

San Juan Unified School District

Casa Roble Fundamental High School

2008-2009 School Accountability Report Card

**Chris Klyse,
Principal**

**School Address:
9151 Oak Ave.
Orangevale, CA
95662-2730
916-971-5452**

**Dr. Pat Jaurequi,
Superintendent**

**District Address:
3738 Walnut Ave.
Carmichael, CA
95609-0477**

916-971-7700

www.sanjuan.edu

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.

Our purpose is to empower each student to discover and expand his/her strengths through relevant and challenging learning experiences, so that each can become personally successful and productive in the 21st century. 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 Schoolwide Learning Results.

- To challenge students to achieve academic success in a fundamental environment
- To prepare students by using technology as a tool for learning and expression
- To challenge students to be lifelong learners
- To provide a psychologically safe environment

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 and 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, helps 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: Advanced Placement courses in Calculus AB, Calculus BC, , , Economics, Statistics, European History, English Composition, English Literature, and Art.

- Accelerated College Entrance (ACE) classes in 3 foreign languages, social studies, engineering and English.
- Honors Classes in English, Science, and Social Science
- Nationally recognized AVID (Advancement Via Individual Determination) Program
- Academy in Health 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
- Advanced Photography
- PE is aligned with California Framework and offers a variety of electives

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	2.7%
American Indian	2.1%
Asian	2.3%
Caucasian	82.4%
Filipino	1.0%
Hispanic or Latino	8.6%
Pacific Islander	0.6%
Multiple or No Response	0.2%

- Six on campus ROP programs: agriculture, wood specialties, auto, floral design, health, and retail sales
- SAP (Student Assistance Program)
- CRCN (Casa Roble Cable Network) TV broadcasting studio
- Active Student Government that oversees all student activities
- Career Center run by parent volunteers
- Staff development on an ongoing basis
- Award winning yearbook
- Yearly Art Show
- Award winning construction program
- International festivals sponsored foreign language department
- Science Olympiad Team
- Model UN Team
- Mathelete Team
- Moot Court
- Wireless internet access in many areas
- Seventeen Varsity sports
- More than 600 students participate on athletic teams.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact 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 the FFA and music department. There are also parent groups including PTSA, who has donated \$40,000 for campus beautification, Photo Boosters, Science Boosters, and Friends of the Library who provide significant support. The Ram Boosters Club has 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 thanks to the efforts of Boosters and the Stadium Improvement Committee. Over \$200,000 has been raised by Boosters to go toward an all-weather track. The partnership and financial support with the community and the parents allows Casa Roble to provide a much broader educational and extra curricular 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			
	2006-07	2007-08	2008-09
9th	468	465	512
10th	458	435	460
11th	450	416	394
12th	408	377	354

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:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
English	33	31	34	6	5	2	13	26	10	48	30	44
Mathematics	32	28	29	8	13	13	7	27	16	39	23	31
Science	32	28	30	5	6	6	13	26	25	29	17	23
Social Science	34	33	32	1	3	4	12	11	11	37	28	28

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 Policies 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	491	466	613	11774	12199	10866
Suspension Rate	27.5%	27.5%	35.6%	24.6%	25.7%	23.0%
Expulsions	11	8	9	191	142	140
Expulsion Rate	0.6%	0.5%	0.5%	0.4%	0.3%	0.3%

Teacher Assignment

San Juan Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Casa Roble Fundamental High had 67 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	70	66	67	2297
Without Full Credentials	1	3	0	48
Working Outside Subject	3	3	0	4

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.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	2	0	0
Misassignments of Teachers (other)	3	3	3
Total Misassignments of Teachers	5	3	3
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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 2007-08 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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	90.7%	9.3%
District	92.7%	7.3%
High-Poverty Schools in District	80.4%	19.6%
Low-Poverty Schools in District	94.6%	5.4%

Counseling & Support Staff

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. The counselor to pupil ratio is 1:372. The table lists the support service personnel available at Casa Roble Fundamental High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	5	4.40

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.

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.



