summary of School Facility Conditions: Good

Item Inspected	Facility Component System Status			Repair Needed & Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			
Interior Surfaces (walls, floors, & ceilings)	X			
Hazardous Materials (interior/exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior/exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

* Data provided November 1, 2007.

Student Achievement & Testing

Robla Elementary School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, district performance assessments, Open Court unit assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade level standards.



Physical Fitness

In the spring of each year, Robla School is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Abdominal Strength
- Trunk Extension Strength
- Body Composition
- Upper Body Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2006-07 school year, 0.0% of the Robla School's fifth grade students met or exceeded state fitness standards.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all second through sixth grade students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and fifth grade Science, for the most recent three-year period, is displayed in the chart below.

California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	English/Language Arts					Mathematics					Science																						
	2nd			3rd		4th		5th		6th		5th																					
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07																		
All Students																																	
Robla	39	37	50	28	26	30	44	37	41	52	49	47	19	31	40	37	46	58	63	45	55	51	42	42	68	59	54	31	44	43	56	42	47
RES D	34	39	40	18	25	22	36	36	34	28	33	36	24	33	33	49	54	52	49	49	50	44	47	46	40	43	42	35	41	41	20	22	29
California	42	47	48	31	37	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37
Females																																	
Robla	43	44	60	27	29	34	50	39	50	40	57	49	16	15	52	30	41	63	57	54	53	50	39	35	70	61	60	31	35	44	45	43	49
RES D	39	45	45	18	31	28	36	39	42	30	34	38	33	36	34	50	56	54	45	50	54	40	49	44	40	43	42	38	38	36	17	18	25
California	45	31	53	35	39	41	52	54	55	46	47	48	41	44	45	55	58	58	54	56	58	51	55	58	45	48	49	39	41	41	26	30	35
Males																																	
Robla	54	31	35	30	23	24	38	34	36	59	42	47	21	40	31	41	52	50	70	40	56	52	44	47	67	58	47	30	50	43	62	41	47
RES D	30	32	35	17	21	16	35	33	27	27	32	34	14	33	33	47	53	50	53	47	47	49	44	46	39	44	42	31	44	45	23	27	33
California	39	43	44	29	33	33	44	46	48	39	40	41	35	39	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38
Socioeconomically Disadvantaged																																	
Robla	27	30	47	37	25	20	52	31	40	52	38	41	17	28	38	27	43	55	63	48	52	44	37	45	70	54	50	26	40	40	58	39	41
RES D	27	36	36	17	24	18	35	35	30	26	30	35	27	32	31	45	54	49	48	48	47	43	46	44	38	41	41	37	40	38	17	18	26
California	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	14	18	22
English Learners																																	
Robla	36	25	41	32	*	30	46	*	31	35	*	46	0	*	40	36	38	59	68	*	61	54	*	31	65	*	61	25	*	30	40	*	43
RES D	23	30	31	14	17	23	35	23	25	16	23	26	8	33	14	53	33	46	51	43	52	44	28	45	32	26	39	22	27	22	12	3	18
California	23	27	73	12	15	60	19	24	74	13	13	68	7	8	67	43	45	81	40	41	82	32	36	83	22	24	77	13	14	72	6	7	11
Special Education																																	
Robla	*	*	9	*	8	*	12	17	*	*	6	*	9	33	*	*	18	*	17	*	*	12	17	*	*	12	*	*	0	25	*	*	6
RES D	19	15	12	2	6	3	18	19	6	10	15	7	8	4	12	32	22	21	31	18	21	36	22	18	12	22	15	13	6	14	9	20	9
California	19	23	23	13	16	16	19	21	21	15	14	15	10	12	12	33	34	34	29	31	31	22	25	27	17	18	19	11	12	12	12	14	16
Asian																																	
Robla	*	45	38	*	*	*	*	*	*	50	*	18	27	42	*	36	62	*	*	*	*	*	*	*	*	64	*	36	45	50	*	43	*
RES D	43	49	37	28	26	22	40	49	43	29	27	45	28	28	22	61	60	59	68	66	49	53	66	66	50	51	56	52	48	44	19	16	29
California	65	71	73	54	60	60	70	73	74	66	67	68	60	66	67	78	81	81	80	82	82	78	81	83	74	76	77	69	72	72	49	54	60
Caucasian																																	
Robla	42	39	69	33	21	33	48	50	46	62	46	65	24	47	43	38	61	63	72	34	56	44	59	46	69	54	70	31	60	52	69	43	70
RES D	32	50	54	21	23	24	43	41	33	37	49	44	27	40	47	51	63	65	55	37	52	51	53	52	46	53	45	35	44	53	36	42	36
California	61	65	66	51	55	56	68	69	71	63	63	64	58	61	61	73	74	74	70	73	72	65	68	70	58	64	63	58	58	58	49	52	58
Hispanic																																	
Robla	33	28	46	26	18	19	40	29	27	27	64	41	13	13	44	27	44	54	61	53	69	60	32	27	60	79	52	24	25	38	33	46	41
RES D	33	35	33	14	30	24	32	33	35	19	30	29	16	31	30	47	53	45	44	50	56	41	43	40	31	43	38	27	37	39	12	18	27
California	28	33	35	17	22	23	32	35	37	27	29	30	22	27	28	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	14	18	23

* Due to the moderate number of students tested, scores will not be disclosed.

