

**California Department of Education**  
**School Accountability Report Card**  
**Reported Using Data from the 2019 - 2020 School Year**  
*Published During 2020 - 2021*

**For: Rio Cazadero High School**

**Address:** 7825 Grandstaff Dr, Sacramento, CA 95823

**Phone:** 916-422-3058

**Principal:** Doug Wendle

**Grade Span:** 9-12

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

**DataQuest**

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

**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.

## About This School

### District Contact Information (School Year 2020 - 2021)

<b>District Name</b>	Elk Grove Unified
<b>Phone Number</b>	(916) 686-5085
<b>Web Site</b>	www.egusd.net
<b>Superintendent</b>	Christopher R. Hoffman
<b>E-mail Address</b>	choffman@egusd.net

### School Contact Information (School Year 2020 - 2021)

<b>School Name</b>	Rio Cazadero High School
<b>Street</b>	7825 Grandstaff Dr
<b>City, State, Zip</b>	Sacramento, CA 95823
<b>Phone Number</b>	916-422-3058
<b>Principal</b>	Doug Wendle
<b>E-mail Address</b>	DWendle@egusd.net
<b>Web Site</b>	<a href="http://blogs.egusd.net/rio/">http://blogs.egusd.net/rio/</a>
<b>County-District-School(CDS) Code</b>	34673143430329

### School Description and Mission Statement (School Year 2020 - 2021)

<p>Rio Cazadero High School A School Dedicated to Student Success for All</p> <p>Rio Cazadero High School provides an opportunity for all students to be successful. From the safety of the campus, to the flexible nature of the learning environment, to the rigor and breadth of the instructional programs, all aspects of the school contribute to providing students with the skills they need to be successful learners.</p> <p>Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.</p> <p>Our district's Learning Vision is:</p> <p>Every student measurable learning, in Every subject, in Every classroom, Every day.</p> <p>Our success in implementing our district's mission can be evidenced through our school's special strengths, including:</p> <ul style="list-style-type: none"><li>• The number of students completing the graduation requirements at Rio Cazadero remained high in the 2019-2020 school year.</li><li>• Additional credit recovery opportunities were added to the school, including Saturday Scholars, Homework Club and Summer School program.</li><li>• The school participated in ongoing program review involving students, parents, staff and community members.</li><li>• The school is a Title I school, which provides additional resources to support all students.</li></ul> <p>Students are encouraged to participate in other opportunities to prepare for college and careers through Career Technical Education (CTE) classes offered on site.</p> <p>The safety and success of our students is a priority at Rio Cazadero High School. The Positive Behavior Intervention and Support program supports students to achieve that goal. Respect, Integrity and Own-it.</p> <p>Doug Wendle, Principal Rio Cazadero High School</p>
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### Student Enrollment by Grade Level (School Year 2019 - 2020)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	5
Grade 11	26
Grade 12	107
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>138</b>

### School Enrollment by Student Group (School Year 2019 - 2020)

Student Group	Percent of Total Enrollment
Black or African American	23.90%
American Indian or Alaska Native	0.70%
Asian	4.30%
Filipino	0.70%
Hispanic or Latino	50.70%
Native Hawaiian or Pacific Islander	2.20%
White	5.10%
Two or More Races	12.30%
Socioeconomically Disadvantaged	73.20%
English Learners	16.70%
Students with Disabilities	14.50%
Foster Youth	1.40%
Homeless	1.40%

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018 - 2019	School 2019 - 2020	School 2020 - 2021	District 2020 - 2021
<b>With Full Credential</b>	10	10	10	3146
<b>Without Full Credential</b>	0	0	0	42
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	50

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018 - 2019	2019 - 2020	2020 - 2021
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

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

## Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2020 - 2021)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Date of Public Hearing on Sufficiency: September 1, 2020