Instructional Materials

San Juan Unified School District held a public hearing on October 13, 2009, 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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	Chinese	Cheng and Tsui & Thomson Learning,	2002	Yes	0.0%
9-12	Earth Science	Glencoe McGraw Hill, 2002: Earth Science, Geology, the Environment, & the Universe	2004	Yes	0.0%
9-12	Economics	Glencoe, 2005: Economics: Principles and Practices	2006	Yes	0.0%
9-12	Economics	Glencoe, 2005: Economics: Today and Tomorrow	2006	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	French	McDougal Littell, Vista Higher Learning	2007	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	German	Langenscheidt, 2007: geni@! A1	2008	Yes	0.0%
9-12	Health	Holt, 2004: Lifetime Health, California Edition	2005	Yes	0.0%
9-12	Japanese	Cheng and Tsui	2002	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	Reading Development	Pro-Ed, Inc.: Reading Milestones, 3rd Edition	2007	Yes	0.0%
9-12	Russian	Prentice Hall	2008	Yes	0.0%
9-12	Spanish	McDougal Littlell; Prentice Hall; Holt		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%

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.

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.

Physical Fitness

In the spring of each year, Casa Roble Fundamental High is 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). The table below shows the student's performance on the fitness test in 2008-09.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.1%	27.7%	51.4%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	45	52	53	50	51	54	43	46	50
Mathematics	24	22	21	45	47	49	40	43	46
Science	50	63	58	45	52	55	38	46	50
History/Social Science	38	54	54	36	39	44	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	26	10	*	56
American Indian	44	4	*	69
Asian	70	42	*	75
Filipino	71	36	*	*
Hispanic or Latino	41	18	37	37
Pacific Islander	*	*	*	*
Caucasian	55	21	61	55
Males	45	23	56	59
Females	61	19	60	49
Socioeconomically Disadvantaged	33	16	44	44
English Learners	*	9	*	*
Students with Disabilities	9	13	14	21
Migrant Education	*	*	*	*

*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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	7	8	
Similar Schools Rank	2	2	6	
All Students				
Actual Growth	-6	43	-8	770
Socioeconomically Disadvantaged				
Actual Growth	9	62	-23	711
Hispanic or Latino				
Actual Growth	-7	-	-	711
Caucasian				
Actual Growth	-10	41	-6	775
Students with Disabilities				
Actual Growth	-	-	-	552

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

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.
- 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)				
Made AYP Overall	School		District	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		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 Programs		
Program Improvement (PI) Status	School	District
	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI (2009-10)	-	Year 2
# of Schools Currently in PI	-	9
% of Schools Identified for PI	-	11.69%

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								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	67.7	62.2	48.6	65.1	62.2	52.9	60.7	62.2	52.0
Mathematics	66.9	61.8	49.9	67.7	61.2	51.3	60.7	63.2	53.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	39.3	29.3	31.4	39.5	45.6	15.0
Males	48.8	27.9	23.3	34.9	51.2	14.0
Females	29.7	30.7	39.6	44.1	39.9	16.0
Hispanic or Latino	65.9	20.5	13.6	45.5	52.3	2.3
Caucasian	36.5	30.3	33.1	38.7	45.2	16.1
English Learners	75.0	25.0	-	75.0	16.7	8.3
Socioeconomically Disadvantaged	56.6	23.2	20.2	52.0	38.0	10.0
Students with Disabilities	90.5	9.5	-	88.4	11.6	-

Career Technical Education Participation

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

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?	196
What percent of the school's pupils complete a CTE program and earn a high school diploma?	21.4
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	25.0

Career Technical Education (CTE) Programs

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.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Agricultural Sales and Services & Animal Industries	High School			
Animal Science				
Automotive I/II				
CISCO I/II/III/IV				
Community and Hospital Services				
Computer Applications				
Floral Design				
Foods I/II				
Health Tech I				
Introduction to Agriculture				
Introduction to Horticulture				
Medical Assisting				
Metals I/II				
Retail Sales Merchandising/Marketing/Entrepreneurship				
Woods I				
Wood Specialties				

San Juan Unified also provides students career preparation through enrollment in California Partnership Academies. We have three California Partnership Academies in the areas of: business–finance/entrepreneurship, pre-engineering, 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 courses:

- Animal Science
- Automotive I/II
- Community and Hospital Services
- Computer Applications
- Floral Design
- Food Services Culinary Arts
- Foods I/II
- Health Tech I
- Introduction to Agriculture
- Introduction to Horticulture
- Medical Assisting
- Metals I
- Regional Occupational Programs - regional county ROP programs open to all students
- Retail Sales Merchandising Marketing/Entrepreneurship
- Woods I
- Wood Specialties

How does this class support student achievement?

