

Rio Americano High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Rio Americano High School
Street	4540 American River Dr.
City, State, Zip	Sacramento CA, 95864
Phone Number	(916) 971-7494
Principal	Cliff Kelly
Email Address	cliff.kelly@sanjuan.edu
School Website	https://www.sanjuan.edu/rioamericano
County-District-School (CDS) Code	34-67447-3436714

2022-23 District Contact Information

District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Melissa Bassanelli
Email Address	info@sanjuan.edu
District Website Address	www.sanjuan.edu

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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. Rio Americano has our: PTSA, RAAB, and Band Booster groups. This support and willingness by our parents to volunteer allows 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

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 1,935 students in grades 9-12 with a strong emphasis on college prep curriculum. The senior class of 2021 numbers 490. 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

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Wednesdays have classes of 125 minutes. 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, 76 full-time teachers, six part-time teachers, four full-time counselors, one full-time school psychologist, one part-time mental health worker, one part-time speech therapist, one full-time nurse, 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: AP English Language and English Literature, AP Calculus AB & Calculus BC, AP Biology, AP Environmental Science, AP Physics, AP United States History, AP Spanish, AP French, AP Macro Economics, AP U.S. Government and Politics, AP European History, AP Studio Art, AP Seminar, AP Research, and AP Computer Science. AP courses designated with AP on transcript.

HONORS (Hon) COURSES: H. English 1, 2; H. World History; H. French 3; H. Chemistry and H. 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)

2020-2021. Evid-based reading and writing: 596 Math: 585 2020-2021 28.75

2019-2020 Evid-based reading and writing: 574 Math: 574.5. 2019-2020. 26.2

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:

2020-2021 0 Finalist 5 Semi-Finalist 1 Commended

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2019-2020 0 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, 542 students took a total of 1,062 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 2020 test dates:

Advanced Placement Scholar Awards (Class of 2020)

Number of Students Level Of Recognition Criteria
69 Scholar Earned 3 or higher on 3 or more exams
22 Scholar with Honors Earned 3 or higher on 4 or more exams
43 Scholar with Distinction Earned 3 or higher on 5 or more exams
0 National Scholar Earned 4 or higher on at least 8 exams

AP Capstone:

18 AP Capstone Diplomas
2 AP Seminar and Research Capstone Certificates

POST HIGH SCHOOL PLANS:

Class of 2020 67 % attended a 4-year college/university
26 % attended a 2-year college
Class of 2020 50 % attended a 4-year college/university
48 % attended a 2-year college
Class of 2019 50 % attended a 4-year college/university
47 % attended a 2-year college
Class Of 2018 51 % attended a 4-year college/university
47 % attended a 2-year college
Class Of 2017 52 % attended a 4-year college/university
46 % attended a 2-year college
Class of 2016 57 % attended a 4-year college/university
37 % attended a 2-year college

No. of Exams Score %

79 5 10
145 4 19
248 3 32
210 2 27
90 1 12

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	462
Grade 10	504
Grade 11	461
Grade 12	496
Total Enrollment	1,923

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.8
American Indian or Alaska Native	0.5
Asian	7.3
Black or African American	3.2
Filipino	1.1
Hispanic or Latino	19.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	7.2
White	60.8
English Learners	8.3
Foster Youth	0.1
Homeless	1.3
Migrant	0.1
Socioeconomically Disadvantaged	23.7
Students with Disabilities	6.2



A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	58.10	74.17	1679.20	71.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	21.00	0.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	1.82	49.30	2.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	0.51	297.30	12.72	12115.80	4.41
Unknown	18.40	23.47	291.30	12.46	18854.30	6.86
Total Teaching Positions	78.40	100.00	2338.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.80	88.10	1946.10	78.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	0.77	21.60	0.87	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	5.76	80.70	3.24	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	0.77	243.50	9.78	11953.10	4.28
Unknown	3.50	4.59	199.10	8.00	15831.90	5.67
Total Teaching Positions	78.10	100.00	2491.10	100.00	279044.80	100.00

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.40	4.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.40	4.50

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0.60
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.40	0.60

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.80	2.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	1.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Juan Unified held a public hearing on September 28, 2021 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 2021 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: <https://www.sanjuan.edu/Page/23518>. 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>

