

# Casa Roble Fundamental High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Casa Roble Fundamental High School
<b>Street</b>	9151 Oak Avenue
<b>City, State, Zip</b>	Orangevale CA, 95662
<b>Phone Number</b>	(916) 971-5452
<b>Principal</b>	Michele Lorenzo
<b>E-mail Address</b>	mlorenzo@sanjuan.edu
<b>Web Site</b>	<a href="http://www.sanjuan.edu/casaroble">http://www.sanjuan.edu/casaroble</a>
<b>CDS Code</b>	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 (School Year 2018-19)

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#### 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

Casa Roble High School, which opened in 1966, is located in the suburban community of Orangevale, northeast of the state capitol, Sacramento, California. Approximately one fourth of the students attending Casa Roble are from throughout the San Juan Unified School District.

Casa Roble is a comprehensive public high school of approximately 1300 students in grades 9-12. We are a collaborative school community who consistently work together to increase student learning. The school operates on a 4X4 Block System, which allows students to take four classes that meet 90 minutes each day for eighteen weeks. Casa Roble students are extremely involved in many school activities such as clubs, drama, leadership, athletics, and participation in our many special events.

Casa Roble offers a wide range of opportunities and programs: AVID, an award winning ROTC, A California Partnership Health Academy - SCORE, Agriculture, Auto, Fine Woodworking, Choir, Digital photo, and a wide range of Advanced Placement courses. We support students with extended learning and interventions with dedicated time within our schedule each day. A total of 280 credits that are required for students, who attend Casa Roble for four years supports student in both college and career fields.

Casa Roble is a community that excels in developing the whole student, from our wide range of academics and extra-curricular activities, we are unique to the rest.

The ensuring goals in this plan continue to support and move our students to achieve the San Juan Unified School District vision for student success.

#### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	365
Grade 10	326
Grade 11	283
Grade 12	269
<b>Total Enrollment</b>	<b>1,243</b>

**Student Enrollment by Group (School Year 2017-18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.0
American Indian or Alaska Native	1.9
Asian	1.9
Filipino	1.2
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0.3
White	76.9
Socioeconomically Disadvantaged	37.7
English Learners	1.3
Students with Disabilities	9.9
Foster Youth	0.8

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

<b>Teachers</b>	<b>School</b>			<b>District</b>
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2018-19</b>
<b>With Full Credential</b>	54	55	56	1968
<b>Without Full Credential</b>	0	0	0	50
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	2	3	0	0

**Teacher Misassignments and Vacant Teacher Positions**

<b>Indicator</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** September, 2018

