



Rio Americano High School

2009-2010 School Accountability Report Card

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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's Mission Statement:

Rio Americano, a high school with proven academic excellence, will educate and inspire each student to succeed and meet the challenges of the future through innovative programs and college preparatory curriculum.

To fulfill its mission, 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 and one half time counselor 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 which may result in suspension or expulsion.
- Volunteers in College and Career Information (VICCI) facilitate individual interviews regarding successful entrance into post-secondary education and adult life.
- VICCI 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 8 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, Wood Shop and Automotive Mechanics.
- 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 the academic content in area 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 Ethnic Group

2009-10

	Percentage
African American	5.1%
American Indian	1.4%
Asian	8.4%
Filipino	2.2%
Hispanic or Latino	11.6%
Pacific Islander	0.5%
White	70.8%
Two or More	0.1%
None Reported	-

Contact Information

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

Parent Involvement

Rio's 2006 National Blue Ribbon School Award and 2005 California Distinguished School Recognition are based, in part, on the very active parent and community involvement.

- The PTSA 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 completed Phase II of 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 Vicci's (Volunteers in College and Career Information) College Information Nights. Additionally, Juniors and Seniors participate in mock interviews providing transition skills to the adult world.
- The American River Sports Association (ARSA) is renovating the football field and track event areas as well as other athletic fields on campus and raising funds to support the endeavor.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2007-08	2008-09	2009-10
9th	440	436	447
10th	407	447	532
11th	422	377	394
12th	446	407	290

Class Size

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

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	08	09	10	08	09	10	08	09	10	08	09	10
English	31	30	22	8	7	29	29	26	30	25	26	30
Mathematics	30	29	26	6	6	8	22	19	23	20	23	23
Science	30	30	29	1	2	3	33	30	23	4	5	10
Social Science	31	32	30	4	4	7	20	14	15	23	25	26

Discipline & Climate for Learning

Students at Rio Americano High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the Student and Parent Handbook, which is sent home at the beginning of the school year and reviewed at class meetings with students at the beginning of the year.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	497	422	215	12199	10866	8477
Suspension Rate	29.0%	25.3%	12.9%	25.7%	23.0%	17.9%
Expulsions	14	8	3	142	140	0
Expulsion Rate	0.8%	0.5%	0.2%	0.3%	0.3%	0.0%

Teacher Assignment

San Juan Unified recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	65	67	70	2059
Without Full Credentials	5	2	0	19
Working Outside Subject	1	0	2	33

	Misassignments/Vacancies		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	1	2	0
Total Misassignments of Teachers	1	2	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	96.0%	4.0%
District	94.5%	5.5%
High-Poverty Schools in District	90.1%	9.9%
Low-Poverty Schools in District	93.1%	6.9%

Counseling & Support Staff

It is the goal of Rio Americano High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:377. The table lists the support service personnel available at Rio Americano High .

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Counselor	1	.2
Counselor	1	1.00

Staff Development

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

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

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

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

Instructional Materials

San Juan Unified School District held a public hearing on September 28, 2010 (Resolution on October 12, 2010), 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Science Lab Equipment

