

2010-11
SCHOOL ACCOUNTABILITY REPORT CARD

River City High School
Washington Unified District

Published During
2011-12

Principal:
Katie Nemer

Address:
2801 Jefferson Blvd
West Sacramento, California 95691-
3605

Phone:

Email:
knemer@wusd.k12.ca.us

Website:



I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

The educational and instructional programs of River City High School are geared toward preparing our students for success in the future in careers and higher education. All academic programs are aligned with the state frameworks and curriculum standards. The entire school staff has been focused on improving instruction by using the power of direct instruction and on the improvement of our instructional programs. Throughout the 2010/11 school year River city High School staff focused on better developing instruction that was focused on standards based objectives and lessons that were congruent with those objectives and instructional strategies to increase student engagement. Our staff routinely checks for student understanding and creates opportunities for students to actively participate in the lesson. All of which is systematically and consistently measured by assessments both formative and summative.

All core academic subjects have established academic benchmarks, and our staff have implemented a systematic process to collaboratively review student progress throughout the year in order to determine instructional needs. Placement procedures for support classes use multiple data sources including current grades, CST's, GMRT, and benchmark exams. Support sections have expanded to include ELD at all grade levels, ESL, and sheltered instruction in history and science. After school tutoring and programs such as ACE Mentoring, community partnerships, and college outreach are available for our students. Late busses are provided for students in order to facilitate transportation needs for all our students. This dedication to instruction and cycle of inquiry has helped our school increase its API score by 18 points from the previous year.

In addition to our core academic program, River City High School has been working hard to provide our students with the necessary and practical skills for students to be successful in the 21st century. Elective offerings have exploded due to the 4 X 4 block schedule implemented in the Fall of 2011/2012. To meet needs, new offerings were scheduled in all departments and we have added courses of high interest and courses which meet the needs of a competitive world market. New electives included Film and Lit, Creative Writing, Journalism, Forensic Science, Video Production, Virtual Enterprise, Robotics, MIDI, Jazz Improv, Geospatial Technology, ROP Construction, ROP Chiropractic, Personal Finance, Business Math, Chinese, Russian and Spanish for native speakers. Also, we have added Project Lead the Way courses such as Introduction to Engineering Design, Principles of Engineering, Digital Electronics, and Principles of Biomedical Sciences, which work in tandem with our Science, math, and Technology Academy to open up career paths for students interested in engineering and electronics. AVID is also provided at our school and AVID enrollment increased from the previous year.

RCHS provides students with opportunities to excel in a variety of areas. All students must complete a minimum 220 credits for graduation. These credit requirements include 40 credits in Language Arts, 20 in Science, 30 in Mathematics, 32.5 in Social Sciences, 5 in Health, 20 in Physical Education, 10 in Foreign Language or a visual performing art, and 67.5 in free elective choices. Additionally students are required to perform a minimum 32 hours of documented community service as a graduation requirement.

Opportunities for Parental Involvement (School Year 2010-11)

River City High 2010-11 School Accountability Report Card

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents are considered a partner in the education of students at River City High School. There are many ways that parents are encouraged to participate in the school and educational process. Some of these are ABI parent connect, Site Council, Boosters, Back to School Nights, ELAC, email, several volunteer positions and Websites among others. River City High School is always looking for additional ways to invite and encourage parent involvement.

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	491
Grade 10	521
Grade 11	470
Grade 12	402
Total Enrollment	1884

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	7.6	White	36.4
American Indian or Alaska Native	1.3	Two or More Races	0.7
Asian	11.2	Socioeconomically Disadvantaged	69.9
Filipino	3	English Learners	28.1
Hispanic or Latino	39	Students with Disabilities	8.9
Native Hawaiian/Pacific Islander	0.8		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.2	28	31	13	25	20	31	2	26.7	12	20	14
Mathematics	28.8	16	14	24	27	12	29	6	30.1	6	8	17
Science	34		4	33	28		29	1	31.6	1	11	14
Social Science	32.8	1	18	23	29	2	40	2	31.5	2	9	14

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

River City High School has a safety team comprised of administrative, certificated, and classified staff and includes the input and participation of parents, students, and the school resource officer. This participation has led to the creation and editing of the school safety plan which is done on a yearly basis, execution of safety drills and procedures, and physical and school social climate objectives related to the safety and well being of the entire school community. Emergency drills are conducted on a monthly basis, and these drills include lockdown, earthquake, and evacuation procedures. Moreover, members of the safety team have participated in two off site trainings designed to better develop the overall implementation of safety procedures at the school site, and walkthroughs have been conducted with district maintenance personnel in order to inspect and assess school staff access to emergency shut offs. In addition, evacuation maps for the new school have been drafted and the staff uses a "flip chart" for easy reference to procedures in case of emergency.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	25.1	22.16	16.19	17.3	18.94	13
Expulsions	0.5	1.06	0.42	0.3	0.69	0.27

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

River City High School is new and in very good condition. A ground mounted solar array was completed this year which will off-set all of the sites electrical requirements.