San Juan Unified held a public hearing on September 11, 2018 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 2018 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/Page/23485> In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan’s textbook adoption schedule, please visit our website: <http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2016 Houghton Mifflin Harcourt - California Collections, Grades 9, 10, 11, 12 2015: Oxford University Press - English A: Literature (IB Diploma Programme) 2016: Bedford, Freeman, and Worth - The Language of Composition 2016: Pearson - Literature: An Introduction to Reading and Writing	Yes	0.0
<b>Mathematics</b>	2016: Cengage - Calculus 2016: Cengage - Calculus of a Single Variable 2016: Pearson - Elementary Statistics: Picturing the World 2018: Ramsey Education - Foundations in Personal Finance 2015: Houghton Mifflin Harcourt - Integrated Mathematics 1,2,3, Volumes 1 & 2 2007: Pearson - Mathematical Ideas 2018: McGraw-Hill - Mathematics for Business and Personal Finance 2017: Haese Mathematics - Mathematics for the INternational Student - Mathematics SL 2017: Cambridge University Press - Mathematics Higher Level for the IB Diploma & Mathematics Studies Standard Level for the IB Diploma 2016: Bedford, Freeman, and Worth - The Practice of Statistics for the jAP Exam 2016: Cengage – Precalculus	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	2009 Prentice Hall: Biology, 2013: Bio-Rad Laboratories - Biotechnology: A Laboratory Skills Course 2007: Pearson - Chemistry 2013: Cengage - Chemistry and Chemical Reactivity 2007: Cengage - Chemistry and Chemical Reactivity- 8th edition 2008: Pearson Conceptual Integrated Science 2009: Pearson - Conceptual Physics 2002: Pearson - Earth Science 2002: Glencoe/McGraw-Hill - Earth Science: Geology, the Environment, and the Universe 2009: Houghton Mifflin Harcourt - Environmental Science 2012: Wiley - Environmental Science: Earth as a Living Planet 2008: Cengage Learning Essentials of College Physics 2007: Wiley - Foundations of College Chemistry 2016: Pearson - Human Anatomy and Physiology 2006: Houghton Mifflin Harcourt - Lifetime Health 2009: Cengage - Living in the Environment 2016: Bedford, Freeman, and Worth - Myers' Psychology for AP 2009: Cambridge University Press- Physics for the IB Diploma 2016: Bedford, Freeman, and Worth - Thinking About Psychology	Yes	0.0
<b>History-Social Science</b>	2017: Cengage - The American Pageant - AP Edition 2007: Houghton Mifflin Harcourt - The Americans: Reconstruction to the 21st Century 2016: Oxford University Press - History of the Americas: 1880-1981 (IB Diploma Programme) 2007: Houghton Mifflin Harcourt - Modern World History: Patterns of Interaction 2000, 2005 and 2011: Oxford University Press - The Twentieth-Century World and Beyond: An international History since 2900, 4th, 5th & 6th Edition 2018: Bedford, Freeman and Worth - Ways of the World in a Global History with Sources-For the AP Course 2018: Pearson - Government in America People, Politics, and Policy-AP Edition 2018: McGraw-Hill - Principles of American Democracy-Impact California Social Studies	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	2009: Cheng and Tsui - Integrated Chinese: Levels 1 and 2 2009: Cengage - Jia You! Chinese for the Global Community 1 & 2 1999: Cheng and Tsui - Ni Hao 3: An Introduction to Chinese 2003: Cheng and Tsui - Ni Hao 4: Chinese Language Course, Advanced Level: Traditional Character Edition 2017: Wayside - French - Apprenons 2016: Houghton Mifflin Harcourt, French - Ben Dit! Volumes 1, 2, 3 2017: Pearson - Francais B - Livre de L'etudiant 2017: Oxford University Press - IB French B Course Book: Oxford IB Diploma Program 2017: Vista Higher Learning - French - Imaginez 2018: Cheng and Tsui - Adventures in Japanese 1, 2, 3 2017: Houghton Mifflin Harcourt - Spanish - Avancemos! 3 and 4 2017 Pearson - Spanish - Ecuencros Maravillosos 2015 Pearson - Spanish - Realidades 1 and 2 2017: Vista Higher Learning - Spanish – Temas	Yes	
<b>Health</b>	2006: Houghton Mifflin Harcourt - Lifetime Health	Yes	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	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 October 2018 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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: 10/26/2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 10/26/2018</b>	
<b>Overall Rating</b>	<b>Good</b>

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	64.0	45.0	44.0	45.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	28.0	28.0	33.0	34.0	37.0	38.0

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.

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	262	238	90.84	45.15
<b>Male</b>	163	151	92.64	37.75
<b>Female</b>	99	87	87.88	58.14
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	33	28	84.85	28.57
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	209	196	93.78	48.21
<b>Two or More Races</b>	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	93	86	92.47	38.37
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	18	16	88.89	6.25
<b>Foster Youth</b>	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	263	238	90.49	28.15
<b>Male</b>	163	152	93.25	25
<b>Female</b>	100	86	86	33.72
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	33	28	84.85	3.57
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	210	195	92.86	31.28
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	93	86	92.47	25.58
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	18	16	88.89	0
<b>Foster Youth</b>	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

San Juan Unified defines their career paths following the strict criteria set within the Perkins Act and/or the California Partnership guidelines. The CTE department collects data on the number of students moving through our local sequences. Some CTE 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. Capstone courses are defined as completer based on length of course, sequence, and skill development.

The CTE 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. All students are provided practical experiences to pursue post high school employment and gain course work that is A-G compliant.

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/product innovation, and Sports Careers and Opportunities in Recreation (SCORE). Casa Roble is one of only three California Partnership Academies in San Juan Unified, hosting (SCORE) a Sports Careers and Opportunities in Recreation Academy. Our schools have numerous career paths opportunities beyond the state funded California Partnership Academy.