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

Additional Internet Access/Public Libraries

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

Physical Fitness

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

*2009-10 scores were not released by the CDE at the time of publication.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
9-12	Algebra 1	McDougal Littell: California Math Algebra 1 [Green Bicycle]	2008	Yes	0.0%	
9-12	Algebra 2	McDougal Littell: Algebra 2	2008	Yes	0.0%	
9-12	American Govt.	Prentice Hall, 2006: Magruder's American Government	2007	Yes	0.0%	
9-12	Biology	Prentice Hall, 2007: Biology, CA Edition	2009	Yes	0.0%	
9-12	Chemistry	Pearson Prentice Hall, 2007: California Chemistry	2007	Yes	0.0%	
9-12	Chinese	Cheng and Tsui & Thomson Learning,	2002	Yes	0.0%	
9-12	Earth Science	Glencoe McGraw Hill, 2002: Earth Science, Geology, the Environment, & the Universe	2004	Yes	0.0%	
9-12	Economics	Glencoe, 2005: Economics: Principles and Practices	2006	Yes	0.0%	
9-12	Economics	Glencoe, 2005: Economics: Today and Tomorrow	2006	Yes	0.0%	
9-12	English	Holt Reinhart, 2003, Literature and Language Arts	2005	Yes	0.0%	
9-12	Environmental Sci	Holt, 2004: Environmental Science	2009	Yes	0.0%	
9-12	French	McDougal Littell, Vista Higher Learning	2007	Yes	0.0%	
9-12	Geography	Teachers' Curriculum Institute, 2006: Geography Alive!	2007	Yes	0.0%	
9-12	Geometry	McDougal Littell: Geometry	2008	Yes	0.0%	
9-12	German	Langenscheidt, 2007: geni@I A1	2008	Yes	0.0%	
9-12	Health	Holt, 2004: Lifetime Health, California Edition	2005	Yes	0.0%	
9-12	Japanese	Cheng and Tsui	2002	Yes	0.0%	
9-12	Physics	Prentice Hall, 2009: Conceptual Physics	2008	Yes	0.0%	
9-12	Pre-Algebra	Holt: California Mathematics, Course 2 – Pre Algebra	2009	Yes	0.0%	
9-12	Reading Development	Pro-Ed, Inc.: Reading Milestones, 3rd Edition	2007	Yes	0.0%	
9-12	Russian	Prentice Hall	2008	Yes	0.0%	
9-12	Spanish	McDougal Littell; Prentice Hall; Holt		Yes	0.0%	
9-12	US History	McDougal Littell, 2006: The Americans	2006	Yes	0.0%	
9-12	World History	McDougal Littell, 2006: Modern World History: Patterns of Interaction	2006	Yes	0.0%	

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	61	61	60	51	54	55	46	50	52
Mathematics	38	41	37	47	49	50	43	46	48
Science	56	63	54	52	55	58	46	50	54
History/Social Science	58	64	57	39	44	47	36	41	44

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	55	50	58	47
School	60	37	54	57
African American	33	29	31	32
American Indian	60	36	*	*
Asian	69	50	71	68
Filipino	72	37	69	75
Hispanic or Latino	50	31	36	46
Pacific Islander	*	*	*	*
White	62	36	56	58
Males	53	38	49	60
Females	68	35	60	53
Socioeconomically Disadvantaged	41	33	38	37
English Learners	11	31	25	18
Students with Disabilities	23	26	18	19
Migrant Education	*	*	*	*

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

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI (2010-11)	-	Year 3
# of Schools Currently in PI	-	11
% of Schools Identified for PI	-	14.67%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Academic Performance Index

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

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

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

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

	Growth API		
	School	District	State
All Students	792	788	767
Asian	860	892	889
Hispanic or Latino	721	709	715
White	802	813	838
Socioeconomically Disadvantaged	696	713	712
Students with Disabilities	534	576	580

	API School Results		
	07-08	08-09	09-10
Statewide	9	9	9
Similar Schools	2	2	2
All Students at the School			
Actual API Change	2	12	-14
Hispanic or Latino			
Actual API Change	10	-33	-26
White			
Actual API Change	4	12	-20
Two or More Races			
Actual API Change	-	-	0
Socioeconomically Disadvantaged			
Actual API Change	19	8	17

* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

	CAHSEE By Subject								
	2007-08			2008-09			2009-10		
	School	District	State	School	District	State	School	District	State
English	75.8	62.2	52.9	80.4	62.2	52.0	78.0	63.0	54.0
Mathematics	74.3	61.2	51.3	78.5	63.2	53.3	72.0	60.0	53.0

The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	38.2	27.3	34.7	41.6	39.2	19.1
All Students School	22.0	25.0	53.0	29.0	43.0	29.0
Male	28.0	25.0	47.0	29.0	42.0	29.0
Female	16.0	25.0	59.0	28.0	44.0	28.0
African American	53.3	26.7	20.0	66.7	26.7	6.7
Asian	7.0	29.0	64.0	14.0	36.0	50.0
Filipino	12.5	37.5	50.0	18.8	37.5	43.8
Hispanic or Latino	45.0	26.0	29.0	49.0	33.0	19.0
White	18.0	24.0	58.0	24.0	47.0	29.0
English Learners	65.0	22.0	13.0	57.0	26.0	17.0
Socioeconomically Disadvantaged	48.0	21.0	31.0	56.0	32.0	13.0
Students with Disabilities	75.0	16.7	8.3	72.0	20.0	8.0

Career Technical Education (CTE) Programs

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

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

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

Agriculture Automotive Technology
 Bakery Academy Careers w/Children
 Construction Technology Culinary Arts
 Digital Media Arts Engineering Technology
 Food Services Health Careers
 Horticulture Natural Resources Management
 Sports Therapy

Rio Americano offers the following courses:

- Automobile Mechanics I
- Computer Applications
- Computer Graphics
- Regional Occupational Programs - regional county ROP programs open to all students
- Woodworking 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.

