

Rio Americano High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	brian.ginter@sanjuan.edu
Website	www.sanjuan.edu/RioAmericano.cfm
County-District-School (CDS) Code	34-67447-3436714

Entity	Contact Information
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Kent Kern
Email Address	info@sanjuan.edu
Website	www.sanjuan.edu

School Description and Mission Statement (School Year 2019-20)

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, Rio and Beyond, 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 2019-2020

COMMUNITY: Rio Americano High School is located in a suburban community along the American River parkway, minutes from the state capitol in downtown Sacramento, California. The majority of the students reside in the surrounding established neighborhoods.

SCHOOL: Rio Americano is a comprehensive public high school of 1,900 students in grades 9-12 with a strong emphasis on college prep curriculum. The senior class of 2019 numbers 390. The academic year is based on two semesters, each eighteen weeks in length. The school offers a six period day with each class lasting 60 minutes; block days on Tuesdays and Wednesdays have classes of 125 minutes. Rio is accredited by the Western Association of Secondary Schools and Colleges, most recently in 2017. In 1994, 1996 and 2006, Rio was named National Blue Ribbon School. The State of California has recognized Rio Americano's excellence by honoring the school with the Distinguished School Award in 1988, 1994, 1999, 2005 and 2013. Rio is especially renowned for its outstanding music, theater, and journalism programs, as well as for its academic competitions (Academic Decathlon, Science Bowl, Science Olympiad, Speech & Debate, Mock Trial, and Moot Court) and its athletic teams. Rio's four-year Academia CIVITAS, a Political Studies Academy, offers an integrated, specialized curriculum addressing civic responsibility and public policy issues. Students experience service learning and internships with a selected mentor. Students prepare a senior project that is developed from learning experiences. There are currently 145 students enrolled in the academy. Additionally, 189 students are enrolled in the four-year AVID program.

FACULTY: The professional staff consists of four full-time administrators, 75 full-time teachers, six part-time teachers, four full-time counselors, one half time counselor, one part-time school psychologist, one part-time speech therapist, and one full-time librarian. Graduate degrees are held by thirty percent of the professional staff.

GRADING STANDARDS: Unweighted classes are graded on a four-point scale (A=4, B=3, C=2, D=1). Weighted courses (Honors or Advanced Placement courses add one point for each class (A=5. B=4. C=3) with a "C" grade or better. This grading scale is applicable to all students. Both weighted and unweighted grades are calculated on the transcript. In cases of repeated courses, only the higher grade is calculated, although all attempts are shown. Rank includes all courses and all students. Classes completed with a grade of D or better are awarded 5.0 credits per semester.

ADVANCED PLACEMENT (AP) COURSES: English Language and English Literature, Calculus AB, Calculus BC, Biology, Environmental Science, Physics, United States History, Spanish, French, Macro Economics, U.S. Government and Politics, Studio Art, AP Seminar, AP Research, and AP Computer Science. AP courses designated with AP on transcript.

HONORS (Hon) COURSES: English 1, 2; World History; French 3; and Concert Band. Honors courses designated with "Hon" in the course title.

GRADUATION REQUIREMENTS:

'23 before '23

- 40 40 credits English
- 30 20 credits Mathematics
- 20 20 credits Physical Education
- 20 credits World language
- 10 10 credits Life Science
- 10 10 credits Physical Science
- 10 credits Science
- 10 credits World History
- 10 credits United States History
- 5 credits American Government
- 5 credits Social Science Elective
- 5 credits Economics
- 5 credits Health
- 10 credits Visual/Performing Arts or 10 credits Foreign Language with 5 credits Visual/Performing Arts
- 30 70 credits Additional credits

220 220 credits TOTAL CREDITS

TEST SCORES (CEEB-ACT CODE: 052-730):

SAT (Mean Scores)		ACT Composite (Average Scores)	
2018-2019	Crit Rdg 571	Math 575	2018-2019 24.8
2017-2018	Evid-based reading and writing:599	Math:601	2017-2018 26.5
2016-2017	Mean Score: 1162		2016-2017 25.1
2015-2016	Crit Rdg 546	Math 553 Writing 545	2015-2016 25.2

NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST:

