

Rio Americano High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Rio Americano High School
Street	4540 American River Dr.
City, State, Zip	Sacramento CA, 95864
Phone Number	(916) 979-8860
Principal	Brian Ginter
E-mail Address	brian.ginter@sanjuan.edu
Web Site	www.sanjuan.edu/RioAmericano.cfm
CDS Code	34-67447-3436714

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 2016-17)

Principal's Message

Rio Americano High School is proud of its rich academic tradition and continues to strive to better support struggling students. Focusing on areas of improvement has allowed Rio Americano to improve on an already great reputation.

Rio Americano is proud of the AP programs, performing arts, CIVITAS (Political studies and community service program), extracurricular programs, and the superior counseling program it has for students to be involved with. These programs open up doors to students that they could not receive at other high schools in the Sacramento region.

Rio Americano is also extremely proud of the vast parent support it receives from the community. There are many booster groups, PTSA, VICCI, and general volunteering that allow students access to programs that may not be here without the volunteers.

Rio Americano is an exciting place to be for students, staff and parents.

Mission Statement

The mission of Rio Americano High School was created collaboratively with staff, parents, and students through action planning and is as follows:

Rio Americano provides an academically excellent environment to educate and inspire each student to succeed and meet the challenges of the future, through a variety of integrated college and career programs, within a supportive, nurturing community.

School Profile

Rio Americano High School is one of 9 comprehensive high schools in San Juan Unified School District. Rio Americano 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.

Rio offers a wide variety of programs to support all students and has just completed a Site Strategic Plan for the next three years.

- Special Education program addresses the needs for the Orthopedically/Physically Handicapped, Autistic, and Learning Disabled students.
- Four full time counselors provide comprehensive counseling to assist students in academics, personal/social and career realms.
- The Student Assistance Program offers services for students dealing with personal factors interfering with academic success.
- Solutions/504 Committee works with students and parents to examine strategies to improve academic success.
- Attendance improvement program with a school community liaison provides assistance to students and families when barriers to school attendance or other behaviors that may result in suspension or expulsion.
- Rio and Beyond (RAB) facilitate individual interviews regarding successful entrance into post-secondary education and adult life.
- RAB sponsors two college information and workshop nights annually inviting over 100 post-secondary institutions to participate in the information fairs.
- AP courses are available in 13 subject areas for students with one-third of all Rio students participating in one or more of the 23 sections.
- 9 Honor sections are offered in English 1, English 2 and English 3.
- Academia CIVITAS is a political studies academy providing an accelerated four-year curriculum.
- AVID (Advancement via Individual Determination) offers support for underrepresented or academically challenged populations desiring to pursue post-secondary education. Rio currently has 7 sections of AVID.
- Student Publications, Jazz Band and Reader's Theater courses produce state and national award winning products/performances.
- The vocational offerings are complemented with two R.O.P. programs and Wood Shop.

- After-school tutoring is offered three days a week staffed by peer, volunteer and paid tutors. Before school tutoring is offered daily by staff in science and math.
- Student Government advances the goals of the student body, oversees all student activities and manages the student body budget while providing an efficient means of representation and communication to the administration and community.
- Award winning Student Activities provides the opportunity to apply academic content in areas such as Moot court, Mock Trial, Academic Decathlon, Speech and Debate, Science Bowl and Science Olympiad.
- A wide variety of clubs provide students the opportunity to demonstrate leadership while addressing civic, philanthropic and recreational pursuits.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	404
Grade 10	420
Grade 11	418
Grade 12	356
Total Enrollment	1,598

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African	5.2
American Indian	1
Asian	6.6
Filipino	1.9
Hispanic or Latino	16.2
Native Hawaiian	1.1
White	66.6
Two or More	0.9
Socioeconomicall	21.3
English Learners	2.4
Students with	8.4
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	59	64	65	1814
Without Full Credential	1	1	0	33
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	29

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	86.2	13.8
High-Poverty Schools in District	83.9	16.1
Low-Poverty Schools in District	96.3	3.7