Year and month in which data were collected: September 1, 2020

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All English/Language Arts books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion</i> . 2nd-6th: <i>Literature Anthology, Your Turn Practice Book, Close Reading Companion</i> . Adopted EGUSD 2016	Yes	0
<i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition  Adopted EGUSD 2017	Yes	0
AP English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017  10th Honors - <i>Advanced Language &amp; Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2013 Adopted EGUSD 2015  12th - <i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016 Adopted EGUSD 2017	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Theory of Knowledge</i> , Cambridge University Press © 2009 Adopted EGUSD 2010  <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2012; Adopted EGUSD 2016  <i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016	Yes	0

	Adopted EGUSD 2017		
<b>Mathematics</b>	All Math books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>CA GoMath</i> , © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th - Student Edition and Practice workbook Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015  8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015  <i>Statistics &amp; Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018	Yes	0
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016  <i>Calculus 11th edition</i> , Cengage © 2018 Adopted EGUSD 2018	Yes	0
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Mathematics for the IB Student</i> , Haese Mathematics © 2012, 3rd Edition, <i>Standard Level Mathematics, Higher Level Mathematics</i> , Pearson © 2012; Adopted EGUSD 2012  <i>Calculus 8th edition</i> , McDougal Littell © 2006 Adopted EGUSD 2014	Yes	0
<b>Science</b>	All 2-12 Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
California Science by McGraw Hill © 2008 for	K - Literature Big Book Package	Yes	0

grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	1st - Unit Big Book Package 2nd - 5th - Student Edition Adopted EGUSD 2008		
Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Earth &amp; Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020	Yes	0
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>Astronomy Today</i> , Prentice Hall © 2002; Adopted EGUSD 2002  <i>Criminalistics</i> , Prentice Hall © 2004, <i>Environmental Science</i> , McGraw Hill © 2005; <i>Fundamentals of Anatomy &amp; Physiology</i> © 2006, Prentice Hall; <i>Chemistry in the Community</i> © 2006, VHPS; Adopted EGUSD 2006  <i>Foundations in Microbiology</i> , McGraw Hill, © 2005 Adopted EGUSD 2008  <i>The Living Earth</i> , © 2019, <i>Physics in the Universe</i> , © 2019, <i>STEMscopes</i> , <i>Experience Chemistry</i> , © 2019 Pearson; Adopted EGUSD 2020	Yes	0
AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Biology by Campbell</i> , Pearson © 2011; Adopted EGUSD 2012  <i>Chemistry: A Molecular Approach</i> , Pearson © 2014; Adopted EGUSD 2013  <i>College Physics, 9th Ed.</i> , Cengage © 2012 Adopted EGUSD 2014	Yes	0
IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses:  <i>Higher Level Biology</i> , 2nd Ed., Pearson © 2014;  <i>Standard Level Chemistry</i> , 2nd Edition, Pearson © 2014; <i>Higher Level Chemistry</i> , 2nd Edition, Pearson © 2014; Adopted EGUSD 2015  Supplemental for English Learners:  <i>Concepts and Challenges in Earth Science</i> , Pearson/Globe Fearon © 2003 Adopted EGUSD 2008	Yes	0
<b>History-Social Science</b>	All 1-12 History-Social Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE	K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i>	Yes	0

