Casa Grande High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2025-26 School Contact Information

School Name	Casa Grande High School
Street	333 Casa Grande Road
City, State, Zip	Petaluma, CA 94954
Phone Number	707-778-4677
Principal	Erika Noone
Email Address	enoone@petk12.org
School Website	https://www.petalumacityschools.org/casagrande
Grade Span	9-12
County-District-School (CDS) Code	49-70862-4930012

2025-26 District Contact Information

District Name	Petaluma Joint Union High District
Phone Number	(707) 778-4813
Superintendent	Matthew Harris
Email Address	mharris@petk12.org
District Website	www.petalumacityschools.org

2025-26 School Description and Mission Statement

Casa Grande High School Vision: "Upon graduation, all Casa Grande students will be Broadly Literate, Civically Engaged, Highly Employable, and have a Personal Vision for their future."

Casa Grande High School Mission: "Casa Grande High School believes that education is a shared responsibility involving students, staff, family and the broader community. Our mission is to foster strong relationships and the build a safe, inclusive, and collaborative environment where all students are engaged and challenged to achieve their highest potential."

Casa Grande has a reputation for excellence in academics. In 2015, Casa was named a California Gold Ribbon Distinguished High School by the CA State Department of Education. Since 2016, Casa has been recognized as a California Honor Roll High School.

Casa Grande offers 17 Advanced Placement (AP) level classes in six departments.

Casa continues to maintain an outstanding music program. The band students win numerous awards and the Symphonic band has earned unanimous superior ratings for nearly 20 straight years at the CMEA band festival. Casa's Chamber Choir continues to earn unanimous superior rankings at the CMAs. Both band and choir students were selected for the All-state Honor Band and Honor Choir.

CTE programs have been strongly supported by the CTE Foundation.

Casa's students are supported by a highly engaged, professional and experienced staff of academic counselors (5), as well as a team of MFT counselors and interns (4). Casa also has two school psychologists and a speech and language specialist. The Visual Art program has also been expanding in numbers of students taking the courses as well as new course offerings, including 3D:Make, a maker class that includes elements of fine art, design, and engineering.

Since 2015, Casa has also added courses in Robotics, Introduction to Media and Broadcasting, Computer Science (Intro and AP), and Success 101, Success 102 (semester-long courses for 9th graders and 11th/12th graders respectively, focused on college and career preparation), Race, Class, and Gender in America, Introduction to Kinesiology, Weight Training, and

2025-26 School Description and Mission Statement

Personal Finance. Casa Grande High School meets the needs of its diverse student community through a variety of programs. The curriculum continues to reflect student interest with a diverse array of electives for students. These electives include: Anatomy & Physiology, Biology and Community Health, Auto Mechanics, HOSA, Sports Medicine, Culinary Arts, 3D Animation, Entrepreneurship, Human Geography AP, Environmental Science AP, Introduction to Psychology, Introduction to Sociology, Journalism, Public Speaking, Legal Studies, Photography, Graphic Design, Medial Technology, Gardening and Nursery Management and United Anglers.

Casa's Career Technical Education programs have recently received significant funding from the State's CTEIG grant and also from the local CTE Foundation. Funds total over $300,000 and have been used to expand Casa's Auto Mechanics, Digital Media, Entrepreneurship, and Culinary Arts programs. Casa now runs 9 different CTE pathways in areas of education, medical science, hospitality, and performing arts among others.

In recent years, Casa has placed considerable emphasis on providing support for students in ELD. Students are enrolled in ELD 1 (newcomers) and ELD 2 and 3. Casa also has Spanish for Native Speakers through the Advanced Placement level, which an increasing number of ELD students take. Casa reclassifies as English Proficient an average of 30 to 50 students per year.

2022 marked the 30th anniversary of the opening of our fish hatchery, the only campus facility where students are licensed to handle endangered species. The United Anglers Adobe Creek Restoration Project continues to receive national and international recognition for local restoration and conservation efforts. Recently, the Petaluma Water Agency has offered to team with the United Anglers and our other environmentally themed courses to develop a partnership that will enhance students' understanding of the challenges of balancing environmental protection and human encroachment. Our expanded environmental science course has developed a native plant nursery and our culinary arts program has incorporated an organic garden into its curriculum.

