



Casa Roble Fundamental High School

2011-2012 School Accountability Report Card

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Principal's Message

To see the most recent message from the Principal, please click here:

<http://www.sanjuan.edu/CasaRoble.cfm?subpage=137123>

Mission Statement

Casa Roble Fundamental High School Mission Statement

Supported by a rich tradition of family and community participation, Casa Roble Fundamental High School ensures that each student will graduate as an exceptionally educated, socially responsible citizen through engagement in our diverse, challenging, and relevant learning experiences

Casa Roble Fundamental High School Strategic Plan

Objective 1:

By 2016, all students will demonstrate the 21st Century Skills referenced in our Expected Schoolwide Learning Results (ESLR's).

Casa Roble fosters self-directed, life-long learners who:

1. Display Initiative, Curiosity, and Creativity
2. Think Critically and Problem Solve
3. Communicate Skillfully
4. Collaborate Effectively
5. Produce Quality Work
6. Demonstrate Social Responsibility

Tactic:

We will ensure students apply 21st century skills such as critical thinking and problem solving, collaboration, and applications of technology across the curriculum.

Objective 2:

We will increase the percentage of students performing at the proficient and advanced levels annually in all subject areas, with a goal to achieve at least 80% rate of proficiency and advanced levels in all subject areas by 2016. (2011 - 2012 = approximately 58%)

Tactic:

We will implement effective student-centered instructional strategies and support systems and use varied assessment data to improve student performance and close our existing student achievement gaps.

Objective 3:

By graduation all students will develop and demonstrate the character traits necessary to be college, career and citizenship ready.

Tactic:

We will identify, model, and integrate positive character traits while encouraging more participation of both students and staff in extra-curricular activities.

Objective 4:

By 2016, we will increase the number of students who are eligible to attend a 4 year college by 20%. (2011-2012 = Approximately 39%)

Tactic:

We will design and implement an academic system that supports and promotes increased college eligibility.

Objective 5:

By 2016, 80% of Casa Roble students will demonstrate social responsibility through the implementation of specifically designed eco-friendly, academic, personalized and community centered programs that benefit the campus, our students and our community. (2011- 2012 = approx 53%)

Tactic:

We will implement environmental programs that impact our campus community and our world.

School Profile

Casa Roble Fundamental High School is one of 9 comprehensive high schools in San Juan Unified School District. Casa Roble offers an academic program, aligned with California Content Standards, which is designed to prepare students for success in the workplace and in post-secondary schooling.

Casa Roble provides an environment that ensures all students meet rigorous standards of learning in order to prepare them for post-secondary opportunities. Our staff is committed to powerful teaching and learning, frequent and varied assessments, and ongoing support to foster student success. In addition, we want our students to be Self-Directed Learners, Complex Thinkers, Effective Communicators, Collaborative Workers, Self-Aware Individuals, Quality Producers, and Community/Global Contributors. These are our Expected School wide Learning Results.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	3.0%
American Indian	1.9%
Asian	1.9%
Filipino	1.1%
Hispanic or Latino	10.1%
Pacific Islander	0.7%
White	80.8%
Two or More	0.7%
None Reported	-

Expected School-Wide Learning Results:

- Takes Responsibility for Learning - A student who takes responsibility for learning demonstrates intellectual curiosity and initiative. This student understands the importance of regular, punctual attendance, is prepared to learn, sets learning goals, actively engages in learning tasks, uses available resources, evaluates own actions and work, and meets deadlines and due dates.
- Thinks Critically – A student who thinks critically demonstrates willingness to question, patience to doubt, and readiness to reconsider. This student reflects on and evaluates information, details, evidence, and/or his or her own ideas and work in order to draw conclusions, solve problems, and/or conduct investigations.
- Communicates Skillfully – A student who communicates skillfully writes and speaks in a clear, organized, and interesting manner consistent with the conventions of the language. This student does so in both formal ad informal situations and for a variety of audiences and purposes.
- Collaborates Effectively – A student who collaborates effectively works with peers and/or mentors to produce something greater than he/she could accomplish individually. This student initiates own involvement and help lead groups to set and achieve goals, is an active learner, acknowledges contributions, and works toward solutions.
- Produces Quality Work – A student who produces quality work exceeds the basic requirements of educational standards that reflect skill, creativity, sophistication, and scholarly achievement. This student gives attention to detail and, if appropriate, uses technology in an effective manner to assist in the completion of a task, product and/or presentation.