When students experience CTE courses they have the opportunity to see the relationship between applied academic standards and the real world. Students find purpose in their studies and are provided an opportunity to apply their academic and industry skills to every day problems.

How does the school address the needs of all students in career preparation?

Through the IEP process special education students may be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the IEP. CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to “hands on” activities and participate in solving real life problems.

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

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 the 2008-09, 54 students participated, taking 80 exams. Of the 80 exams, 54 received a “3” or better.

Advanced Placement Classes		
	# of Courses	Enrollment
Science	1	31
Social Science	2	52
English	1	56
Mathematics	2	35
Totals	6	174
Percent of Students in AP Courses		1.5%

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’.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	65.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	52.1%

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

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are 10 UC campuses statewide, and 23 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.0, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
All Students	84.5%	79.0%	*
Socioeconomically Disadvantaged	80.5%	74.1%	*
African American	91.7%	65.9%	*
Hispanic or Latino	69.6%	66.0%	*
Caucasian	84.2%	82.2%	*
Students with Disabilities	73.9%	53.6%	*

* 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: mentoring through the Casa Roble leadership class, lunch time tutoring through leadership, Back on Track English classes and after school math tutoring.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	2.00%	1.80%	0.80%
Graduation Rate	95.40%	96.40%	97.10%

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 and has a responsibility for updating our comprehensive 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. There are enough classrooms to house the student population, but some teachers do not have their own classroom and share rooms when available. Restrooms were refurbished in the modernization, some handicapped accessible. Each classroom has a fire and intrusion monitoring and alarm system, telephone, and internet connections. There is a site custodial staff to keep the buildings clean as well as a site maintenance custodian. The district provides gardening and landscape maintenance as well as support to keep the major systems such as plumbing, heating, and air conditioning functioning. There is concern about the condition and adequacy of the parking lot, the condition of the play fields, site drainage, and storage space. Upgraded communications lines throughout the school provide a modern network for the schools 800 instructional computers. In 2006, under Measure J Bond, the science rooms were upgraded with cabinets, counters, power, gas, flooring and painted. Through the Capital Improvement Program the gas and electrical was updated for the kiln. In 2005 the FFA Booster Club did many upgrades to the Barn area, including; drain hookups, automatic water system, and barn ventilation gates. All paving resurfaced through Measure J bond. Summer 2008 the entire school exterior was painted through Deferred Maintenance. In 2009, the Wood Shop spray booth was re-certified by DSA and local Fire Marshal.

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 February and March 2005 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. All classrooms and restrooms are cleaned daily. 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, which 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 roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district budgeted over \$4 million for the deferred maintenance program which includes a \$1.6 million contribution from Measure J funds.

School Facility Conditions				
Date of Last Inspection: 12/18/2009				
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			

District Expenditures

San Juan Unified spent an average of \$8161 to educate each student (based on 2007-08 FY audited financial statements). 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,922
From Restricted Sources	\$1,188
From Unrestricted Sources	\$4,734
District	
From Unrestricted Sources	\$5,264
Percentage of Variation between School & District	10.07%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	14.11%

District Revenue Sources

In addition to general state funding, Casa Roble Fundamental High receives state and federal funding for the following categorical funds and other support programs: School Improvement Block Grant, Economic Impact Aid, CAHSEE Intensive Intervention.

Teacher & Administrative Salaries as a Percentage of Total Budget

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 districts 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		
2007-08		
	District	State
Beginning Teachers	\$41,336	\$42,065
Mid-Range Teachers	\$70,764	\$67,109
Highest Teachers	\$83,464	\$86,293
Elementary School Principals	\$99,066	\$107,115
Middle School Principals	\$100,744	\$112,279
High School Principals	\$118,461	\$122,532
Superintendent	\$195,305	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.2%	39.4%
Administrative Salaries	6.2%	5.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$63,788
District	\$69,097
Percentage of Variation	7.69%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	4.87%

Data Sources

Data within the SARC was provided by San Juan Unified School District, retrieved from the 2008-09 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.

