



Casa Roble Fundamental High School

2010-2011 School Accountability Report Card

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Principal

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San Juan Unified
School District

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Mission Statement

CASA ROBLE 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

OBJECTIVES

- By 2016, all students will demonstrate 21st Century Skills such as critical thinking, effective communication, collaboration, and adaptability.
- By 2016, we will increase the number of students who are eligible to attend a 4 year college by 20%.
- We will increase the percentage of students performing at the proficient and advanced levels annually in all subject areas, with a goal to achieve at least 50% rate of proficiency in all subject areas by 2016
- By graduation all students will develop and demonstrate the character traits necessary to be effective community members.
- By 2016, 25% of CR students will demonstrate social responsibility through the implementation of specifically designed Eco-friendly programs that benefit the campus and community.

School Profile

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

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

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.

Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	2.4%
American Indian	2.1%
Asian	2.0%
Filipino	1.0%
Hispanic or Latino	9.7%
Pacific Islander	0.7%
White	81.5%
Two or More	0.6%

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

- Advanced Placement courses in Calculus AB, Calculus BC, Economics, Statistics, European History, English Composition, English Literature, and Art
- Honors Classes in English, Science, and Social Science
- Nationally recognized AVID (Advancement Via Individual Determination) Program
- Academy in Health related occupations
- Academy in Sports Careers and Opportunities in Recreation related occupations
- Block Schedule: Opportunity for students to take 32 classes in 4 years
- 280 credits required for graduation including Senior Project and Community Service
- Air Force JROTC Program
- Award Winning Agriculture Program
- PE is aligned with California Framework and offers a variety of electives
- CRCN (Casa Roble Cable Network) TV broadcasting studio
- Active Student Government that oversees all student activities
- Career Center 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
- 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 Jim Shoemaker in the Casa Roble Fundamental High office at (916) 971-5452.

Parent Involvement

Parents are active partners in all aspects of Casa Roble life. Parent representation is imperative on campus committees at Casa Roble. Parents are active in the School Site Council which works with the Faculty Council serving as the Site Based Management Team for the school. Parent/community advisory groups work with many of our school academic and co-curricular programs. There are also parent groups including PTSA, which 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 and in September of 2011 our all-weather track was completed thanks to the efforts of Boosters and the Stadium Improvement Committee. 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			
	2008-09	2009-10	2010-11
9th	512	468	408
10th	460	488	425
11th	394	381	412
12th	354	297	340

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from parent volunteers, classified support staff, and outside tutors. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size				Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
				09	10	11	09	10	11	09	10	11
By Subject Area												
English	34	31	32	2	6	6	8	10	4	44	37	22
Mathematics	30	30	33	11	9	2	16	12	2	31	36	21
Science	30	28	32	6	5	-	24	38	17	23	8	8
Social Science	33	32	33	2	5	4	11	9	4	26	34	15

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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	613	259	292	10866	8477	7351
Suspension Rate	35.6%	15.9%	18.4%	23.0%	17.9%	15.6%
Expulsions	9	7	9	140	0	87
Expulsion Rate	0.5%	0.4%	0.6%	0.3%	0.0%	0.2%

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 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	0.0%	0.0%
District	0.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

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

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	67	70	0	0
Without Full Credentials	0	0	0	0
Working Outside Subject	0	2	3	88

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			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	2	0	0
Total Misassignments of Teachers	2	0	0
Vacant Teacher Positions	0	0	0

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.

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

Science Lab Equipment

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

Additional Internet Access/Public Libraries

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

Staff Development

Professional development is a key part of the continuous improvement process for educators. Annually, teachers and site administrators participate in a minimum of 18 hours of professional development. In addition to this time, 75 minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators with monthly Leadership Academies followed by Network Meetings and Coaching sessions.

The District also provides professional development opportunities with its major initiatives such as Writing Workshop and RTI and the new mathematics adoption. Many other voluntary professional development opportunities are provided throughout the year after school, on Saturdays, and during summer and vacation breaks. This includes training sponsored by district departments, BTSA, grant-funded projects, and the San Juan Teacher's Association. Many teachers and administrators also take advantage of opportunities with SCOE, CDE, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the District Theory of Action. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses content standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area and technology coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by PAR/BTSA coaches.

Casa Roble Professional Development is focused on providing multiple opportunities for students to construct meaning and demonstrate their learning in an oral format (Student Voice). This is accomplished via Coaching, Faculty Meetings, Strategic Plan Action Teams, WASC Self Study, Department Meetings and Personalized Learning Teams.