Casa Roble offers the following CTE pathways and courses:

**Agriscience Pathway**

- Introduction to California Agriculture
- California Agriculture
- Farm-to-Fork (capstone completion course to be offered in 2019-20)

**Cabinetry, Millwork, and Woodworking Pathway**

- Fine Woodworking I
- Fine Woodworking II
- Wood Specialties (capstone completion course)

**Patient Care Pathway - SCORE (Sports Careers and Opportunities in Recreation) Academy**

- Introduction to Medical Careers
- Medical Careers
- Medical Assistant & Sports Therapy & Fitness Technology (capstone completion course)

**Systems Diagnostics, Service, and Repair Pathway**

- Introduction to Automotive Technology
- Auto Maintenance and Light Repair I

- Auto Maintenance and Light Repair II (capstone completion course)

CTE courses held at various high schools within San Juan Unified open to Casa Roble students:

- Bakery Academy
- Broadcast and Video Production
- Construction Technology
- Culinary Arts
- Dental Careers
- Public Safety Careers

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. The school counselor work with each enrolled student to create a 4-year plan designed to prepare them for their future college and career aspirations.

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, 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.

#### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	699
% of pupils completing a CTE program and earning a high school diploma	94
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

#### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	96.7
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	42.6

#### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.3	34.2	25.1

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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2018-19)

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 PTSO and Boosters who raise funds and volunteer hours to supplement our campus programs and projects. 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 Chuck Whitaker, Vice Principal, (cwhitaker@sanjuan.edu) or call 971-5452.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	3.3	2.8	2.9	9.2	8.8	10.3	10.7	9.7	9.1
<b>Graduation Rate</b>	96.4	95.7	96.1	82.7	83.8	78.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	90.9	87.3	88.7
<b>Black or African American</b>	50.0	79.4	82.2
<b>American Indian or Alaska Native</b>	85.7	75.8	82.8
<b>Asian</b>	100.0	97.2	94.9
<b>Filipino</b>	80.0	94.4	93.5
<b>Hispanic or Latino</b>	83.8	82.1	86.5
<b>Native Hawaiian/Pacific Islander</b>	100.0	89.5	88.6
<b>White</b>	92.8	88.9	92.1
<b>Two or More Races</b>	100.0	98.0	91.2
<b>Socioeconomically Disadvantaged</b>	95.4	86.1	88.6
<b>English Learners</b>	0.0	51.1	56.7
<b>Students with Disabilities</b>	96.9	60.7	67.1
<b>Foster Youth</b>	75.0	75.5	74.1

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	11.4	10.0	13.1	5.7	5.8	5.8	3.7	3.7	3.5
<b>Expulsions</b>	0.4	0.1	0.4	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Casa Roble Fundamental High School makes safety a top priority. The School Site Council/Safety Team last updated the comprehensive school safety plan May 30, 2018 after reviewing it at a public meeting on June 7, 2017. The plan includes a review of safety data for the campus, incident response information in case of fire, earthquakes and other dangers, and details on safety policies. A copy of the plan is available for review in the school office.

Drills are held on a regular basis to include fire drills, earthquake drills and intruder drills.

Safety is a shared responsibility and our school is supported by the district's Safe Schools program in coordination with the Sacramento Sheriff's Department and Citrus Heights Police Department. The Safe Schools program provides district employed safety specialists who provide safety advice, training and respond to critical incidents. They are supplemented by uniformed law enforcement officers dedicated to working with San Juan Unified schools.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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+
<b>English</b>	28.0	6	8	13	25.0	8	8	13	28.0	6	6	14
<b>Mathematics</b>	27.0	3	12	8	30.0		8	4	31.0	1	13	9
<b>Science</b>	29.0	2	19	2	28.0	4	18	3	28.0	5	14	6
<b>Social Science</b>	27.0	6	6	12	28.0	4	3	14	31.0	1	5	10

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 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	410
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker		N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non-teaching)	0	N/A
Other		N/A

Note: Cells with N/A values 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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	8066	1142	6924	\$64,489
District	N/A	N/A	\$5,013	\$76,908
Percent Difference: School Site and District	N/A	N/A	32.0	-16.1
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	5.2	-20.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

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>.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,492	\$47,903
Mid-Range Teacher Salary	\$77,878	\$74,481
Highest Teacher Salary	\$91,856	\$98,269
Average Principal Salary (Elementary)	\$106,389	\$123,495
Average Principal Salary (Middle)	\$111,560	\$129,482
Average Principal Salary (High)	\$135,771	\$142,414
Superintendent Salary	\$268,440	\$271,429
Percent of Budget for Teacher Salaries	36.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	1	N/A
All courses	6	10.5

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

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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 that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

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