Parent & Community Involvement

Robla School District has a tremendous amount of parent and community support. Parents may participate at Robla School by volunteering in the classroom, chaperoning field trips, assisting with school activities, or sitting on committees such as the School Site Council.

The Robla Education Foundation, in partnership with the school community and local businesses, provides resources to support and enrich safe and effective education and social opportunities for children and families in the diverse Robla community. Employees of Comcast volunteer in the classroom and help during special school clean-up Saturdays, improving the campus and its landscaping. In addition, several musical and theatrical field trips are sponsored by Target and Raley's.

Contact Information

Parents who wish to participate in Robla School's leadership teams, school activities, or to become a volunteer may contact the main office at (916) 991-1006, or visit the district's website at www.robla.k12.ca.us.

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart at right reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide API Rank: The statewide API rank ranges from 1 to 10. A statewide rank of '1' means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of '10' means that the school has an API score in the highest 10 percent of all schools in the state.

Similar Schools API Rank: The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of '1' means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of '10' means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Growth				
	2004-05	2005-06	2006-07	2007 API Growth Score
Statewide API Rank	6	5	4	
Similar Schools API Rank	8	6	1	
All Students				
Actual API Growth	12	-20	14	735
Socioeconomically Disadvantaged				
Actual API Growth	36	-63	22	717
English Learners				
Actual API Growth	**	-26	23	742
Special Education				
Actual API Growth	**	n/a	6	531
Caucasian				
Actual API Growth	28	-16	9	757
Hispanic				
Actual API Growth	1	-22	26	712

** Data unavailable through the California Department of Education.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores, or (2) at least 15% of the school population tested, containing at least 30 students with valid

CAT/6 - Grade 3

% Scoring At or Above the National Average

	Reading			Math		
	05	06	07	05	06	07
Robla	30	24	23	63	53	49
RES D	21	22	25	44	50	49
California	36	37	38	55	56	56
Subgroups						
Females	27	33	28	60	61	22
Males	33	17	16	67	49	56
Socioeconomically Disadvantaged	37	26	18	70	48	45
English Learners	32	*	13	72	*	57
Special Education	*	8	*	*	25	*
Asian	*	*	*	*	*	*
Caucasian	39	24	44	78	57	44
Hispanic	22	24	13	57	41	63

* Due to the moderate number of students tested, scores will not be disclosed.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed below. Robla School did not meet all of the 2007 AYP criteria.

Adequate Yearly Progress 2007

Met AYP Criteria	Robla		Robla Elementary School District	
	English/Language Arts	Mathematics	English/Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	Yes
API	Yes		Yes	
Made Overall AYP	No		No	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Program

Program Improvement (PI)

	Robla	RES D
PI Status	Not in PI	Not in PI
First Year of PI Implementation	n/a	n/a
Year in PI (2007-08)	n/a	n/a
Number of Schools Currently in PI	n/a	1
Percent of Schools Identified for PI	n/a	20.0%



Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Robla Elementary School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The chart below displays data collected in September 2007 in regards to the textbooks in use at Robla School during the current school year (2007-08).

Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	SRA (Open Court)	K-6th	2002	All textbooks at Robla School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials. Most recent resolution on sufficiency of textbooks: Sept. 20, 2007
	Hampton Brown		2005	
Math	Scott Foresman	K-6th	2001	
Social Science	Scott Foresman	K-5th	2006	
	Prentice Hall	6th		
Science	Harcourt Brace	4th-5th	2005	

Currently, there is no official districtwide Visual & Performing Arts texts or curriculum adoption. All schools, however, benefit from a partnership with the Sacramento Metropolitan Arts Commission.

Robla School's library, staffed by a full-time Library Clerk, is stocked with supplemental and recreational texts that are available for students to check out. Library materials are selected to complement the Open Court Reading program and other curricular areas, including multicultural education and character building. Six computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. In addition to the school's computer lab with 30 workstations, each classroom has a minimum of one computer for student use. Students receive computer-assisted instruction on a regular schedule. Software programs that develop critical thinking, reading skills, and mathematical proficiency are commonly utilized. As part of the school's goal to improve literacy, students are also trained to use Accelerated Reader software. For additional research materials and Internet availability, students are encouraged to visit Sacramento's public libraries which contain numerous computer workstations.