Senior Projects (recently renamed to Casa Capstone) are an integral component of the senior English and Social Science curriculum, helping students focus on career exploration, community involvement, and personal growth. Students are offered an opportunity to select an area of study about which they are passionate and design a research paper and project around that interest. The students design a project, research and write a paper, work with an advisor to learn about and develop the project, and present their work to a panel of community members. Every year, over 250 parents, community, and business leaders join with Casa staff to participate as Senior Projects mentors, tutors, and judges. The projects encompass a wide range of interests and are a wonderful reflection of all that is successful about the students at Casa Grande. Students consistently volunteer over 8,000 hours to the community annually through the Senior Project (Casa Capstone).

The show of support by our community with the passage of Measure K provides us with approximately $48,000 a year to renew and upgrade our technology, $20,000 a year to help equip our visual and performing arts programs, and $46,000 a year for our library. Additionally, Casa is a key partner with the leadership from the Sonoma County Office of Education, joining a cohort of high schools who receive direct support to expand services to prepare students for college and career readiness. Casa has invested an estimated $50,000 into the College and Career Hub on campus and has expanded the hours of service of its College and Career Counseling Coordinator.

Although we are proud of the success of our students and staff in all of these areas, we constantly strive to improve both our practice and our results through the study of student data and current research. We expect that the continued implementation of student programs, as well as other interventions, will help us ensure that every student is prepared with the 21st Century Skills necessary to succeed in postsecondary education, training, and/or employment.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	443
Grade 10	389
Grade 11	420
Grade 12	401
Total Enrollment	1,653

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	51.8
Non-Binary	0.5
American Indian or Alaska Native	0.3
Asian	2.7
Black or African American	1.6
Filipino	1
Hispanic or Latino	46.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.1
White	42
English Learners	10
Foster Youth	0.3
Homeless	1.1
Migrant	0.1
Socioeconomically Disadvantaged	52
Students with Disabilities	14.2

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	70.1	88.62	208.2	84.93	234405.2	84
Intern Credential Holders Properly Assigned	1	1.26	3.3	1.37	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.7	0.88	5.5	2.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.7	6.01	17.5	7.16	11953.1	4.28
Unknown/Incomplete/NA	2.5	3.22	10.4	4.25	15831.9	5.67
Total Teaching Positions	79.1	100	245.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.6	88.35	199.8	85.18	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.7	0.72	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.4	6.95	11.1	4.77	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.3	4.25	14.1	6.05	11746.9	4.23
Unknown/Incomplete/NA	0.3	0.42	7.6	3.27	14303.8	5.15
Total Teaching Positions	77.7	100	234.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	65.7	88.2	198.6	84.39	230039.4	100
Intern Credential Holders Properly Assigned	0.9	1.33	2.4	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.4	2	9	3.85	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.9	1.3	12.2	5.2	12112.8	4.34
Unknown/Incomplete/NA	5.3	7.14	12.9	5.49	13705.8	4.91
Total Teaching Positions	74.4	100	235.3	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2	0
Misassignments	0.70	3.4	1.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.70	5.4	1.4

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	3.70	3.3	0.9
Total Out-of-Field Teachers	4.70	3.3	0.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.1	6.1	2.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature – Timeless Voices, Timeless Themes 2003, adopted 2006 Read 180, adopted 2010 System 44, adopted 2010 EDGE Reading, Writing, and Language (2022)	0.0%
Mathematics	College Preparatory Mathematics - adopted 2015 - updated 2024	0.0%
Science	Physical Science and Biology: Inspire Science: McGraw Hill - adopted 2020-2029 Science, Physiology: Essentials of Human Anatomy and Physiology, 8th edition Science, Chemistry: Prentice Hall Science, Physical Science: Prentice Hall Physical Science-Concepts in Action	0.0%
History-Social Science	World History - Modern Works - Houghton Mifflin Harcourt US History: American History: Reconstruction to Present HMH American Government and Economics: National Geographic - Adopted 2023	0.0%
Foreign Language	Explorermos! 1 and 2 National Geographic Learning - adopted 2017 "French Nouveau" and "French Today" - adopted 2013	0.0%
Health	Teen Talk from Health Connected ; adopted 2023	0.0%
Visual and Performing Arts	BAND Accent On Achievement, Books 2 & 3 (John O'Reilly & Mark Williams)	0.0%