2019-2020	? Finalist	1 Semi-Finalist	5 Commended
2018-2019	2 Finalist	1 Semi-Finalist	6 Commended
2017-2018	0 Finalist	3 Semi-Finalist	6 Commended
2016-2017	0 Finalist	2 Semi-Finalist	7 Commended
2015-2016	0 Finalist	0 Semi-Finalist	8 Commended

ADVANCED PLACEMENT EXAMS

In May 2019, 344 students took a total of 789 Advanced Placement Examinations in the following areas: English Literature and Composition, English Language and Composition, United States History, Calculus AB, Calculus BC, Chemistry, Biology, Physics B, Spanish Language, French Language, Economics Micro & Macro, Government and Politics United States, Government and Politics Comparative, Music Theory and Studio Art. The following results were reported about Rio Americano students from the May 2018 test dates:

Advanced Placement Scholar Awards (Class of 2019)

Number of Students	Level Of Recognition	Criteria
16	Scholar	Earned 3 or higher on 3 or more exams
13	Scholar with Honors	Earned 3 or higher on 4 or more exams
8	Scholar with Distinction	Earned 3 or higher on 5 or more exams
1	National Scholar	Earned 4 or higher on at least 8 exams

POST HIGH SCHOOL PLANS:

Class of 2019 50 % attended a 4-year college/university

47 % attended a 2-year college/university

Class Of 2018 51 % attended a 4-year college/university

47 % attended a 2-year college/university

Class Of 2017 52 % attended a 4-year college/university

46 % attended a 2-year college/university

Class of 2016 57 % attended a 4-year college/university

37 % attended a 2-year college

No. of Exams	Score	%
88	5	11
189	4	24
265	3	34
194	2	25
53	1	6

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	532
Grade 10	483
Grade 11	475
Grade 12	385
Total Enrollment	1,875

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.7
Asian	5.3
Filipino	1.4
Hispanic or Latino	18.1
Native Hawaiian or Pacific Islander	0.3
White	62.9
Two or More Races	4.9
Socioeconomically Disadvantaged	22.2
English Learners	3.5
Students with Disabilities	7.2
Foster Youth	0.2
Homeless	1.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	72	78	80	1976
Without Full Credential	0	0	1	56
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