Casa at a Glance - For a detailed brochure visit us at www.sanjuan.edu/CasaRoble

- Advanced Placement courses in Calculus AB, Calculus BC, Economics, Statistics, European History, English Composition, English Literature, and Art
- Honors Classes in English, Science, and Social Science
- Nationally recognized AVID (Advancement via Individual Determination) Program
- Academy in Health related occupations
- Academy in Sports Careers and Opportunities in Recreation related occupations
- Block Schedule: Opportunity for students to take 32 classes in 4 years
- 280 credits required for graduation including Senior Project and Community Service
- Air Force JROTC Program
- Award Winning Agriculture Program
- PE is aligned with California Framework and offers a variety of electives
- CRCN (Casa Roble Cable Network) TV broadcasting studio
- Active Student Government that oversees all student activities
- Career Center is run by parent volunteers
- Staff development on an ongoing basis

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Jim Shoemake in the Casa Roble Fundamental High office at (916) 971-5452.

Parent Involvement

Parents are active partners in all aspects of Casa Roble life. Parent representation is imperative on campus committees at Casa Roble. Parents are active in the School Site Council which works with the Faculty Council serving as the Site Based Management Team for the school. Parent/community advisory groups work with many of our school academic and co-curricular programs. There are also parent groups including PTSA and Boosters who contribute money and volunteer hours to our campus programs and projects. The Ram Boosters Club have raised over \$1,000,000 over the last 10 years by working Monday and Saturday night bingo at Madison Hall. In January of 2005 stadium lights were installed, in September of 2011 our \$800,000.0 all-weather track was completed, and in August of 2012 our \$80,000.00 school wide Wi-Fi project was completed. Each of these projects required extensive commitments and contributions from our PTSA and Booster Clubs. Our partnerships and financial support from our community and our parents allows us to provide a much broader educational and extracurricular program to our students.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
9th	468	408	357
10th	488	425	389
11th	381	412	397
12th	297	340	364

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from parent volunteers, classified support staff, and outside tutors. The table indicates the average class size by grade level or subject area, 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					
10	11	12	10	11	12	10	11	12	10	11	12	
By Subject Area												
English	31	32	35	6	6	2	10	4	2	37	22	22
Mathematics	30	33	33	9	2	2	12	2	2	36	21	18
Science	28	32	32	5	-	-	38	17	16	8	8	10
Social Science	32	33	32	5	4	3	9	4	1	34	15	17

Discipline & Climate for Learning

Students at Casa Roble Fundamental High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the Rules and Polices form which is sent home at the beginning of the school year.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	259	292	371	8477	7351	9151
Suspension Rate	15.9%	18.4%	24.6%	17.9%	15.6%	19.4%
Expulsions	7	9	9	0	87	66
Expulsion Rate	0.4%	0.6%	0.6%	0.0%	0.2%	0.1%

Teacher Assignment

San Juan Unified recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	70	70	70	1862
Without Full Credentials	0	0	0	18
Working Outside Subject	2	3	3	51

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.

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "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, and demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	98.2%	1.8%
District	95.2%	4.8%
High-Poverty Schools in District	88.9%	11.1%
Low-Poverty Schools in District	97.0%	3.0%

Counseling & Support Staff (School Year 2011-12)

It is the goal of Casa Roble Fundamental High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Counselor	4	3.00

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Instructional Materials (School Year 2012-13)

San Juan Unified held a public hearing on September 25, 2012 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 October 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Additional Internet Access/Public Libraries

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 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.

Staff Development

Professional development is a key part of the continuous improvement process for educators. Annually, teachers and site administrators participate in a minimum of 18 hours of professional development. In addition to this time, 75 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 with monthly Leadership Academies followed by Network Meetings and Coaching sessions.