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 22, 2015

San Juan Unified held a public hearing on September 22, 2015 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 2015 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, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then the State Board of Education has adopted frameworks for ELA/ELD, Math 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
Reading/Language Arts	2005 Houghton Mifflin Harcourt: Literature and Language Arts	Yes	0.0
Mathematics	2008 McDougal Littell: California Math Algebra 1 [Green Bicycle] 2008 McDougal Littell: Algebra 2 2009 Holt: California Mathematics, Course 2 – Pre Algebra 2008 McDougal Littell: Geometry 2002 Houghton Mifflin: Calculus 2008 Pearson: Geometry 2015 Houghton Mifflin Harcourt: Integrated Math 1-3	Yes	0.0
Science	2009 Prentice Hall: Biology, CA Edition 2007 Pearson Prentice Hall: California Chemistry 2005 Glencoe McGraw Hill: Earth Science, Geology, the Environment, & the Universe 2008 Holt: Environmental Science 2008 Prentice Hall: Conceptual Physics	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Prentice Hall, 2006: Magruder’s American Government Adopted 2007 Teachers’ Curriculum Institute, 2006: Geography Alive! Adopted 2007 McDougal Littell, 2006: The Americans Adopted 2006 McDougal Littell, 2006: Modern World History: Patterns of Interaction Adopted 2006 Glencoe Economics: Today & Tomorrow Adopted 2006 Glencoe Economics: Principles & Practices Adopted 2006	Yes	0.0
Foreign Language	2002 McDougal Littell: En Espanol!: Spanish 2007 Holt: Nuevas Vista: Spanish 2007 Prentice Hall: Realidades: Spanish 2007 McDougal Littell: French 2008 Langenscheidt: geni@1A1: German 2002 Cheng and Tsui: Japanese 2008 Prentice Hall: Russian 2002 Cheng and Tsui & Thomson Learning: Chinese 2008 Prentice Hall: Russian 2015 Pearson: Realidades: Spanish	Yes	0.0%
Health	2005 Holt: Lifetime Health, California Edition	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.	Yes	0.00%

School Facility Conditions and Planned Improvements (Most Recent Year)

Rio Americano High School’s modernization continues with the installation of low voltage wiring addressing the intercom and emergency alarm systems and installation of surveillance cameras throughout campus. Previously, work included roof repair/replacement, new doors and hardware, new lighting, upgraded electrical service, a new heating and air conditioning system, and interior and exterior paint. Currently, there are enough classrooms to house the student population, but some teachers must share classroom space. Restrooms were refurbished during modernization with some made 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 who keeps the various systems of the school operational. The district provides gardening and landscape maintenance as well as support to keep the major systems such as plumbing, heating, and air conditioning functioning. A concern of the school is the condition of the play fields. Summer 2008 the remaining parking lots were overlaid along with adding an additional student parking lot entrance/exit, funded by Measure-J Bond. All interior courtyards had the concrete removed and replaced through Measure-J Bond.

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 November 2016 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/03/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/03/2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	56	68	42	45	44	48
Mathematics	35	44	32	35	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	405	397	98.0	68.4
Male	11	217	213	98.2	60.4
Female	11	188	184	97.9	77.7
Black or African American	11	23	23	100.0	30.4
Asian	11	33	33	100.0	66.7
Hispanic or Latino	11	73	69	94.5	69.6
White	11	254	250	98.4	71.5
Socioeconomically Disadvantaged	11	75	73	97.3	49.3
Students with Disabilities	11	36	33	91.7	12.5

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	405	397	98.0	44.4
Male	11	217	213	98.2	44.3
Female	11	188	184	97.9	44.6
Black or African American	11	23	23	100.0	13.0
Asian	11	33	33	100.0	54.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	11	73	69	94.5	33.3
White	11	254	250	98.4	49.4
Socioeconomically Disadvantaged	11	75	73	97.3	30.1
Students with Disabilities	11	36	33	91.7	3.1

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	75	72	68	61	57	56	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	411	403	98.1	68.0
Male	224	222	99.1	68.5
Female	187	181	96.8	67.4
Black or African American	17	17	100.0	58.8
Asian	27	27	100.0	66.7
Hispanic or Latino	63	61	96.8	42.6
White	280	276	98.6	74.3
Socioeconomically Disadvantaged	94	90	95.7	42.2
English Learners	11	11	100.0	18.2
Students with Disabilities	32	31	96.9	48.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

San Juan Unified defines their career paths following the strict criteria set within the Perkins Act and/or the California Partnership guidelines. Although most completion data is collected through our ROP regionally (Sacramento County Office of Education), the CTE department collects data on the number of students moving through our local sequences. Some ROP courses, because of the time requirements, internship element and industry standards they meet, are defined as a sequence within themselves. Introductory CTE courses are found throughout our schools, concentrators are students who take a second level course within the same career path, and students are referred to as completers when they complete a sequence of courses leading to certification, employability, and/or further technical training. ROP course are defined as completer based on length of course, sequence, and skill development.

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

San Juan Unified also provides students career preparation through enrollment in California Partnership Academies. We have four California Partnership Academies in the areas of: business–finance/entrepreneurship, pre-engineering, Sports Careers and Opportunities in Recreation (SCORE), and small business entrepreneurship. Our schools have numerous career paths opportunities beyond the state funded California Partnership Academy. We have career pathways in:

- Computer Graphics I
- Computer Graphics II
- Computer Graphics III
- Computer Graphics IV
- Home Technology Integrator
- Robotics
- Woodworking Technology I
- Woodworking Technology II

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.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	262
% of pupils completing a CTE program and earning a high school diploma	15
% 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
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.68
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	58.0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.6	23.5	51.4

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Karen Cassady, Principal's Secretary, at Rio Americano High School at 916-979-8860.