adoption. The following materials are provided one per student by grade level:	2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019		
<i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History &amp; Geography</i> Adopted EGUSD 2019	Yes	0
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>World Geography and Cultures, Understanding Psychology</i> © 2008, Glencoe © 2008 Adopted EGUSD 2008  <i>World History Culture &amp; Geography: The Modern World</i> © 2019, <i>United States History &amp; Geography, Continuity &amp; Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020	Yes	0
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses  <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015 Adopted EGUSD 2016  <i>Krugman's Economics</i> © 2015, <i>America's History</i> , © 2014, Bedford Freeman & Worth, <i>Worlds Together Worlds Apart</i> © 2016, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017  <i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press Adopted EGUSD 2018	Yes	0
	Supplemental for English Learners <i>World Geography &amp; Cultures</i> © 2002, <i>World History</i> © 2008, <i>US History</i> © 2004, <i>American Government</i> © 2001, <i>Economics</i> © 2001, Pacemaker Series, AGS Globe Fearon; Adopted EGUSD 2008	Yes	0
<b>Foreign Language</b>	All 7-12 World language books are provided one per student.		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<i>Adventures in Japanese</i> III, Cheng & Tsui, © 1998; Adopted EGUSD 2000  <i>Realidades</i> I, II, III, IV, Pearson © 2014, <i>Bien dit!</i> I, II, III, HMH © 2013, <i>Intrigue</i> 3rd Ed., Pearson © 2011, <i>Deutsch Aktuell</i> I, II, III, EMC-Paradigm, © 2010, <i>Haruichiban and Ginga</i> , Kisetu, © 2014; Adopted EGUSD 2014  <i>Genki II</i> , Japanese Times © 2011;	Yes	0



	Adopted EGUSD 2017		
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Abriendo Puertas</i> , McDougal Littell © 2003; Adopted EGUSD 2002  <i>Kaleidoskop</i> , Houghton Mifflin © 2007; Adopted EGUSD 2006  <i>Yookoso!</i> , McGraw-Hill © 2006; Adopted EGUSD 2007  <i>Temas</i> , Vista Higher Learning © 2014, <i>Intrigue</i> 3rd Ed., Pearson © 2011; Adopted EGUSD 2014	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	IB Courses: <i>Adventures in Japanese III</i> , Cheng & Tsui © 1998; Adopted EGUSD 2000  <i>Yookoso!</i> McGraw-Hill © 2006; Adopted EGUSD 2007  <i>French B Course Companion, Spanish B Course Companion</i> , © 2018, Oxford University Press Adopted EGUSD 2019	Yes	0
<b>Visual and Performing Arts</b>			
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018	Yes	0
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005  <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018	Yes	0
<b>Health</b>	All 9-12 Health books are provided one per student.		
All high school textbooks are from the most recent adoption of the local governing Board of	<i>Health</i> , Glencoe © 2004 Adopted EGUSD 2004	Yes	0

Education.

**Science Laboratory Equipment (grades 9-12)**

All 9-12 students utilizing a lab have access to appropriate equipment.

Education.			
<b>Science Laboratory Equipment (grades 9-12)</b>	All 9-12 students utilizing a lab have access to appropriate equipment.		

## School Facility Conditions and Planned Improvements (School Year 2020 - 2021)

This school has 13 classrooms, a multipurpose room, and an administration building. The main campus was established in 1981. Additions were constructed in 1997. The Cindy Bartlett multi-purpose Building, administration building and two classrooms were built at that time. The school recently remodeled two classroom spaces to create specialized learning environments for Career Technical Education classes. One classroom was transformed into a classroom and lab for the medical field and includes up-to-date equipment and furnishings. The other classroom was transformed into a media lab with current technology and equipment. Both spaces are designed to help students become familiar with comparable workspaces they might encounter in career settings.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

## School Facility Good Repair Status (School Year 2020 - 2021)

Year and month of the most recent FIT report : 7/28/2020

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

## Overall Facility (School Year 2020 - 2021)

Year and month of the most recent FIT report: 7/28/2020

### Overall Rating

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>x</b>			

The district's maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained by the site custodian and district operations staff to provide a safe and functional environment for all students. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

The district conducted a study of all district facilities, including those at this site and a district master plan was developed and approved by the School Board. Additional recommendations will be made to the School Board for further action. Parent and community input regarding the needs of the site is welcome and can be provided to the school's principal.

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven Percent of Students Meeting or Exceeding the State Standards

Subject	School 2018 - 2019	School 2019 - 2020	District 2018 - 2019	District 2019 - 2020	State 2018 - 2019	State 2019 - 2020
English Language Arts/Literacy (grades 3-8 and 11)	9%	N/A	56%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	0%	N/A	45%	N/A	39%	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages 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.