Year and month in which the data were collected

September 2021

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	2022 STEMScopes: The Living Earth 2019 Savvas: AP Biology-Campbell in Focus 2013 Bio-Rad Laboratories: Biotechnology-A Laboratory Skills Course 2022 Savvas: Experience Chemistry 2018 Cengage: Chemistry (AP Edition), 10th edition 2008 Pearson: Conceptual Integrated Science 2009 Pearson: Conceptual Physics 2002 Pearson: Earth Science 2020 Savvas: College Physics-Explore and Apply, 2nd edition 2002 Glencoe/McGraw-Hill: Earth Science-Geology, the Environment, and the Universe 2022 Cengage: Environmental Science-Sustaining Your World 2021 Cengage: Exploring Environmental Science (updated) 2016 Pearson: Human Anatomy and Physiology	Yes	0.0
History-Social Science	2019 McGraw-Hill: California Impact-United States History and Geography, Continuity and Change 2019 McGraw-Hill: California Impact-World History, Culture and Geography, The Modern World 2016 Oxford University Press: History of the Americas-1880-1981 (IB Diploma Programme) 2011 Oxford University Press: The Twentieth-Century World and Beyond-An International History Since 1900, 6th ed. 2018 Bedford, Freeman, and Worth: Ways of the World-A Global History with Sources, for the AP course 2018 Pearson: Government in America-People, Politics, and Policy, AP edition	Yes	0.0

	<p>2018 McGraw-Hill: Principles of American Democracy</p> <p>2015 Back Bay Books: A Different Mirror-A History of Multicultural America</p> <p>2015 Harper Collins: A People's History of the United States, 1492-present</p> <p>2020 Oxford University Press: Oxford IB Diploma Programme-IB Economics Course Book</p> <p>2019 Bedford, Freeman, and Worth: Krugman's Economics for the AP course</p> <p>2018 Norton: Essentials of Cultural Anthropology-A Toolkit for a Global Age</p> <p>2016 Bedford, Freeman, and Worth: Explorations in Economics</p> <p>2017 National Geographic: National Geographic-World Cultures and Geography</p> <p>2019 Perfection Learning Corp: AMSCO AP Human Geography</p> <p>2020 Bedford, Freeman, and Worth: A History of Western Society</p> <p>2018 Norton: Principles of Macroeconomics</p> <p>2017 McGraw-Hill: Sociology and You</p> <p>2001 Glencoe/McGraw-Hill: Street Law-A Course in Practical Law</p> <p>2016 Bedford, Freeman, and Worth: Myers' Psychology for AP</p> <p>2016 Bedford, Freeman and Worth: Thinking about Psychology</p>		
Foreign Language	<p>2017: Wayside- Apprenons</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 1</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 2</p> <p>2016: Houghton Mifflin Harcourt – Bien dit! 3</p> <p>2017: Vista Higher Learning – Imaginez</p> <p>2018: Cheng and Tsui- Adventures in Japanese 1</p> <p>2018: Cheng and Tsui- Adventures in Japanese 2</p> <p>2018: Cheng and Tsui- Adventures in Japanese 3</p> <p>2018: Cheng and Tsui- Dekiru! An AP Japanese Preparation Course</p> <p>2022 Carnegie Learning: Que Chevere 1-4</p> <p>2017: Vista Higher Learning- Temas</p> <p>2019: Cengage Learning – El Mundo Hispano 21-espanol para el siglo 21-Curso Intermedio</p> <p>2018: Sign Media Inc. – Master ASL! – Level One</p> <p>2019: Sign Enhancers Inc. – ASL Grammatical Aspects Guide</p>	Yes	0.0%
Health	<p>2006: Houghton Mifflin Harcourt - Lifetime Health</p>	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	<p>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.</p>	Yes	0.00%

School Facility Conditions and Planned Improvements

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 October 2020 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.

Year and month of the most recent FIT report

09/26/2022

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	59	N/A	43	N/A	47
Mathematics (grades 3-8 and 11)	N/A	36	N/A	29	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	452	407	90.04	9.96	59.46
Female	232	206	88.79	11.21	67.96
Male	220	201	91.36	8.64	50.75
American Indian or Alaska Native	--	--	--	--	--
Asian	40	31	77.50	22.50	35.48
Black or African American	15	11	73.33	26.67	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	84	77	91.67	8.33	55.84
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	25	23	92.00	8.00	65.22
White	282	259	91.84	8.16	63.71
English Learners	50	35	70.00	30.00	2.86
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	100	87	87.00	13.00	39.08
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	32	19	59.38	40.62	31.58

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	452	425	94.03	5.97	36.24
Female	232	218	93.97	6.03	36.70
Male	220	207	94.09	5.91	35.75
American Indian or Alaska Native	--	--	--	--	--
Asian	40	38	95.00	5.00	18.42
Black or African American	15	11	73.33	26.67	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	84	78	92.86	7.14	26.92
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	25	25	100.00	0.00	44.00
White	282	267	94.68	5.32	41.95
English Learners	50	46	92.00	8.00	4.35
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	100	96	96.00	4.00	16.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	32	21	65.63	34.37	9.52

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	35.89	--	30.55	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	470	444	94.47	5.53	35.89
Female	226	213	94.25	5.75	36.79
Male	243	231	95.06	4.94	35.06
American Indian or Alaska Native	--	--	--	--	--
Asian	41	36	87.8	12.2	30.56
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	99	95	95.96	4.04	30.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	53.13
White	278	262	94.24	5.76	38.31
English Learners	41	31	75.61	24.39	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	97	94.17	5.83	20.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	18	78.26	21.74	0

2021-22 Career Technical Education Programs

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.

