



RIO CAZADERO HIGH SCHOOL

7825 Grandstaff Dr
Sacramento, CA 95823
(916) 422-3058

Board of Education
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Pollyanna Cooper-LeVangie
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Chet Madison, Sr.
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Hours of Operation

Our office is open from 8:00 a.m. to 4:00 p.m. Monday through Friday. Parents are always welcome to visit the office to address any questions or concerns they may have about the school or their children. The office staff can assist parents with registering and enrolling their children and can give information about programs at the school.

School Highlights and Awards

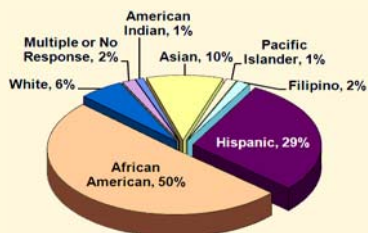
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Student Demographics

	School	District
Enrollment	301	61,573
English Learners	63	10,241
Languages Spoken	11	72
Students of Poverty	178	29,915
GATE	0	3,784

SOURCE: Enrollment: 2008 CBEDS, California Dept. of Education; Students of Poverty and GATE: October 2008, EGUSD; English Learners and Languages Spoken: March 2008, EGUSD

Population by Ethnicity



SOURCE: 2008 CBEDS, California Dept. of Education

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: www.egusd.net.

A Message From the Principal

Rio Cazadero High School
A School Dedicated to Student Success for All

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.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Our district's goals are:

- 100% of 12th graders will pass the California High School Exit Exam (CAHSEE)
- 100% of students will be college or career ready upon graduation

Our success in implementing our district's mission can be evidenced through our school's special strengths, including:

- Rio Cazadero High School has increased its API score over the last four years.
- Over the last several years, Rio Cazadero High School has increased the number of its graduates.

Parent support and involvement continue to be important aspects in the success at Rio Cazadero High School. This support is given and is appreciated in many different ways.

The safety of our students is this school's first priority and the discipline policy is strictly enforced. We emphasize cooperation and responsible, respectful behavior. All adults visiting campus are required to check in through the school office.

Doug Wendle, Principal
Rio Cazadero High School

Parental Involvement

There are a number of ways to become involved with your student's education. The principal, teacher-in-charge or counselors meet individually with each parent and student before the student attends orientation. One of the most important things that a parent can do to support their high school age child is to regularly monitor their progress by making sure they attend school and do their homework. The Contract Teacher for your child is a good person to contact about how your son or daughter is doing in school.

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, you may contact Cindy Gilgun at (916)422-3058.

Teacher Credentials and Misassignments

Teacher Credentials		2007-2008
Total Number of Teachers		11
Total Full Credentials		11

SOURCE: 2007-2008 CBEDS, California Dept. of Education

In the 2008-2009 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

Teacher Misassignments and Vacancies		2008-2009
Misassignments of Teachers of English Learners		1
Misassignments Due to Subject Matter Competency		0
Teacher Vacancies		0

SOURCE: 2008-2009, EGUSD

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

School Facility Conditions and Planned Improvement

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Included is more specific information 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 has 12 classrooms, a multipurpose room, a room dedicated to be a library, and an administration building. The main campus was developed in 1981. New facilities, including the office, multipurpose room and 2 classrooms were constructed in 1998.

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 work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status

Date of facilities inspection: 10/23/2008

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Gas Leaks	x			None
Mechanical Systems	x			None
Windows/Doors/Gates (int. and ext.)	x			None
Interior Walls, Floors, and Ceilings	x			None
Hazardous Materials (int. and ext.)	x			None
Structural Damage	x			None
Fire Safety	x			None
Electrical (interior and exterior)	x			None
Pest/Vermin Infestation	x			None
Drinking Fountains (int. and ext.)	x			None
Restrooms	x			None
Sewer	x			None
Playground/School Grounds	x			None
Roofs	x			None
Overall Cleanliness	x			None