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

CAASPP Test Results in ELA by Student Group  
 Grades Three through Eight and Grade Eleven  
 (School Year 2019 - 2020)

<b>Student Groups</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group  
 Grades Three through Eight and Grade Eleven  
 (School Year 2019 - 2020)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018 - 2019	School 2019 - 2020	District 2018 - 2019	District 2019 - 2020	State 2018 - 2019	State 2019 - 2020
Science (grades 5, 8, and high school)	9%	N/A	32%	N/A	30%	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group  
 Grades Five, Eight, and High School  
 (School Year 2019 - 2020)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



### Career Technical Education Programs (School Year 2020 - 2021)

Rio Cazadero High School prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Our teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support. Rio Cazadero High School offers students Career Technical Education (CTE) classes in Video Production and Phlebotomy. Explore CTE programs, formerly known as the Regional Occupation Program, allow students to complete an intensive training course in one year or less, take courses leading to industry certification, or experience internships or externships. All CTE programs have an advisory committee that includes industry representatives for guidance and input. CTE programs at Rio Cazadero High School also allow students to meet graduation requirements through courses that incorporate state-adopted academic standards. These courses provide our students with the necessary skills to seek life-long employment in the video media arts and medical fields. Technical terminology, proper career procedures, and work-place expectations are just some of the topics that are covered. Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, preparation for the state licensing exam, and completion of course-required projects and externships. Regardless of the career path chosen, Rio Cazadero High School makes every effort to work with the students to insure that they meet district and state graduation standards. In addition to programs offered at Rio Cazadero High School, students also may participate in Elk Grove Unified School District's Explore CTE programs. For a complete listing of Explore CTE offerings or to learn more about CTE programs in Elk Grove Unified School District, visit [www.egusdexplore.com](http://www.egusdexplore.com).

### Career Technical Education Participation (School Year 2019 - 2020)

Measure	CTE Program Participation
Number of pupils participating in CTE	173
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	57.00%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2019 - 2020 Pupils Enrolled in Courses Required for UC/CSU Admission	91.95%
2018 - 2019 Graduates Who Completed All Courses Required for UC/CSU Admission	1.49%

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education.

### California Physical Fitness Test Results (School Year 2019 - 2020)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2020 - 2021)

Parents can become involved at our school by volunteering, attending teacher conferences and Back to School Night, becoming involved in the site's English Learners Advisory Committee, representing the school at district forums, and joining the School Site Council. For more information on parent involvement opportunities, contact Cindy Gilgun at (916) 422-3058.

All parents meet with school administration as part of enrollment. The counselor is available to help facilitate connections between families and the school.

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2016 - 2017	School 2017 - 2018	School 2018 - 2019	District 2016 - 2017	District 2017 - 2018	District 2018 - 2019	State 2016 - 2017	State 2017 - 2018	State 2018 - 2019
Dropout Rate	26.8%	20.9%	24.5%	4.6%	3.1%	4.1%	9.1%	9.6%	9%
Graduation Rate	38.4%	37.3%	38.8%	90.7%	90.5%	89.3%	82.7%	83%	84.5%

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2017 - 2018*	School 2018 - 2019*	School 2019 - 2020**	District 2017 - 2018*	District 2018 - 2019*	District 2019 - 2020**	State 2017 - 2018*	State 2018 - 2019*	State 2019 - 2020**
<b>Suspensions</b>	9.3%	11.7%	14.6%	4.3%	5.1%	4.1%	3.5%	3.5%	2.50%
<b>Expulsions</b>	0.4%	0.4%	1.5%	0.0%	0.0%	0.0%	0.1%	0.1%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

\*(For school years 2017-2018 and 2018-2019: data collected between July through June, each full school year respectively)

\*\* (For school year 2019-2020, only: data collected between July through February, partial school year due to the COVID-19 pandemic)