	Foundations for Superior Performance - Warm-Ups & Technique for Band (Richard Williams & Jeff King) JAZZ ENSEMBLE Essential Elements for Jazz Ensemble [Books 1 & 2] (Mike Steinel) CHOIR Essential Musicianship - A Comprehensive Choral Method [Books 2 & 3] (Emily Crocker & John Leavitt) One-Minute Theory [Books 1-3] (Ronald Slabbinck & Holly Shaw-Slabbinck)	
Science Laboratory Equipment (grades 9-12)		0.0%

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

School Facility Conditions and Planned Improvements

Overall, the school is in excellent condition.

Year and month of the most recent FIT report	Dec 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	61	67	54	56	47	48
Mathematics (grades 3-8 and 11)	26	36	37	40	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	409	397	97.07	2.93	66.67
Female	197	191	96.95	3.05	74.21
Male	212	206	97.17	2.83	59.71
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	90.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	191	181	94.76	5.24	56.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	78.57
White	160	160	100.00	0.00	75.63
English Learners	38	35	92.11	7.89	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	221	213	96.38	3.62	57.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	54	94.74	5.26	22.22

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	410	400	97.56	2.44	35.50
Female	197	192	97.46	2.54	33.85
Male	213	208	97.65	2.35	37.02
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	192	185	96.35	3.65	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	64.29
White	160	158	98.75	1.25	48.10
English Learners	38	36	94.74	5.26	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	222	217	97.75	2.25	27.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	56	96.55	3.45	3.57

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	36.57	41.67	33.71	34.71	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	806	793	98.39	1.61	41.61
Female	394	389	98.73	1.27	43.44
Male	410	402	98.05	1.95	39.55
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	60.00
Black or African American	18	17	94.44	5.56	23.53
Filipino	--	--	--	--	--
Hispanic or Latino	380	369	97.11	2.89	27.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	49	100.00	0.00	65.31
White	327	326	99.69	0.31	53.68
English Learners	79	76	96.20	3.80	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	413	404	97.82	2.18	30.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	116	111	95.69	4.31	10.81

2024-25 Career Technical Education Programs

Casa Grande High School has a strong program of Career Technical Education (CTE) courses that strengthen the academic, career and technical skills of students. CTE classes are available within the following industry sectors: Education and Health Services, Hospitality and Culinary Arts, Arts, Media and Communication, Retail Trade, Services/Business, and Transportation. Students learn skills they can apply in future work situations. CTE provides a high school career education that is academically rigorous and aligned with the workforce   preparation needs of our county. These courses are an integral part of the career pathway system at Casa Grande, usually they are the most advanced classes in the pathway, providing the final high school training experience before students continue on to college or technical training, while others transition directly to careers. Students may receive college and high credit for many CTE classes that are articulated with Santa Rosa Junior College. Some students earn industry certifications.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	850
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	24.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	14.8

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.76
Graduates Who Completed All Courses Required for UC/CSU Admission	50.13

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Casa Grande High School is extremely fortunate to have strong support from the parents in the community, as evidenced by the number of parent volunteers actively participating in the Booster Club, the Athletic Foundation, the Eastside Friends of Music, Project Graduation, the School Site Council (SSC), various Western Association of Schools and Colleges (WASC) review committees, and the English Learner Advisory Committee (ELAC). Parents additionally support individual programs such as the United Anglers Adobe Creek Restoration Project and the various Performing Arts Department productions.

2025-26 Opportunities for Parental Involvement

Our SSC serves as an active and effective governance group that approves staff development requests and disburses money from State block grants to fund various projects at the site. The SSC works in conjunction with the Principal's Advisory Committee and Student Advisory Committee to provide vision, leadership, and direction to our school community.

Parent support was essential to the passage of Measure C, an extension of a parcel tax that provides us with approximately $68,000 annually to maintain and upgrade the technology that we purchased through our Digital High School grant and further meet the goals of the site and District Technology Plans. It also provides us with $20,000 annually to fund our visual and performing arts program and over $25,000 for our library. Parents are also serving on the oversight committee that insures the money is spent appropriately.

