

Casa Roble Fundamental High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Casa Roble Fundamental High School
Street	9151 Oak Avenue
City, State, Zip	Orangevale CA, 95662
Phone Number	(916) 971-5452
Principal	Michele Lorenzo
E-mail Address	mlorenzo@sanjuan.edu
Web Site	www.sanjuan.edu/casaroble
CDS Code	34-67447-3431111

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Kent Kern
E-mail Address	info@sanjuan.edu
Web Site	www.sanjuan.edu

School Description and Mission Statement (Most Recent Year)

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.

School Profile

With approximately 1400 students on campus each day, Casa Roble Fundamental High School, has a history of embracing change and welcoming the challenges that modern society presents, while still preserving programs that have traditionally defined our school. Located 25 miles from downtown Sacramento, Orangevale is a ten-square mile suburban community that clings to a rural identity. Casa Roble opened its doors for the first time in 1966 and has served its community faithfully, offering a comprehensive academic, extracurricular and athletic program designed to provide students with multiple avenues of participation in the learning community of the school. In the past decade, the school has been a 1274 restructuring school and a digital high school, instituted a block schedule, created Senior Project and Community Service graduation requirements, embraced business partnerships, implemented a California Partnership Academy and AVID, and developed a schoolwide broadcast system, all while continuing to maintain our Agriculture, FFA, Auto, Wood, Floral and award winning Jr. ROTC programs.

As we work towards the achievement of our District Strategic Plan, and in support of our WASC profile the focus of our instructional improvement plan is on Strategies 1 and 5:

1. We will ensure all staff are implementing effective instructional strategies, integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards, 21st century skills, and personal education plans.
5. We will integrate relevant technology into teaching, learning and system operations to best achieve our mission and objectives.

The ensuring goals in this plan will move our student population closer to achieving our district mission.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	368
Grade 10	348
Grade 11	352
Grade 12	304
Ungraded Secondary	2
Total Enrollment	1,374

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	2.0
Asian	1.5
Filipino	1.2
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	0.6
White	79.5
Two or More Races	0.7
Socioeconomically Disadvantaged	33.0
English Learners	1.0
Students with Disabilities	9.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	57	58	57	1777
Without Full Credential	0	0	0	20
Teaching Outside Subject Area of Competence (with full credential)	3	4	4	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.55	3.45
All Schools in District	86.71	13.29
High-Poverty Schools in District	84.94	15.06
Low-Poverty Schools in District	96.79	3.21

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 23, 2014

San Juan Unified held a public hearing on September 23, 2014 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/textbooks>.

In 2011, the Governor and State Legislature extended the suspension of SBE adoptions of instructional materials until the 2015-16 school year (EC Section 60200.7). While the suspension of adoptions ends in July 2015, at this time there is not yet a schedule established in law for the cycle of future adoptions.

However, in 2012 the Governor and State Legislature enacted AB 1246 (Brownley) which established EC Section 60207 and thereby authorized the SBE to adopt new Common Core State Standards (CCSS)-aligned K-8 instructional materials for mathematics no later than March 2014. More information about this scheduled adoption is available on the CDE Mathematics Web page.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Reinhart: Literature and Language Arts Adopted 2005 Pro-Ed, Inc.: Reading Milestones Adopted 2007	Yes	0.0
Mathematics	McDougal Littell: California Math Algebra 1 [Green Bicycle] Adopted 2008 McDougal Littell: Algebra 2 Adopted 2008 Holt: California Mathematics, Course 2 – Pre Algebra Adopted 2009	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Prentice Hall, 2007: Biology, CA Edition Adopted 2009 Pearson Prentice Hall, 2007: California Chemistry Adopted 2007 Glencoe McGraw Hill, 2002: Earth Science, Geology, the Environment, & the Universe Adopted 2004 Holt, 2004: Environmental Science Adopted 2009 Prentice Hall, 2009: Conceptual Physics Adopted 2008	Yes	0.0
History-Social Science	Prentice Hall, 2006: Magruder’s American Government Adopted 2007 Teachers’ Curriculum Institute, 2006: Geography Alive! Adopted 2007 McDougal Littell, 2006: The Americans Adopted 2006 McDougal Littell, 2006: Modern World History: Patterns of Interaction Adopted 2006 Glencoe Economics: Today & Tomorrow Adopted 2006 Glencoe Economics: Principles & Practices Adopted 2006	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	<p>McDougal Littell: En Espanol!: Spanish Adopted 2002</p> <p>Holt: Nuevas Vista: Spanish Adopted 2007</p> <p>Prentice Hall: Realidades: Spanish Adopted 2007</p> <p>McDougal Littell: French Adopted 2007</p> <p>Langenscheidt: geni@1A1: German Adopted 2008</p> <p>Cheng and Tsui: Japanese Adopted 2002</p> <p>Prentice Hall: Russian Adopted 2008</p> <p>Cheng and Tsui & Thomson Learning: Chinese Adopted 2002</p> <p>Prentice Hall: Russian Adopted 2008</p>	Yes	
Health	Holt, 2004: Lifetime Health, California Edition Adopted 2005	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	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.		0.00%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 May 2014 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 Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 05/05/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	57	60	69	60	59	61	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	61
All Student at the School	69
Male	70
Female	69
Black or African American	17
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	67
Native Hawaiian or Pacific Islander	
White	74
Two or More Races	
Socioeconomically Disadvantaged	63
English Learners	
Students with Disabilities	28
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	53	53	55	55	57	54	54	56	55
Mathematics	24	29	24	49	50	47	49	50	50
History-Social Science	62	62	55	47	49	48	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	6
Similar Schools	3	3	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	3	-4	-15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	39	-13	-18
Native Hawaiian/Pacific Islander			
White	-1	-2	-11
Two or More Races			
Socioeconomically Disadvantaged	36	-12	-23
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

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.