Parent Involvement

Rio's 2013 California Distinguished School Recognition is based, in part, on the very active parent and community involvement.

- The PTSA and "One Rio" assists in the achievement of school and community goals. They have spearheaded a campus revitalization campaign through the development of a landscape committee and gained the support of community members, parents, staff and students alike. To date, the committee has worked hard on their vision for a visually appealing and student friendly campus.
- Boosters are active in Athletics, Music, Science and CIVITAS providing the vital parental support and fund raising energies to sustain the quality programs offered on campus.
- Opportunities to compare colleges and universities are provided through RAB (Rio and Beyond) College Information Nights. Additionally, juniors and seniors participate in mock interviews providing transition skills to the adult world.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.10	2.60	5.10	10.40	9.60	9.20	11.40	11.50	10.70
Graduation Rate	94.56	95.00	93.30	80.85	81.60	82.65	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	94	85	86
Black or African American	100	81	78
American Indian or Alaska Native	83	77	78
Asian	100	99	93
Filipino	100	88	93
Hispanic or Latino	92	75	83
Native Hawaiian/Pacific Islander	100	90	85
White	96	90	91
Two or More Races	13	33	89
Socioeconomically Disadvantaged	80	61	66
English Learners	45	56	54
Students with Disabilities	31	35	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.1	6.9	6.1	7.4	5.7	5.7	4.4	3.8	3.7
Expulsions	9.6	0.1	0.3	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 or CHPD officer. The Deputy Sheriffs are assigned to specific schools which are identified by geographic zones. The Deputy Sheriffs may move from one the geographic zone to another as safety needs dictate. The CHPD Police Officers work identified schools within the City of Citrus Heights and respond as safety needs dictate. The Deputy Sheriff’s and/or CHPD Officers are dispatched to critical incidents via the Safe Schools Dispatcher, a law enforcement dispatcher or via a direct report from a school staff member, school visitor or other person. 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, update their site emergency plans, 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 Safe Schools Task Force. Each school site is responsible for updating their Comprehensive School Safety Plan (CSSP) by March 1st of every year. As part of the update, each school site meets at least once per year with a law enforcement officer to review the CSSP and they hold a community meeting to review the CSSP. The CSSP must be approved by the School Site Council before being submitted to the district Safe Schools Manager. Every San Juan classroom has a standardized “Safety Folder” which serves as a guide for teachers, includes the site specific crisis response procedures and a district standardized emergency flip chart. Each school site conducts and keeps a record of all fire drills, lockdown drills, shelter in place drills and/or earthquake drills up to or in excess of what is required by State law.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	65.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	14	22	26	26	19	15	32	26	19	15	32
Mathematics	29	8	21	22	28	10	21	21	28	10	21	21
Science	31		28	13	30	4	21	14	30	4	21	14
Social Science	29	7	21	23	29	7	20	24	29	7	20	24

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.5	457
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.60	N/A
Social Worker		N/A
Nurse	.40	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist		N/A
Other	.20	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5985	879	5106	\$66,115
District	N/A	N/A	\$5,013	\$74,317
Percent Difference: School Site and District	N/A	N/A	1.9	-7.6
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-4.5	-9.4

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

Types of Services Funded (Fiscal Year 2015-16)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>. In FY 2011-12, the district spent \$7,732,354 in restricted general fund for positions that would have usually been paid for by unrestricted dollars (SF-0) due to receiving American Recovery and Reinvestment Act (ARRA) Education Jobs Funds (EJF). The positions that were paid for included 21.0 FTE for Counselors, 24.0 FTE for Principals and 18.0 FTE for Vice Principals. Due to this change, many schools showed a decrease in unrestricted costs and an increase in restricted costs. In FY 2011-12, the district spent \$3,163,102 in restricted general fund from the Economic Impact Aid (EIA) grant. The expenses were coded with a central location (000) in 2011-12, when in the previous year the dollars were coded to site locations. The impact of this change will show a decrease in restricted expenses.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,196	\$45,092
Mid-Range Teacher Salary	\$73,948	\$71,627
Highest Teacher Salary	\$87,219	\$93,288
Average Principal Salary (Elementary)	\$110,528	\$115,631
Average Principal Salary (Middle)	\$117,984	\$120,915
Average Principal Salary (High)	\$134,096	\$132,029
Superintendent Salary	\$254,994	\$249,537
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	7	N/A
Social Science	6	N/A
All courses	25	.9

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)

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, Engineering and Mathematics Inspiring Thinking Solutions, 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.