The District also provides professional development opportunities with its major initiatives such as Writing Workshop and RTI and the new mathematics adoption. Many other voluntary professional development opportunities are provided throughout the year after school, on Saturdays, and during summer and vacation breaks. This includes training sponsored by district departments, BTSA, grant-funded projects, and the San Juan Teacher's Association. Many teachers and administrators also take advantage of opportunities with SCOE, CDE, 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 District Theory of Action. 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 content 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 and technology coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by PAR/BTSA coaches.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9-12	Algebra 1	McDougal Littell: California Math Algebra 1 [Green Bicycle]	2008	Yes	0.0%
9-12	Algebra 2	McDougal Littell: Algebra 2	2008	Yes	0.0%
9-12	American Govt.	Prentice Hall, 2006: Magruder's American Government	2007	Yes	0.0%
9-12	Biology	Prentice Hall, 2007: Biology, CA Edition	2009	Yes	0.0%
9-12	Chemistry	Pearson Prentice Hall, 2007: California Chemistry	2007	Yes	0.0%
9-12	Earth Science	Glencoe McGraw Hill, 2002: Earth Science, Geology, the Environment, & the Universe	2004	Yes	0.0%
9-12	English	Holt Reinhart, 2003, Literature and Language Arts	2005	Yes	0.0%
9-12	Environmental Sci	Holt, 2004: Environmental Science	2009	Yes	0.0%
9-12	Geography	Teachers' Curriculum Institute, 2006: Geography Alive!	2007	Yes	0.0%
9-12	Geometry	McDougal Littell: Geometry	2008	Yes	0.0%
9-12	Health	Holt, 2004: Lifetime Health, California Edition	2005	Yes	0.0%
9-12	Physics	Prentice Hall, 2009: Conceptual Physics	2008	Yes	0.0%
9-12	Pre-Algebra	Holt: California Mathematics, Course 2 – Pre Algebra	2009	Yes	0.0%
9-12	US History	McDougal Littell, 2006: The Americans	2006	Yes	0.0%
9-12	World History	McDougal Littell, 2006: Modern World History: Patterns of Interaction	2006	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34674473431111Textbooks_1.pdf

Casa Roble Professional Development is focused on providing multiple opportunities for students to construct meaning and demonstrate their learning in an oral format (Student Voice). Below is a general recap of our PD focus since 2009:

2009-2010 = Student Voice

- o PD Thursdays introduced student voice strategies throughout the year

2010-2011 = Student Voice and a look ahead to 21st Century learning skills.

- o Wagner's The Global Achievement Gap book study

2011-2012 = Clarity of school purpose and vision (Strategic Planning and WASC)

- o PD Thursdays focused on school purpose and vision via SP and WASC

2012-2013 = Supporting Department Leaders with Department Creation, Clarity,

Commitment and Completion of their strategic departmental action plans aligned with WASC and SP. Specifically: Assessment Literacy, Vertical Articulation, and Horizontal Alignment

- o PD Thursdays Learning Teams aligned with above

Our PD implementation is accomplished via Coaching, Faculty Meetings, Strategic Plan Action Teams, WASC Self Study, Department Meetings and Personalized Learning Teams.

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is offered to non-instructional support staff such as clerical and custodial staff.

Physical Fitness (School Year 2011-12)

In the spring of each year, San Juan Unified schools are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and 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).

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.3%	28.4%	31.1%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Federal Intervention Program (School Year 2012-13)

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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI (2012-13)	-	Year 3
# of Schools Currently in PI	-	16
% of Schools Identified for PI	-	21.33%

Adequate Yearly Progress (School Year 2011-12)

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.
- Graduation rate (for secondary schools).

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, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	No		No	

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all 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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	53	53	53	55	55	57	52	54	56
Mathematics	25	24	29	50	49	49	48	50	51
Science	62	64	57	58	58	60	54	57	60
History/Social Science	59	62	62	47	47	48	44	48	49

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	57	49	60	48
School	53	29	57	62
African American/ Black	37	31	*	47
American Indian	55	21	*	64
Asian	60	28	*	64
Filipino	58	36	*	*
Hispanic or Latino	40	23	50	56
Pacific Islander	*	*	*	*
White	55	29	60	62
Males	48	29	63	66
Females	58	28	52	57
Socioeconomically Disadvantaged	42	23	50	54
English Learners	8	*	*	*
Students with Disabilities	24	6	38	30
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	7	7	7
Similar Schools	3	4	3
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	15	3	-4
Hispanic or Latino			
Actual API Change	-11	39	-13
White			
Actual API Change	23	-1	-2
Socioeconomically Disadvantaged			
Actual API Change	7	36	-12
Students with Disabilities			
Actual API Change	-17	-	-

	2012 Growth API Comparison					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,031	784	31,682	790	4,664,264	788
Black or African American	29	704	2,219	678	313,201	710
American Indian or Alaska Native	18	752	478	757	31,606	742
Asian	20	804	1,696	894	404,670	905
Filipino	12	843	493	832	124,824	869
Hispanic or Latino	100	741	5,739	712	2,425,230	740
White	841	791	20,410	816	1,221,860	853
Socioeconomically Disadvantaged	316	743	15,794	718	2,779,680	737
English Learners	41	658	4,287	683	1,530,297	716
Students with Disabilities	107	524	3,810	584	530,935	607