2021-22 Career Technical Education Programs

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:

Machine Forming and Technologies Pathway: Robotics

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

Patient Care Pathway: Medical Assistant

- Introduction to Medical Careers
- Medical Careers
- Medical Assistant: Administrative/Clinical (capstone completion course)

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

- Automotive
- Broadcast and Video Production
- Construction Technology
- Culinary Arts
- Dental Careers
- Dental Radiation and Safety (taken with Dental Careers)
- Fire Technology
- Performing Arts: Theatre
- 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	289
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	17

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.17
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	52.15

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	99.8	99.8	99.8	99.8	96.4

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parent Involvement:

2022-23 Opportunities for Parental Involvement

- The PTSA and other parent organizations help to support our school. They have helped improve our school culture and gained the support of community members, parents, staff and students alike. To date, the committee has worked hard on their vision to support our students and staff coming out of a pandemic..
- 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 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 School Site Council, school committees, school activities, or become a volunteer may contact Rosana Millan, Principal's Secretary, at Rio Americano High School at 916-979-8860.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.4	7.1		9.6	11.7		8.9	7.8
Graduation Rate		95.3	89.2		78.5	81.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	510	455	89.2
Female	243	219	90.1
Male	266	235	88.3
American Indian or Alaska Native	--	--	--
Asian	43	33	76.7
Black or African American	12	8	66.7
Filipino	--	--	--
Hispanic or Latino	107	99	92.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	37	33	89.2
White	300	272	90.7
English Learners	50	32	64.0
Foster Youth	--	--	--
Homeless	15	11	73.3
Socioeconomically Disadvantaged	177	138	78.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	39	25	64.1

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2070	2011	603	30.0
Female	1028	1007	316	31.4
Male	1038	1001	284	28.4
American Indian or Alaska Native	10	10	4	40.0
Asian	166	162	43	26.5
Black or African American	77	68	35	51.5
Filipino	22	21	1	4.8
Hispanic or Latino	410	397	140	35.3
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	143	139	39	28.1
White	1238	1210	339	28.0
English Learners	217	210	85	40.5
Foster Youth	5	3	2	66.7
Homeless	39	33	18	54.5
Socioeconomically Disadvantaged	557	527	232	44.0
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	144	137	59	43.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.21	3.11	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.05	3.33	0.10	4.48	0.20	3.17
Expulsions	0.05	0.05	0.00	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.33	0.05
Female	2.33	0.00
Male	4.34	0.10
American Indian or Alaska Native	0.00	0.00
Asian	4.22	0.00
Black or African American	7.79	0.00
Filipino	4.55	0.00
Hispanic or Latino	3.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.80	0.70
White	2.83	0.00
English Learners	5.07	0.00
Foster Youth	0.00	0.00
Homeless	5.13	0.00
Socioeconomically Disadvantaged	5.75	0.18
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.86	0.00

2022-23 School Safety Plan

School Safety Plan

San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers. The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, earthquake drills and intruder drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriffs Department & Citrus Heights Police Department. San Juan Unified maintains contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as well as in response to critical incidents and threats. .

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	21	23	35
Mathematics	29	10	33	21
Science	30	4	29	17
Social Science	30	8	21	31

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	17	29	33
Mathematics	33	6	24	31
Science	33	2	24	25
Social Science	30	6	30	27

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	18	31	30
Mathematics	28	16	23	24
Science	31		30	19
Social Science	30	3	30	30

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	427.33

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11565	4245	7320	\$79,169.10
District	N/A	N/A	6930	\$78,226
Percent Difference - School Site and District	N/A	N/A	5.5	1.2
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	10.4	-7.5

2021-22 Types of Services Funded

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>.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,561	\$51,081
Mid-Range Teacher Salary	\$69,093	\$77,514
Highest Teacher Salary	\$94,014	\$105,764
Average Principal Salary (Elementary)	\$117,870	\$133,421
Average Principal Salary (Middle)	\$126,658	\$138,594
Average Principal Salary (High)	\$142,797	\$153,392
Superintendent Salary	\$303,841	\$298,377
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	29.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	7
Fine and Performing Arts	3
Foreign Language	3
Mathematics	6
Science	9
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	39

Professional Development

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, and there are specific opportunities designed for our paraprofessionals to attend and be compensated. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	3