Casa Roble proudly supports three ROP programs: ROP Automotive Technology, ROP Health Careers, and ROP Construction Technology

Casa Roble is one of only four California Partnership Academy in the SJUSD, hosting (SCORE) a Sports Careers and Opportunities in Recreation Academy. Casa Roble is one of the largest CTE programs in the SJUSD, offering many specialized courses not found at other sites. Please see visit our website to find detailed information about our CTE course offerings as described

Each program is evaluated annually through district program analysis and evaluation systems, as well as state or county evaluations as required by each individual program. State and/or county send evaluating personnel to our site to observe the program and review data with the instructor and the administration.

Agricultural Grant

SCORE (Sports Careers and Opportunities in Recreation) Academy

ROTC

Auto Mechanics Technician I (Fall Semester)

Auto Mechanics Technician II – Engine Performance (Spring Semester)

Auto Technology I

California Agriculture

Floral Design

Foods/Nutrition I

Foods/Nutrition II

Introduction to California Agriculture

Medical Assistant

Metal Technology I

Metal Technology II

Woodworking Technology I

Woodworking Specialties

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	801
% of pupils completing a CTE program and earning a high school diploma	11
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	65.46
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	54.57

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	58	62	66	58	58	50	56	57	56
Mathematics	57	64	70	56	59	53	58	60	62

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	25	33	39	38	23
All Students at the School	34	32	34	30	44	26
Male	43	31	26	39	38	24
Female	24	33	43	22	51	27
Black or African American	71	29		79	14	7
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	43	28	28	36	45	19
Native Hawaiian or Pacific Islander						
White	29	34	38	26	46	28
Two or More Races						
Socioeconomically Disadvantaged	50	26	24	38	45	17
English Learners						
Students with Disabilities	82	9	9	82	15	3
Students Receiving Migrant Education Services						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	27.2	29.8	18.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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 and have been a great addition to helping develop our school site strategic plan. Parents take great joy in actively participating in our Senior Project panels each May. Last year Casa Roble hosted over 150 parent participants in this annual event. 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 the last 10 years by working bingo. In January of 2005 stadium lights were installed; in September of 2011 our \$800,000 all-weather track was completed, and in August of 2012 our \$80,000 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. If you would like to be involved in any of our programs please contact our administration offices at 971-5452.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	5.9	3.4	1.8	11.8	10.5	10.4	14.7	13.1	11.4
Graduation Rate	92.28	95.71	96.94	79.77	80.57	80.85	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	90.83	83.08	84.56
Black or African American	66.67	66.84	75.90
American Indian or Alaska Native	100.00	80.26	77.82
Asian	75.00	92.92	92.94
Filipino	100.00	96.72	92.20
Hispanic or Latino	84.44	73.18	80.83
Native Hawaiian/Pacific Islander	100.00	77.14	84.06
White	93.28	87.72	90.15
Two or More Races	100.00	64.41	89.03
Socioeconomically Disadvantaged	98.90	80.97	82.58
English Learners	60.00	56.56	53.68
Students with Disabilities	81.82	60.78	60.31

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	12.0	10.5	12.9	9.8	8.3	7.4	5.7	5.1	4.4
Expulsions	0.5	0.2	0.1	0.1	0.1	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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, includes the site specific crisis response procedures and a district standardized emergency flip chart.. The safety plan for Casa Roble is updated and reviewed with the entire staff at the start of each new school year. The Casa Roble staff was safety trained in August 2014.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met Graduation Rate (if applicable)	Yes	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	19
Percent of Schools Currently in Program Improvement	---	79.2

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	34.5	2	2	22	31	4	6	19	30	6	6	18
Mathematics	33.2	2	2	18	30	5	8	13	29	6	4	15
Science	31.9	0	16	10	32	2	15	9	31		22	3
Social Science	32.4	3	1	17	27	7	4	14	29	4	6	12

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	460
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other		---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,500	\$1,018	\$5,482	
District	---	---	\$5,013	\$70,990
Percent Difference: School Site and District	---	---	9.4	
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---		

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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>.

In FY 2011-12, the district spent \$7,732,354 in restricted general fund for positions that would have usually been paid for by unrestricted dollars (SF-0) due to receiving American Recovery and Reinvestment Act (ARRA) Education Jobs Funds (EJF). The positions that were paid for included 21.0 FTE for Counselors, 24.0 FTE for Principals and 18.0 FTE for Vice Principals. Due to this change, many schools showed a decrease in unrestricted costs and an increase in restricted costs.

In FY 2011-12, the district spent \$3,163,102 in restricted general fund from the Economic Impact Aid (EIA) grant. The expenses were coded with a central location (000) in 2011-12, when in the previous year the dollars were coded to site locations. The impact of this change will show a decrease in restricted expenses.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,889	\$41,761
Mid-Range Teacher Salary	\$69,999	\$66,895
Highest Teacher Salary	\$82,562	\$86,565
Average Principal Salary (Elementary)	\$106,107	\$108,011
Average Principal Salary (Middle)	\$112,906	\$113,058
Average Principal Salary (High)	\$124,763	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of Budget for Teacher Salaries	40	38
Percent of Budget for Administrative Salaries	6	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	1	---
Science		---
Social Science	2	---
All courses	5	0.5

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators with its major initiatives such as Writing Workshop, Disciplinary Literacy, Critical Math, UCD History Project, CSUS Math Project, Expository Reading and Writing Course, K-3 Reading and Critical Literacy. Many 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 the Common Core State Standards (CCSS), teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by PAR/BTSA teachers.

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