### School Safety Plan (School Year 2020 - 2021)

We believe that nothing should get in the way of the academic achievement of our students, which is why it is important that our students feel safe. Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in October 2020 and a school committee collaborated in the development of the Comprehensive Safe School Plan. An Emergency Guidelines Flipchart, outlining a plan of action for emergencies such as earthquakes, fires, and chemical spills, is posted in every classroom. Access to the campus is only through the office and school staff monitor students before and after school hours. The district's School Security and Safety Department works closely with our school site to provide a safe, secure environment for all students.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Secondary) (School Year 2017 - 2018)

Subject	Avg. Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	9	21		
Mathematics	9	13		
Science	9	11	1	
Social Science	10	20		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2018 - 2019)

Subject	Avg. Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	6	28		
Mathematics	11	8		
Science	8	10		
Social Science	8	22	1	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2019 - 2020)

Subject	Avg. Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	7	24		
Mathematics	15	8		2
Science	10	12		
Social Science	12	18	1	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio\*\* of Academic Counselors to Pupils (School Year 2019 - 2020)

Title	Ratio
<b>Academic Counselors*</b>	137

\*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.

\*\*Average Number of Pupils per Counselor

### Student Support Services Staff (School Year 2019 - 2020)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.2

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018 - 2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$20,247	\$1,850	\$18,397	\$72,754
<b>District</b>	N/A	N/A	\$7,262	\$81,565
<b>Percent Difference - School Site and District</b>	N/A	N/A	86.79%	-11.42%
<b>State</b>	N/A	N/A	\$7,750	\$83,052
<b>Percent Difference - School Site and State</b>	N/A	N/A	81.44%	-13.22%

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

### Types of Services Funded (Fiscal Year 2020 - 2021)

At our school, we have highly qualified staff to assist students with special learning needs. Our resource program services not only special education students, but also general education students who need additional support to meet the standards. Students who need extra tutoring or additional opportunities to earn credit can participate in our extended day programs. Opportunities for credit recovery have been expanded and included a Saturday Scholars program and Summer School. The students are supported by Project Success, which provides a Program Implementer on site to help educate students about the impact of alcohol, tobacco and other drugs and to make positive choices for themselves. Students may also participate in the Career Technical Education program (CTE), which provides them with job skill training, an opportunity to learn about related college majors, and to obtain employment. Video Production and Phlebotomy are two programs offered on site.

## Teacher and Administrative Salaries (Fiscal Year 2018 - 2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,193	\$50,029
Mid-Range Teacher Salary	\$67,621	\$77,680
Highest Teacher Salary	\$98,138	\$102,143
Average Principal Salary (Elementary)	\$124,714	\$128,526
Average Principal Salary (Middle)	\$121,146	\$133,574
Average Principal Salary (High)	\$136,759	\$147,006
Superintendent Salary	\$351,385	\$284,736
Percent of Budget for Teacher Salaries	36.00%	33.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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

## Advanced Placement (AP) Courses (School Year 2019 - 2020)

Percent of Students in AP Courses: 0%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
All courses	0

\* Where there are student course enrollments.

Course enrollments include only the number of K-12 public students enrolled in the class on "Census Day," a Wednesday in early October of the school year indicated. Since this data is collected on a single day in Fall, courses that are only offered later in the year will not be included on this report.

## Professional Development

For 2020-2021, our school has a professional development emphasis in supporting the California curriculum standards and providing High Quality Instruction. As a result, the primary focus for all subjects is helping teachers develop additional strategies and practices to improve instruction in the core subject areas, particularly for those students who have not previously been successful in school. PBIS (Positive Behavior Intervention and Support) offers another professional development opportunity for teachers to develop skills and supports for all student that promotes positive behaviors and supports student learning. The skills students learn to work well with others is as essential for success as other academic skills. The district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

	2018 - 2019	2019 - 2020	2020 - 2021
School Days Dedicated to Staff Development	5	5	5