In 2014, Petaluma voters passed Measure E, which approved school funding for $68 million for modernization purposes. Casa has built a new athletic complex that includes a new, all-weather track and field. Bond funds have been used to support the school district's 1:1 initiative, which provides every student in Petaluma City Schools with a Google Chromebook. These funds have been used to dramatically expand the school's internet speed and capacity.

Parents are informed of student progress by a variety of communication contacts throughout the year. Among these are Back to School Night and Open House; parent Aeries portal, our website, and bi-weekly Principal Parent Tours; progress reports; report cards every six weeks; Booster Club(s), ELAC, and SSC meetings; attendance reporting; Freshman Orientation; and College and Financial Aid Nights. Additionally, awards programs such as the Fall, Winter and Spring Sports Awards Programs, Student-of-the-Month Recognition, Underclass Awards, and SRJC Awards and Senior Awards Programs are attended by parents whose students are being honored. Information is provided in Spanish for our Spanish-speaking parents. This includes information shared through Parent Square, the monthly newsletter- Casa Connection, translated into Spanish, course selection materials, and various other materials for individual classes.

The Casa Capstone (formerly Senior Project) remains a capstone to the Casa Grande program and culminates in a large series of presentations by all Seniors. Panelists are comprised of largely parent and community members, many of whom are future or past parents of Casa Grande High School.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	5.9	1.4	5.1	8.2	1.8	6	8.2	8.9	8
Graduation Rate	92.7	90.8	92.8	89.9	87.4	92	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	389	361	92.8
Female	188	182	96.8
Male	198	177	89.4
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	184	164	89.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	18	17	94.4
White	166	162	97.6
English Learners	66	49	74.2
Foster Youth	--	--	--
Homeless	11	8	72.7
Socioeconomically Disadvantaged	239	216	90.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	60	47	78.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1703	1682	317	18.8
Female	809	802	159	19.8
Male	886	873	156	17.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	45	45	8	17.8
Black or African American	29	29	1	3.4
Filipino	16	16	3	18.8
Hispanic or Latino	799	787	183	23.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	86	84	11	13.1
White	711	705	105	14.9
English Learners	199	197	62	31.5
Foster Youth	--	--	--	--
Homeless	28	28	6	21.4
Socioeconomically Disadvantaged	882	871	207	23.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	250	245	84	34.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.06	3.54	3.11	4.33	3.21	2.92	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.17	0.06	0.06	0.18	0.16	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.11	0.06
Female	1.24	0.00
Male	4.85	0.11
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.44	0.00
Black or African American	3.45	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.51	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.16	0.00
White	1.69	0.14
English Learners	4.02	0.00
Foster Youth	0.00	0.00
Homeless	10.71	0.00
Socioeconomically Disadvantaged	4.88	0.11
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.60	0.40

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The CGHS Comprehensive School Safety Plan (CSSP) is reviewed annually by School Site Council, School Safety Committee and administration annually. The security team composed of teachers and staff review the CSSP during PLN time during the course of the school-year.

Visit school website for full CSSP: www.casagrandehighschool.org

ELEMENTS OF THE SAFETY PLAN

Section:
1. Assessment of the current status of crime committed on school campuses and school related functions.

Actions:
Casa Grande High School participates in monthly meetings with Director of Student Services to discuss student and site concerns
The Discipline Secretary maintains records of all suspensions and expulsions.
The Administrative Team reviews the Healthy Kids Survey and other discipline data annually.

2. Strategies and programs to provide a high level of school and an orderly environment conducive to learning

Actions:
Casa Grande High School provides administrative, counseling, and support services for students. Our staff includes four administrators (one principal and three assistant principals), five full-time counselors, project success counselors, Lead Guidance Counselor (anger-management) who oversees counseling interns, and three student advisors.
District and school policies promote diversity and personal/social responsibility. School discipline strategies contain elements of conflict resolution, intervention, and counseling for anger management and drug use. A student handbook is distributed to both student and parents at the beginning of each school year detailing site and district behavior expectations and strategies.
The handbook contains the district discipline plan with Education Code pertaining to discipline and sexual harassment.
Teacher and staff training in areas of students and campus safety, drug use trends and counseling support are provided annually by the Director of Student Services. Campus Supervisors and Assistant Principal provide information regarding campus safety several times throughout the year and Staff Meetings.