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

	CAHSEE By Subject for All Grade Ten Students								
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	65.0	59.0	54.0	67.0	57.0	59.0	58.0	58.0	56.0
Mathematics	66.0	57.0	54.0	67.0	57.0	56.0	57.0	56.0	58.0

	CAHSEE By Student Group for All Grade Ten Students					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	42.0	23.0	34.0	44.0	37.0	19.0
All Students School	42.0	27.0	31.0	43.0	40.0	17.0
Male	46.0	26.0	28.0	41.0	41.0	18.0
Female	38.0	28.0	34.0	41.0	41.0	18.0
Hispanic or Latino	56.0	28.0	16.0	48.0	36.0	16.0
White	39.0	28.0	33.0	41.0	41.0	18.0
Socioeconomically Disadvantaged	54.0	20.0	26.0	54.0	36.0	9.0
Students with Disabilities	88.0	9.0	3.0	87.0	10.0	3.0

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education (CTE) Programs (School Year 2011-12)

San Juan Unified defines their career paths following the strict criteria set within the Perkins Act and/or the California Partnership guidelines. Although most completion data is collected through our ROP regionally (Sacramento County Office of Education), the CTE department collects data on the number of students moving through our local sequences. Some ROP courses, because of the time requirements, internship element and industry standards they meet, are defined as a sequence within themselves. Introductory CTE courses are found throughout our schools, concentrators are students who take a second level course within the same career path, and students are referred to as completers when they complete a sequence of courses leading to certification, employability, and/or further technical training. ROP course are defined as completer based on length of course, sequence, and skill development.

The ROP capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. Students enrolled in the programs are provided strong experiences in all aspects of an industry.

San Juan Unified also provides students career preparation through enrollment in California Partnership Academies. We have four California Partnership Academies in the areas of: business–finance/entrepreneurship, pre-engineering, Sports Careers and Opportunities in Recreation (SCORE), and small business entrepreneurship. Our schools have numerous career paths opportunities beyond the state funded California Partnership Academy. We have career pathways in:

- Agriculture Automotive Technology
- Bakery Academy Careers w/Children
- Construction Technology Culinary Arts
- Digital Media Arts Engineering Technology
- Food Services Health Careers
- Horticulture Natural Resources Management
- Sports Therapy

Casa Roble offers the following ROP courses:

Auto II – Electrical/Electronics

COURSE DESCRIPTION: This course is designed to prepare students for careers in the automotive service industry. The program consists of four modules: brakes, suspension, electrical, engine performance--with each one's topic and content based on ASE standards. One module is covered each semester until the program is complete. Through this program students will explore automotive service technician career fields from the perspective of an entry-level employee. The ROP auto mechanics program is a course driven by industry standards. The combination of these four semester-long course sections serves to provide students with a good working base and overview of the standards and requirements needed for occupations in today's automotive service industry.

Auto II – Brakes

COURSE DESCRIPTION: This course is designed to prepare students for careers in the automotive service industry. The program consists of four modules: brakes, suspension, electrical, engine performance--with each one's topic and content based on ASE standards. One module is covered each semester until the program is complete. Through this program students will explore automotive service technician career fields from the perspective of an entry-level employee. The ROP auto mechanics program is a course driven by industry standards. The combination of these four semester-long course sections serves to provide students with a good working base and overview of the standards and requirements needed for occupations in today's automotive service industry.

Auto II – Suspension/Steering

COURSE DESCRIPTION: This course is designed to prepare students for careers in the automotive service industry. The program consists of four modules: brakes, suspension, electrical, engine performance--with each one's topic and content based on ASE standards. One module is covered each semester until the program is complete. Through this program students will explore automotive service technician career fields from the perspective of an entry-level employee. The ROP Auto Mechanics Program is a course driven by industry standards. The combination of these four semester-long course sections serves to provide students with a good working base and overview of the standards and requirements needed for occupations in today's automotive service industry.

Auto II – Engine Performance

COURSE DESCRIPTION: This course is designed to prepare students for careers in the automotive service industry. The program consists of four modules: brakes, suspension, electrical, engine performance--with each one's topic and content based on ASE standards. One module is covered each semester until the program is complete. Through this program students will explore automotive service technician career fields from the perspective of an entry-level employee. The ROP auto mechanics program is a course driven by industry standards. The combination of these four semester-long course sections serves to provide students with a good working base and overview of the standards and requirements needed for occupations in today's automotive service industry.