San Juan Unified held a public hearing on September 25, 2018 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485> In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan’s textbook adoption schedule, please visit our website: <http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016 Houghton Mifflin Harcourt - California Collections, Grades 9, 10, 11, 12 2016: Bedford, Freeman, and Worth - The Language of Composition 2016: Pearson - Literature: An Introduction to Reading and Writing	Yes	0.0
Mathematics	2016: Cengage - Calculus 2016: Cengage - Calculus of a Single Variable 2016: Pearson - Elementary Statistics: Picturing the World 2018: Ramsey Education - Foundations in Personal Finance 2015: Houghton Mifflin Harcourt - Integrated Mathematics 1,2,3, Volumes 1 & 2 2007: Pearson - Mathematical Ideas 2018: McGraw-Hill - Mathematics for Business and Personal Finance 2017: Haese Mathematics - Mathematics for the International Student - Mathematics SL 2016: Bedford, Freeman, and Worth - The Practice of Statistics for the AP Exam 2016: Cengage – Precalculus	Yes	0.0
Science	2009 Prentice Hall: Biology,	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2013: Bio-Rad Laboratories - Biotechnology: A Laboratory Skills Course 2007: Pearson - Chemistry 2013: Cengage - Chemistry and Chemical Reactivity 2007: Cengage - Chemistry and Chemical Reactivity-8th edition 2008: Pearson Conceptual Integrated Science 2009: Pearson - Conceptual Physics 2002: Pearson - Earth Science 2002: Glencoe/McGraw-Hill - Earth Science: Geology, the Environment, and the Universe 2009: Houghton Mifflin Harcourt - Environmental Science 2012: Wiley - Environmental Science: Earth as a Living Planet 2008: Cengage Learning Essentials of College Physics 2007: Wiley - Foundations of College Chemistry 2016: Pearson - Human Anatomy and Physiology 2006: Houghton Mifflin Harcourt - Lifetime Health 2009: Cengage - Living in the Environment 2016: Bedford, Freeman, and Worth - Myers' Psychology for AP 2016: Bedford, Freeman, and Worth - Thinking About Psychology		
History-Social Science	2019: McGraw-Hill - Impact California Social Studies-United States History and Geography - Continuity and Change 2019: McGraw-Hill - Impact California Social Studies-World History, Culture and Geography-The Modern World 2017: Cengage Learning - The American Pageant - AP Edition 2005, 2011, 2000: Oxford University Press - The Twentieth-Century World and Beyond: An international History since 1900, 4th, 5th & 6th Edition 2018: Bedford, Freeman and Worth - Ways of the World in a Global History with Sources-For the AP Course 2018: Pearson - Government in America People, Politics, and Policy-AP Edition	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2018: McGraw-Hill - Principles of American Democracy-Impact California Social Studies 2017: Cengage - The American Pageant - AP Edition 2007: Houghton Mifflin Harcourt - The Americans: Reconstruction to the 21st Century 2016: Oxford University Press - History of the Americas: 1880-1981 (IB Diploma Programme) 2007: Houghton Mifflin Harcourt - Modern World History: Patterns of Interaction 2000, 2005 and 2011: Oxford University Press - The Twentieth-Century World and Beyond: An international History since 2900, 4th, 5th & 6th Edition 2018: Bedford, Freeman and Worth - Ways of the World in a Global History with Sources-For the AP Course 2018: Pearson - Government in America People, Politics, and Policy-AP Edition 2018: McGraw-Hill - Principles of American Democracy-Impact California Social Studies 2018: Norton - Essentials of Cultural Anthropology: A Toolkit for a Global Age 2019: Perfection Learning Corporation-AMSCO AP Human Geography		
Foreign Language	2017: Wayside- Apprenons 2016: Houghton Mifflin Harcourt – Bien dit! 1 2016: Houghton Mifflin Harcourt – Bien dit! 2 2016: Houghton Mifflin Harcourt – Bien dit! 3 2017: Pearson- Francais B – Livre de l’etudiant 2017: Vista Higher Learning – Imaginez 2017: Houghton Mifflin Harcourt- Avancemos! 3 2017: Houghton Mifflin Harcourt- Avancemos! 4 2017: Pearson- Ecuencos Maravillosos 2015: Pearson- Realidades 1 2015: Pearson- Realidades 2 2017: Vista Higher Learning- Temas 2019: Cengage Learning – Album Cuentos del mundo hispanico	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	2019: Cengage Learning – El Mundo Hispano 21-espanol para el siglo 21-Curso Intermedio		
Health	2006: Houghton Mifflin Harcourt - Lifetime Health	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 December 2019 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 12/01/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	64	59	45	46	50	50
Mathematics (grades 3-8 and 11)	49	43	34	35	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	465	454	97.63	2.37	59.16
Male	233	230	98.71	1.29	51.30
Female	232	224	96.55	3.45	67.26
Black or African American	18	17	94.44	5.56	35.29
American Indian or Alaska Native	--	--	--	--	--
Asian	27	25	92.59	7.41	48.00
Filipino	--	--	--	--	--
Hispanic or Latino	85	84	98.82	1.18	48.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	306	299	97.71	2.29	65.10

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	15	100.00	0.00	60.00
Socioeconomically Disadvantaged	105	98	93.33	6.67	30.93
English Learners	27	24	88.89	11.11	0.00
Students with Disabilities	32	29	90.63	9.37	13.79
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	464	456	98.28	1.72	42.54
Male	232	229	98.71	1.29	39.30
Female	232	227	97.84	2.16	45.81
Black or African American	17	15	88.24	11.76	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	27	25	92.59	7.41	52.00
Filipino	--	--	--	--	--
Hispanic or Latino	85	85	100.00	0.00	28.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	306	302	98.69	1.31	47.68
Two or More Races	15	15	100.00	0.00	33.33
Socioeconomically Disadvantaged	104	98	94.23	5.77	24.49
English Learners	27	24	88.89	11.11	20.83
Students with Disabilities	32	31	96.88	3.12	9.68
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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

The CTE capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. All students are provided practical experiences to pursue post high school employment and gain course work that is A-G compliant.

San Juan Unified also provides students career preparation through enrollment in California Partnership Academies. We have three California Partnership Academies in the areas of: business–finance/entrepreneurship, pre-engineering/product innovation, and patient care. Our schools have numerous career paths opportunities beyond the state funded California Partnership Academy.