School Facility Good Repair Status. (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	62	74	76	369
Teachers without Full Credential	9	0	1	1
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	98.46	1.54
High-Poverty Schools in District	98.25	1.75
Low-Poverty Schools in District	0	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	360
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	4	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	0	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

All core academic classes support textbooks which are aligned to state standards. Students have access to supplement information via the library, on-line information and on-line skills programs.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Good	0	2003 Holt Literature & Language Arts; 2007 Bedford AP College Writing; 2007 Bedford AP Intro. to Literature.
Mathematics	Good	0	2009 Prentice Hall Algebra Readiness; 2008 Holt Algebra 1; 2008 Holt Geometry; 2008 Holt algebra 2; Addison-Wesley Math Analysis; Scott Foresman Calculus; 2008 AP Statistics.
Science	Good	0	Glencoe Earth Science; Glencoe Biology; Pearson Ed. AP Biology; Prentice Hall Anatomy & Physiology; Glencoe Chemistry; Holt Phsics.
History-Social Science	Good	0	McDougal Littell World Geography; McDougal Littell Modern World History; Houghton-Mifflin AP European History; McDougal Littell The Americas; Houghton-Mifflin AP U.S. History; Holt Economics; Houghton-Mifflin American Gov't; Houghton-Mifflin AP Government.
Foreign Language	Good	0	Glencoe Spanish Buen Viaje; Glencoe French Bon Voyage; Glencoe AP Spanish Buen Viaje; Glencoe AP French Bon Voyage.
Health	Good	0	Holt Health.
Science Laboratory Equipment (grades 9-12)	Good	0	
Visual and Performing Arts	Good		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,452.00	\$935.00	\$4,517.00	
District	N/A	N/A	\$4,767.00	\$55,754.00
Percent Difference - School Site and District	N/A	N/A	-5.24	
State	N/A	N/A	\$5,455.00	\$66,511.00
Percent Difference - School Site and State	N/A	N/A	-17.2	

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

We offer support classes in English and Math for students who need support in their regular classes. We also offer a late bus Monday through Thursday and keep the library open for student who need help with their homework and/or just need a place to do homework. We have the library and career center open before and after school as well as during lunch for extra help and to allow students to use the computer labs for research and writing. Our counselors provide assistance and meet with students who struggle academically, personally or have difficulty coming to school on a regular bases. Counselors also run student support meetings wherein all teachers and the counselor meet with students and their families to look for ways to improve academic achievement. We have a strong EL program providing support through classes, in computer labs and with literature that is accessible to each students level.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$35,000	\$41,284
Mid-Range Teacher Salary	\$57,275	\$65,173
Highest Teacher Salary	\$77,146	\$83,460
Average Principal Salary (Elementary)	\$90,736	\$102,834
Average Principal Salary (Middle)	\$95,586	\$108,953
Average Principal Salary (High)	\$105,131	\$118,384
Superintendent Salary	\$157,595	\$179,397
Percent of Budget for Teacher Salaries	40	40
Percent of Budget for Administrative Salaries	6	6

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	41	44	44	42	45	48	49	52	54
Mathematics	22	16	18	37	39	43	46	48	50
Science	34	48	47	39	49	53	50	54	57
History-Social Science	35	41	49	32	36	46	41	44	48

Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	43	53	46
All Students at the School	44	18	47	49
Male	39	21	49	53
Female	49	17	44	46
Black or African American	35	9	43	48
American Indian or Alaska Native	50	10	0	0
Asian	54	28	51	52
Filipino	68	38	0	75
Hispanic or Latino	34	13	37	41
Native Hawaiian or Pacific Islander	36	0	0	0
White	52	23	55	56
Two or More Races	45	6	0	0
Socioeconomically Disadvantaged	38	17	42	44
English Learners	10	11	4	3
Students with Disabilities	17	10	3	13
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English-Language Arts	47	44	52	48	44	54	59	55	59
Mathematics	52	47	53	47	44	54	47	43	56