Intro to Health Careers

COURSE DESCRIPTION: The field of Health Care is promising for current and future employment within the Northern California region. This 180 hour course was designed to serve as an introduction to health care and the health care delivery system as well as careers within the healthcare field. Students will explore regional healthcare systems and local access, research different types of healthcare and health related career opportunities.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	984
What percent of the school's pupils complete a CTE program and earn a high school diploma?	1.4
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

Students will also receive an introduction to medical terminology, body systems, vital signs, and the history of health care. This course is of modular design to accommodate open entry/open exit school sites.

Medical Assistant – Administrative/Clinical

COURSE DESCRIPTION: This two-semester course divides a medical assistant’s role into administrative and clinical semesters. Learn administrative skills (front office) one semester, and clinical (back office) procedures and CPR for Medical Professions during the second semester. Students will learn career planning and management, problem solving and critical thinking, HIPPA safety, ethical and legal responsibility and teamwork. After successfully completing both sessions, you are eligible to take the California Certified Medical Assistant’s exam.

Medical Careers Exploratory

COURSE DESCRIPTION: This course is designed to give students experience with a variety of health care professions. Utilizing National Health Care Skills Standards as a benchmark, Medical Careers Exploratory Course provides students with a hands-on approach to learning about human development, health informatics, and diagnostic, therapeutic, and support services.

Woodworking I/II Careers

COURSE DESCRIPTION: Learn design, layout and installation of office and residential cabinets; blueprint reading, architectural design, wood technology, construction techniques, accurate measuring, and basic hand and power tool use. This course will provide students with orientation about the course content and outcomes. Information regarding skills necessary for entry level employment will be included. Opportunities for skill acquisition for an entry level employee will be provided.

Casa Roble offers the following CTE courses:

Auto Mech Tech I (Basic)

COURSE DESCRIPTION: This capstone course is an introduction to automotive service and repair, shop safety and shop operation, as well as tool safety, use and identification. The course will also cover automotive engines and basic systems: electrical, cooling, fuel, suspension, etc. With completion of the course the student will be prepared for an entry level position in today’s automotive service industry.

Tech Exploration

COURSE DESCRIPTION: Tech Exploration is a 9-week elective designed to explore 21st Century technology tools and applications. Students will use various Web 2.0 technologies, including wikis, blogs, and Google Docs. The class also addresses digital citizenship, cyber safety, technology careers, and using technology for collaboration. The class follows the ISTE National Educational Standards for Students.

Foods I and II

COURSE DESCRIPTION: This one semester course prepares students with food production, preparation, and teamwork skills for employment. The Foods program effectively prepares students with the knowledge, skills, attitudes, and behaviors needed to successfully enter the job market or transition to post-secondary education programs at a community college, private, technical or trade school, and/or a four year college or university. Instruction includes topics such as planning, selecting, storing, purchasing, preparing, testing, and serving of quality food and food products. Additional study areas include nutritive values, safety and sanitation, use and care of equipment. A strong emphasis is placed on teamwork, problem solving and safety skills.

Sports and Recreation Careers –SCORE academy (year 3)

COURSE DESCRIPTION: During this one semester course, students will learn skills in athletic training, physical therapy, and fitness instruction. They will learn ethical and legal issues involved in sports, medicine, and medical terminology. Students will be placed in an externship in the field of their choice in order to gain on-the-job knowledge, skills and experience. In addition, students will learn valuable job search skills which will include résumé writing and job interviewing.

How are the courses evaluated for effectiveness?

The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates, graduation rates, and the passing rate on the California High School Exit Exam (CAHSEE) along with completion of a sequence are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

Advanced Placement Classes (School Year 2011-12)

Casa Roble Fundamental High encourages students to continue their education past high school. Casa Roble Fundamental High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Junior and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation’s colleges. During 2011-12, 140 students participated, taking 156 exams. Of the 156 exams, 102 received a “3” or better.

Advanced Placement Classes	
	# of Courses
Fine and Performing Arts	-
Computer Science	-
English	2
Foreign Language	-
Mathematics	1
Science	1
Social Science	1
Totals	5
Percent of Students in AP Courses	2.1%

UC/CSU Course Completion

Students at Casa Roble Fundamental High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page at <http://www.calstate.edu/admission/admission.shtml>.