Rio Americano offers the following CTE pathways and courses:

- Woodworking Technology I
- Woodworking Technology II

Machine Forming and Technologies Pathway: Robotics

- Introduction to Engineering Design & Manufacturing Technology
- Engineering Design & Manufacturing Technology
- Robotics (capstone completion course)

Patient Care Pathway: Medical Assisting

- Introduction to Medical Careers
- Medical Careers
- Medical Assistant (capstone completion course)

CTE capstone courses held at various high schools within San Juan Unified open to Rio Americano students:

- Auto Maintenance & Light Repair I
- Auto Maintenance & Light Repair II
- Bakery Academy
- Broadcast and Video Production
- Construction Technology
- Culinary Arts
- Dental Careers
- Public Safety Careers

How does this class support student achievement?

When students experience CTE courses they have the opportunity to see the relationship between applied academic standards and the real world. Students find purpose in their studies and are provided an opportunity to apply their academic and industry skills to every day problems.

How does the school address the needs of all students in career preparation?

Through the IEP process special education students may be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the IEP. CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to “hands on” activities and participate in solving real life problems. The school counselor work with each enrolled student to create a 4-year plan designed to prepare them for their future college and career aspirations.

How are the courses evaluated for effectiveness?

The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates, graduation rates, along with completion of a sequence are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	404
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	83.3
Percent of CTE Courses that are 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.57
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	56.92

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	9.4	24.8	55.5

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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.

Contact Information

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

State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	3.7	3.1	1.3	8.8	10.3	11.7	9.7	9.1	9.6
Graduation Rate	93.2	96.1	95.9	83.8	78.3	76.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.3	6.5	5.7	5.8	5.8	4.9	3.6	3.5	3.5
Expulsions	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

This school is linked directly to the San Juan Unified School District's Safe Schools Program. The Safe Schools Program has a Community Safety Specialist assigned to this school within a geographic zone that includes nearby schools. In addition, via a partnership with the Sacramento Sheriff's Department (SSD) and the Citrus Heights Police Department (CHPD), there are two uniformed deputy sheriff's and two uniformed CHPD officers assigned to patrol the school district including this school. The Deputy Sheriffs are assigned to patrol a geographic zone either on the east side of the district or the west side of the district. They are assigned specific schools within their assigned zone and respond to this school, or others, as safety needs dictate. The two CHPD Police Officers are School Resource Officers (SRO) who work identified schools within the City of Citrus Heights and respond as safety needs dictate. The two law enforcement agencies will overlap response when necessary. 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. This school has a school safety team which reviews safety matters that may affect the campus. Our school safety team meets regularly to discuss safety issues, update our site emergency plan, and to take steps to be proactive in preventing various types of school-related safety issues. Community Safety Specialists and law enforcement provides speakers to address students, staff and community groups on matters of school safety. Our safety team receives training, when requested, from Safe Schools or law enforcement. This school is responsible for updating our Comprehensive School Safety Plan (CSSP) by March 1st of every year per the Education Code. As part of the update, this school meets at least once per year with a law enforcement officer to review the CSSP, has the local fire department review the CSSP and we 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 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. This school 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 the Education Code.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	28	14	19	31	27	17	27	29	28	14	33	25
Mathematics	30	5	10	14	30	8	23	25	29	8	32	21
Science	32	2	16	19	30	5	20	17	30	6	18	21
Social Science	29	9	16	29	28	12	20	26	29	9	22	29

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	416.7

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6828	824	6004	\$59,290
District	N/A	N/A	7762	\$76,673.00
Percent Difference - School Site and District	N/A	N/A	-25.5	-25.6
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-22.2	-32.6

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

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

Types of Services Funded (Fiscal Year 2018-19)

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

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

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,738	\$48,612
Mid-Range Teacher Salary	\$78,229	\$74,676
Highest Teacher Salary	\$92,352	\$99,791
Average Principal Salary (Elementary)	\$112,403	\$125,830
Average Principal Salary (Middle)	\$102,014	\$131,167
Average Principal Salary (High)	\$140,548	\$144,822
Superintendent Salary	\$279,178	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	7	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	7	N/A
Social Science	8	N/A
All courses	33	25

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			9

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

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

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

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