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	45	29	26	57	34	9
All Students at the School	41	31	28	53	37	11
Male	47	31	23	51	38	11
Female	36	31	33	54	36	10
Black or African American	43	32	24	44	50	6
American Indian or Alaska Native	0	0	0	0	0	0
Asian	39	25	36	44	41	16
Filipino	18	36	45	27	64	9
Hispanic or Latino	50	29	21	62	32	5
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	31	34	35	47	37	17
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	49	30	21	57	34	9
English Learners	96	2	2	91	8	2
Students with Disabilities	92	8	0	94	6	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	0	0	0
9	21.2	21.7	28.9

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	5	4	5
Similar Schools	8	6	6

Academic Performance Index Growth by Student Group - Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-12	23	18
Black or African American			
American Indian or Alaska Native			
Asian	-10	7	37
Filipino			
Hispanic or Latino	-15	41	18
Native Hawaiian or Pacific Islander			
White	-6	5	2
Two or More Races			
Socioeconomically Disadvantaged	-10	28	31
English Learners	-23	-36	6
Students with Disabilities	-6	73	-4

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	744	768	778
Black or African American	715	731	696
American Indian or Alaska Native	745	722	733
Asian	805	835	898
Filipino	842	884	859
Hispanic or Latino	701	721	729
Native Hawaiian or Pacific Islander	748	797	764
White	769	803	845
Two or More Races		747	836
Socioeconomically Disadvantaged	725	737	726
English Learners	659	721	707
Students with Disabilities	465	529	595

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2011-12)

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 (ELA 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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Yr. 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	64.3

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	2.1	2.1	1.4	5.5	4.1	3.3	4.9	5.7	4.6
Graduation Rate	89.19	88.78	90.63	75.69	79.25	80.5	80.21	78.59	80.44

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	92	88	36
Black or African American	97	89	6
American Indian or Alaska Native	100	100	9
Asian	100	100	12
Filipino	100	100	15
Hispanic or Latino	95	92	19
Native Hawaiian/Pacific Islander	100	100	32
White	95	92	53
Socioeconomically Disadvantaged			40
English Learners	91	58	43
Students with Disabilities	92	94	13
Two or More Races		1	23

Career Technical Education Programs (School Year 2010-11)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

There are several CTE courses and pathways that are offered at River City High School. All CTE courses are designed to help students meet graduation standards, and students, counselors, career center specialist work together to not only prepare students for graduation but also future career skills. Approximately, 80% of the CTE elective classes meet UC/CSU entrance requirements, and our staff are dedicated to providing students with the skills and knowledge to succeed outside of the school environment. Currently our CTE indicators show that students participating in RCHS career technical education classes have consistently outperformed the state averages in terms of academic performance as measured by student grade point averages and scores on the English and Math portion of the high school exit exam.

The recent implementation of a 4x4 schedule at RCHS allows students more opportunity to fit technical education electives into their schedules. As a result there was a dramatic increase in the # of students requesting CTE related courses for the 2010/11 school year. To meet the needs of our students we added Project Lead the Way courses such as Introduction to Engineering Design, Principles of Engineering, and Digital Electronics to the list of offerings for students interested in engineering and electronics. These classes were very congruent to our already existing engineering academy, which is providing students the opportunity to gain experience in electrical engineering, robotics and design, and is articulated with Sacramento City Community College. These courses accompany other CTE selections such as Child Development, Careers with Children, Robotics, and Video Production. River City High School also provides ROP courses that give students actual on the job experience such as Construction and Chiropractics. Transportation is provided for students to attend these ROP courses.

Career Technical Education Participation (School Year 2010-11)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	450
Percent of pupils completing a CTE program and earning a high school diploma	25
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20

Courses for University of California and/or California State University Admission (School Year 2009-10)

This table displays, for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	69.6
Graduates Who Completed All Courses Required for UC/CSU Admission	28

Advanced Placement Courses (School Year 2010-11)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	3	N/A
All courses	10	3.9

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All faculty members participated in analyzing data and also took part in create a self study report for the WASC accreditation process. Teachers used 12 collaboration days to develop the WASC report which was based on data. As part of the report teams worked on creating a 6 year action plan. Each year the plan is evaluated and monitored for success. Teacher also read a book, "Learning by Doing" and been working on strategies to create powerful learning communities.