How are the courses evaluated for effectiveness?

The capacity to serve a "significant" number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates, graduation rates, and the passing rate on the California High School Exit Exam (CAHSEE) along with completion of a sequence are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

Advanced Placement Classes

Rio Americano High encourages students to continue their education past high school. Rio Americano High offers thirteen Advanced Placement (AP) courses for those students seeking to qualify for college credit. Junior and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2009-10, 274 students participated, taking 507 exams. Of the 507 exams, 370 received a "3" or better.

Advanced Placement Classes		
	# of Courses	Enrollment
Fine and Performing Arts	-	-
Computer Science	-	-
English	1	-
Foreign Language	2	47
Mathematics	2	113
Music	-	-
Science	3	72
Social Science	5	383
Totals	13	615
Percent of Students in AP Courses		5.7%

UC/CSU Course Completion

Students at Rio Americano High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	69.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	47.3%

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

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are 10 UC campuses statewide, and 23 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.0, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Completion of High School Graduation Requirements

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

Completion of High School Graduation Requirements			
	School	District	State
All Students	90.1%	82.4%	0.0%
Socioeconomically Disadvantaged	73.1%	72.6%	0.0%
African American	64.7%	67.9%	0.0%
American Indian	0.0%	0.0%	0.0%
Asian	100.0%	91.5%	0.0%
Filipino	0.0%	0.0%	0.0%
Hispanic or Latino	72.0%	71.5%	0.0%
Pacific Islander	0.0%	0.0%	0.0%
White	94.2%	85.4%	0.0%
English Learners	0.0%	62.0%	0.0%
Students with Disabilities	67.5%	68.4%	0.0%

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

Dropout & Graduation Rates

Rio Americano High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students:

Teacher led before school and after school tutoring

Peer Tutoring

CASHEE Intervention

Counseling Intervention Solutions Meetings

Graduation & Dropout Rates			
	06-07	07-08	08-09
Dropout Rate	3.00%	2.00%	2.50%
Graduation Rate	94.00%	92.00%	90.10%

Safe School Plan

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy assigned specifically to specific geographic zone or CHPD officer assigned to a particular school or small group of schools within the City of Citrus Heights. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues.

Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Task Force and has a responsibility for updating our comprehensive safety plan on a yearly basis. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers and also includes the site specific crisis response procedures.

School Facilities

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, 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 lot 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 May 2010 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority.

School Facility Conditions				
Date of Last Inspection: 05/04/2010				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the board's standards for custodial staffing and cleanliness. All classrooms and restrooms are cleaned daily. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district budgeted over \$4 million for the deferred maintenance program which includes a \$1.6 million contribution from Measure J funds.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2008-09		
	District	State
Beginning Teachers	\$41,336	\$42,377
Mid-Range Teachers	\$70,764	\$67,667
Highest Teachers	\$83,464	\$87,102
Elementary School Principals	\$104,503	\$108,894
Middle School Principals	\$109,689	\$113,713
High School Principals	\$125,643	\$124,531
Superintendent	\$234,000	\$223,323
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.3%	40.3%
Administrative Salaries	6.1%	5.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$64,438
District	\$69,380
Percentage of Variation	7.13%
School & State	
All Unified School Districts	\$68,179
Percentage of Variation	5.49%

District Expenditures

San Juan Unified spent an average of \$8323 to educate each student (based on 2008-09 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,788
From Restricted Sources	\$1,294
From Unrestricted Sources	\$4,494
District	
From Unrestricted Sources	\$5,195
Percentage of Variation between School & District	13.49%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	20.89%

District Revenue Sources

In addition to general state funding, Rio Americano High receives state and federal funding for the following categorical funds and other support programs: School Improvement Block Grant, Economic Impact Aid, CAHSEE Intensive Intervention.

Data Sources

Data within the SARC was provided by San Juan Unified School District, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