Completion of High School Graduation Requirements – Class of 2012

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. Some students with Individualized Education Plans may be exempt from this requirement. Parents should contact the special education case manager for specific information about their child. The School Accountability Report Card for that year will report the percentage of students completing 12th grade who successfully pass the California High School Exit Exam.

Completion of High School Graduation Requirements			
	School	District	State
All Students	92.0%	80.7%	0.0%
Socioeconomically Disadvantaged	83.5%	72.3%	0.0%
African American/Black	0.0%	63.0%	0.0%
American Indian	0.0%	85.7%	0.0%
Asian	0.0%	90.6%	0.0%
Filipino	0.0%	87.1%	0.0%
Hispanic or Latino	89.3%	72.7%	0.0%
Pacific Islander	0.0%	82.8%	0.0%
White	91.8%	84.3%	0.0%
English Learners	0.0%	63.1%	0.0%
Students with Disabilities	84.2%	68.3%	0.0%
Two or More Races	0.0%	76.7%	0.0%

* Data was not available at the time of publication.

Dropout & Graduation Rates

Casa Roble Fundamental High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: tutorial and intervention classes, counseling services, at-risk student analysis by staff, and extensive extra-curricular opportunities.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	08-09	09-10	10-11
Dropout Rate	1.10%	7.70%	5.80%
Graduation Rate	93.73%	90.59%	92.31%

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	63.7%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	34.9%

* Duplicated Count (one student can be enrolled in several courses).

Safe School Plan

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy assigned specifically to specific geographic zone or CHPD officer assigned to a particular school or small group of schools within the City of Citrus Heights. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Task Force. The School Site Council is responsible for updating our comprehensive school safety plan on a yearly basis. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers and also includes the site specific crisis response procedures.

School Facilities

Casa Roble High School was modernized between 1999 and 2001. Currently there is sufficient space to house the student population. All classrooms have fire and intrusion monitoring and alarm systems, telephones, and internet connections. Site custodial staff clean the buildings, along with district support for major/minor repairs. All student restrooms were refurbished in the 2011-2012 school year. The district provides gardening and landscape maintenance as well as support to keep the major systems such as plumbing, heating, and air conditioning functioning. Upgraded communications lines and a recently completed school-wide Wi-Fi project (August 2012) provide a modern network for the schools 800 instructional computers. In 2005, and again in 2011-2012, the FFA Booster Club did many upgrades to the Barn area, including refurbishing the Greenhouse, drain hookups, automatic water system, and barn ventilation gates. Recent improvements to the school funded by Measure J include a new weight room, demolition of older portables, relocation of existing portables, restroom upgrades, ADA walkway upgrades; and, with a financial contribution from the booster clubs, a renovation of the track and surrounding area.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in March 2012 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

School Facility Conditions				
Date of Last Inspection: 03/27/2012				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Teacher & Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$41,336	\$41,455
Mid-Range Teachers	\$70,764	\$66,043
Highest Teachers	\$83,464	\$85,397
Elementary School Principals	\$107,650	\$106,714
Middle School Principals	\$109,437	\$111,101
High School Principals	\$129,196	\$121,754
Superintendent	\$261,000	\$223,357
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.0%	39.0%
Administrative Salaries	6.5%	5.1%

School Site Teacher Salaries (Fiscal Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$77,301
District	\$69,677
Percentage of Variation	10.94%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	12.29%

District Expenditures (Fiscal Year 2010-11)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,977
From Supplemental/Restricted Sources	\$917
From Basic/Unrestricted Sources	\$5,060
District	
From Basic/Unrestricted Sources	\$5,200
Percentage of Variation between School & District	-2.69%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-7.24%

District Revenue Sources (Fiscal Year 2011-12)

In addition to unrestricted/general purpose funding, the School & Library Improvement Block grant and other state categorical grants are now included in the categorical flexibility and are unrestricted and may be used for any educational purpose. This fiscal year, most schools received Economic Impact Aid which is a categorical, restricted State funded program.

This fiscal year, the district also received Federal American Recovery and Reinvestment Act (ARRA), State Fiscal Stabilization Funds (SFSF). These funds were intended to avert layoffs of teachers and other personnel and further education reform in the key areas of teacher quality, standards and assessments and to support struggling schools. Because these funds are categorical, restricted Federal funds, many of the costs were transferred from unrestricted/general purpose funds temporarily this fiscal year.

Data Sources

Data within the SARC was provided by San Juan Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.