Computer Resources	04-05 05-06 06-07		
	Computers	66	65
Students per computer	6.5	6.6	4.7
Classrooms connected to Internet	24	24	21

Curriculum Improvement

All curriculum improvement at Robla School revolves around the California State Content Standards and Frameworks. Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, the needs of students, assessment results, and research.

The construction and implementation of the curriculum is an on-going process. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Counseling & Other Support Services

In addition to academics, the staff at Robla School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The psychologist and staff are devoted to helping students deal with problems and assisting them to reach positive goals. The following chart displays a list of support services that are offered to students.

Counseling & Support Services Staff		
	Number of Staff	Full-Time Equivalent
Bilingual Instructional Aides	3	2.0
English Language Support	1	0.6
Instructional Assistants	3	2.0
Library Technician	1	1.0
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Assistant	1	1.0
Social Worker	1	0.2
Special Day Class (SDC) Teachers	2	2.0
SDC Aides	2	2.0
Speech & Language Specialist	1	0.8
Tutor	1	0.5

English Learner (EL) students receive instruction in English Language Development (ELD) for an additional thirty minutes each day. Classroom instruction is supported by both Spanish and Hmong bilingual assistants.

Special needs students are identified early and appropriate interventions are utilized by classroom teachers and school staff. Students who still exhibit difficulties are referred to the Student Study Team for consideration, which could include special education, counseling, and other alternative educational approaches.

The school's Resource Specialist Program (RSP) provides educational options based on Individual Education Plans (IEP) that outline specific learning goals and objectives. Speech and Language therapy is provided by district specialists.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Teachers are evaluated on their performance of district adopted criteria.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes:

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development topics during the 2006-07 school year included:

- English Language Development (ELD)
- History/Social Science
- Physical Fitness
- Writing Workshops

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

Teacher Assignment

Robla Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Robla School staffed 24 fully certificated teachers who met all credential requirements in accordance with state guidelines.

Teacher Credential Status

	Robla			RESD
	04-05	05-06	06-07	06-07
With Full Credential	22	23	24	115
Without Full Credential *	2	1	0	0
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	n/a

* Figures may reflect Interns, Emergency Credentials, and/or Waivers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current available data are reported.

Teacher Misassignments & Vacancies

	05-06	06-07	07-08
Teacher Misassignments of English Learners	0	0	0
Teacher Misassignments (Other)	0	0	0
Total Misassignments	0	0	0
Teacher Vacancies	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliance - Core Academic Subjects

	Robla	RESD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	100.0%	100.0%	100.0%	100.0%
% of Classes Taught by Non-NCLB Compliant Teachers	0.0%	0.0%	0.0%	0.0%

Teacher & Administrative Salaries

The following chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed below.

Teacher & Administrative Salaries 2005-06

	RESD	California
Beginning Teacher Salary	\$38,130	\$38,159
Mid-Range Teacher Salary	\$61,044	\$59,148
Highest Teacher Salary	\$73,899	\$73,514
Average Principal Salary (Elementary)	\$91,210	\$91,903
Superintendent Salary	\$116,500	\$132,994
% of Budget for Teacher Salaries	47.86%	41.62%
% of Budget for Administrative Salaries	5.43%	5.91%

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2005-06 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts statewide.

The chart at right illustrates the average teacher salary at Robla School and compares it to the average teacher salaries at the district and state levels.



Average Teacher Salaries

School & District	Robla	\$62,650
	RESD	\$60,420
Percentage of Variation: 3.7%		
School & State	Robla	\$62,650
	All Elementary School Districts	\$54,904
Percentage of Variation: 14.1%		

Expenditures & Services Funded

Based on 2005-06 audited financial statements, Robla Elementary School District spent an average of \$8,085 to educate each student. The chart below provides a comparison of Robla School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil

Robla	Total	\$7,950
	Restricted (Supplemental) Sources	\$2,822
	Unrestricted (Basic) Sources	\$5,128
RESD	Unrestricted Sources	\$5,125
	Percentage of Variation (School/District): 0.1%	
California	Unrestricted Sources	\$4,943
	Percentage of Variation (School/State): 3.7%	

In addition to general state funding, Robla Elementary School District received state and federal categorical funding for the following support programs:

- Title I (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title II, Part B (Technology)
- Economic Impact Aid (EIA)
- Title III (Limited English Proficiency)
- Title IV, Part A (Safe & Drug Free Schools & Communities)
- Title VI, Part A (Innovative Programs)
- Peer Assistance & Review (PAR)
- Tobacco Use Prevention Education (TUPE)

Data Sources

Data within the SARC was provided by Robla Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.