3. Procedures for complying with child abuse reporting requirements

Actions:
Board Policy 5141.4 provided direction to school employees for reporting child abuse.

4. Procedures for responding to disasters

Actions:
Board Policy 3516 describes Emergency and Disaster Preparedness Plans. Board Policy 3516 also contains Emergency Drill and Earthquake Emergency Procedures.
Each school is provided with emergency equipment and communication devices. Each classroom is provided with basic emergency and first aid supplies.
Staff training is ongoing. Several staff members have attended Petaluma Regional Emergency Preparedness (PREP) first responder training. This training is funded by Readiness and Emergency Management for Schools (REMS) grant.

5. Programs to refer students to study after expulsion for serious disciplinary acts.

Actions:
Site Discipline Hearings chaired by Director of Student Services with site administration to decide consequences and alternative placement for students
Sonoma County Office of Education Court and Community and Clean and Sober schools
District Alternative sites
Stipulated/suspended expulsions

6. Procedures for notifying teachers of dangerous students

Actions:
The procedure for notifying teachers is done annually by the Director of Student Services and PFT Union President.

2025-26 School Safety Plan

Teachers are notified via e-mail of student suspensions and infractions.
AERIES student data allows teacher access to student discipline history

7. Policies of sexual harassment

Actions:
Board Policies 4219.11 & 4319.11 contains the district policies for sexual harassment. The policies are designed to prevent sexual harassment, to provide due process, and to immediately respond to any complaints that are made.
Petaluma City Schools leaderships attends Sexual Harassment Prevention Training every other year.

8. Dress Code on Gang Related Apparel

Actions:
When gangs constitute a danger to students the superintendent or designee may restrict student dress and grooming as necessary to comply with Board Policy related to gang activity. Board Policy 5132
Descriptions of inappropriate groups affiliations, apparel and paraphernalia is established in Board Policy 4136.

9. Hate Crime Policies and Procedures

Action:
California Education Code Section 200-201 specifically addresses hat crime and these section are enforced at Casa Grande

10. Policies and Procedures for Suicide and/or Student Crisis

Action:
Students who are suspected of having suicidal tendencies are immediately referred to their school counselor or school counseling interns and district Guidance
Counselor is contacted. District Director of Student Services is contacted. Coordinator and site administration determine if law enforcement needs to be notified.

11. Crisis Intervention Procedures and Policies

Action:
During an emergency or crisis situation, Casa Grande initiates the ICS (Incident Command System) protocols. The district, Police and Fire Department contacted as needed. School site staff has specific responsibilities and areas to manage during the crises.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	58	45	1
Mathematics	25	16	44	2
Science	25	11	35	0
Social Science	26	11	45	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	65	40	1
Mathematics	25	13	41	4
Science	23	13	33	1
Social Science	26	11	41	5

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	49	45	3
Mathematics	24	16	39	5
Science	26	7	32	1
Social Science	25	13	38	7

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	326.2

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8909.37	2547.3	6362.07	88791
District	N/A	N/A	7676.14	
Percent Difference - School Site and District	N/A	N/A	-18.7	2.9
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	-54.6	

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	46	
Percent of Budget for Administrative Salaries	6	

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	24.8

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	5
Fine and Performing Arts	3
Foreign Language	5
Mathematics	7
Science	4
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	56

Professional Development

5 professional development days have been built into the work year calendar for 2025-2026 These PD days are a combination of district-wide, secondary and site-specific PD. Two PD days held prior to the start of the school year were dedicated to an overall theme of equity. Staff participated in a series of district-wide, secondary-only, site-specific and workshop sessions focused on: empowering students and teachers; equity in the math classroom; Universal Design for Learning; Project Based Learning; redesigning student assessments to empower students to self-assess; using site improvement data for continuous improvement; Title VI training: and LGBTQ+ rights. 5 Star, 504/Special Ed Services and Relationship-Oriented Practices

Professional Development

professional development was also provided.
Petaluma City Schools continues to prioritize Positive Behavioral Interventions and Support (PBIS), and Welcoming Schools (LGBTQ+) training for secondary staff. In addition, trainings have been scheduled throughout the school year to support a core team at each school site dedicated to enhancing a positive school climate.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	5