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

Dropout & Graduation Rates

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

Graduation & Dropout Rates			
	07-08	08-09	09-10
Dropout Rate	0.80%	1.10%	0.80%
Graduation Rate	92.70%	93.73%	94.75%

Physical Fitness

In the spring of each year, San Juan Unified schools are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.2%	25.9%	39.1%

**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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

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

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	53	53	53	54	55	55	49	52	54
Mathematics	21	25	24	49	50	49	46	48	50
Science	58	62	64	56	58	58	50	54	57
History/Social Science	54	59	62	44	47	47	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	55	49	58	47
School	53	24	64	62
African American/ Black	44	30	58	55
American Indian	35	23	*	67
Asian	68	23	*	80
Filipino	75	36	*	*
Hispanic or Latino	39	20	45	50
Pacific Islander	*	*	*	*
White	56	24	68	63
Males	48	26	62	64
Females	59	22	66	61
Socioeconomically Disadvantaged	41	18	61	55
English Learners	11	15	*	17
Students with Disabilities	15	12	41	23
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

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

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
2010-11 Student Enrolled in Courses Required for UC/CSU Admission	63.7%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	34.9%

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

Academic Performance Index

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

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

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

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

Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,126	790	31,476	787	4,683,676	778
Black or African American	30	792	2,212	678	317,856	696
American Indian or Alaska Native	22	779	524	766	33,774	733
Asian	22	826	1,603	892	398,869	898
Filipino	11	858	486	833	123,245	859
Hispanic or Latino	107	758	5,547	705	2,406,749	729
White	919	794	20,617	812	1,258,831	845
Socioeconomically Disadvantaged	319	758	13,972	714	2,731,843	726
English Learners	31	597	4,179	681	1,521,844	707
Students with Disabilities	96	564	3,481	578	521,815	595

API School Results			
	2008	2009	2010
Statewide	8	7	7
Similar Schools	6	3	4
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-8	15	3
Hispanic or Latino			
Actual API Change	-	-11	39
White			
Actual API Change	-6	23	-1
Socioeconomically Disadvantaged			
Actual API Change	-23	7	36
Students with Disabilities			
Actual API Change	-	-17	-

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)				
	School		District	
	Made AYP Overall		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		Yes	

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		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI (2011-12)	-	Year 3
# of Schools Currently in PI	-	13
% of Schools Identified for PI	-	17.33%

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									
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	61.0	59.0	52.0	65.0	59.0	54.0	67.0	57.0	59.0
Mathematics	60.0	60.0	53.0	66.0	57.0	54.0	67.0	57.0	56.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	43.0	25.0	32.0	43.0	37.0	20.0
All Students School	33.0	30.0	37.0	33.0	45.0	22.0
Male	43.0	29.0	28.0	33.0	46.0	21.0
Female	24.0	31.0	46.0	33.0	46.0	21.0
African American	43.0	7.0	50.0	50.0	29.0	21.0
Hispanic or Latino	42.0	26.0	32.0	43.0	39.0	19.0
White	32.0	30.0	38.0	31.0	46.0	23.0
Socioeconomically Disadvantaged	45.0	30.0	25.0	43.0	41.0	16.0
Students with Disabilities	78.0	11.0	11.0	82.0	16.0	3.0

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, employ-ability, and/or further technical training. ROP course are defined as completer based on length of course, sequence, and skill development.

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

San Juan Unified also provides students career preparation through enrollment in California Partnership Academies. We have 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
- Computer Applications
- Floral Design
- Food Services Culinary Arts
- Foods
- Health Tech I
- Introduction to Agriculture
- Introduction to Horticulture
- Medical Assisting
- Metals Design and Fabrication
- Sports Careers and Opportunities in Recreation
- Woodshop Design and Fabrication

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 2010-11, 52 students participated, taking 167 exams. Of the 167 exams, 107 received a "3" or better.

Advanced Placement Classes

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

Completion of High School Graduation Requirements

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

Completion of High School Graduation Requirements

	School	District	State
All Students	88.2%	83.2%	0.0%
Socioeconomically Disadvantaged	76.0%	74.3%	0.0%
African American/Black	0.0%	70.7%	0.0%
American Indian	0.0%	73.1%	0.0%
Asian	0.0%	91.4%	0.0%
Filipino	0.0%	92.1%	0.0%
Hispanic or Latino	84.9%	71.8%	0.0%
Pacific Islander	0.0%	78.4%	0.0%
White	88.7%	86.5%	0.0%
English Learners	0.0%	56.1%	0.0%
Students with Disabilities	78.1%	71.1%	0.0%
Two or More Races	0.0%	0.0%	0.0%

** Data was not available at the time of publication.*

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

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

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

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 the Measure J Bond, the science rooms were painted and upgraded with cabinets, counters, power, gas, and flooring. 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 was resurfaced through the 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 the 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 January 2010 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.

School Facility Conditions				
Date of Last Inspection: 05/06/2011				
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			

Safe School Plan

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

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		
2009-10		
	District	State
Beginning Teachers	\$41,336	\$42,017
Mid-Range Teachers	\$70,764	\$67,294
Highest Teachers	\$83,464	\$86,776
Elementary School Principals	\$102,086	\$108,534
Middle School Principals	\$107,528	\$112,893
High School Principals	\$125,392	\$123,331
Superintendent	\$237,000	\$226,417
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.8%	39.4%
Administrative Salaries	6.5%	5.3%

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 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$72,136
District	\$69,704
Percentage of Variation	3.48%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	4.23%



District Expenditures

San Juan Unified spent an average of \$5073.00 to educate each student (based on 2009-10 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	\$6,342
From Restricted Sources	\$1,150
From Unrestricted Sources	\$5,192
District	
From Unrestricted Sources	\$5,073
Percentage of Variation between School & District	2.35%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-4.82%

District Revenue Sources

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

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

Data Sources

Data within the SARC was provided by San Juan Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.



Instructional Materials

San Juan Unified held a public hearing on September 27, 2011 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 December 2011 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@l 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 Littell; 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%