	Exemplary	Good	Fair	Poor
Overall Summary		x		

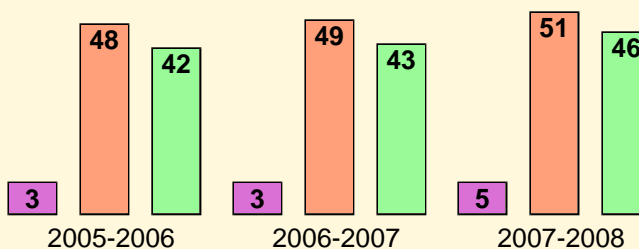
SOURCE: 2008-2009, EGUSD

California Standards Tests (CST)

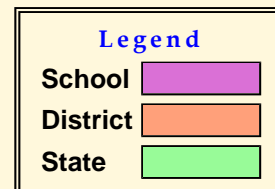
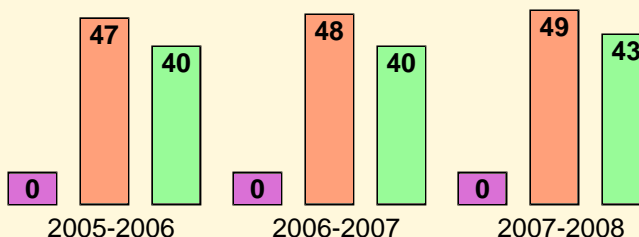
The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.

English Language Arts



Math



SOURCE: Spring 2008, California Dept. of Education

Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

Growth Score	607
Statewide Rank	B
Similar Schools Rank	B

SOURCE: 2007-2008, California Dept. of Education

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. In the 2008-2009 school year, there are no Program Improvement schools in our district.

Overall AYP Status Met	No
Program Improvement	N/A

SOURCE: 2007-2008, California Dept. of Education

Career Technical Education Programs

Our 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 also offers students Regional Occupation Programs (ROP) in medical assisting and phlebotomy. These are provided on our campus through the Sacramento County Regional Occupation Program office. These courses provide our students with the necessary skills to seek life-long employment in the medical field. Medical terminology, proper medical procedures, and medical work-place expectations are just some of the topics that are covered.

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.

Advanced Placement Courses Offered

Subject	Courses
Fine and Performing Arts	0
Computer Science	0
English	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0

SOURCE: 2007-2008, California Dept. of Education

Professional Development

For 2008-2009, our school has a professional development emphasis in supporting the California curriculum standards that are assessed by the CAHSEE. As a result, the primary focus for all subjects is helping teachers develop additional strategies and practices to improve writing.

Through our district's Trainer of Trainers program, four times per year a team of teachers attends training on best teaching practices and returns to the site and shares the information they learned with the whole staff. Our staff meets regularly for Curriculum Lunches. Teachers use this time to meet and review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs.

Our teachers also take part in a professional learning opportunities for all of the district's alternative education programs. The emphasis in those sessions is to identify and share best practices that further the learning of students who may not have been successful in traditional settings.

New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Finally, 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.

School Safety Plan

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 August 2008 and a school committee has collaborated in the development of the Comprehensive Safe School Plan. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. Random, periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

Specialized Programs

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. A Bilingual Teaching Associate helps our English Learners access the core curriculum. Gifted and Talented students can participate in individualized accelerated instruction. Students who need extra tutoring or preparation for the California High School Exit Exam can participate in our extended day programs.

Students may also participate in the Regional Occupational Program (ROP), which provides them with job skill training, an opportunity to learn about related college majors, and to obtain employment.

Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$40,047	\$40,721
Midrange	\$59,384	\$65,190
Highest	\$82,031	\$84,151
Principals		
Elementary	\$109,155	\$104,476
Middle	\$109,139	\$108,527
High	\$120,324	\$119,210
District Superintendent	\$221,536	\$210,769
Share of budget used for		
Teachers' salaries	45.4%	39.9%
Administrative salaries	4.7%	5.5%

SOURCE: FY 2006-2007, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Xavier De La Torre, Ed.D.
Associate Superintendent,
Human Resources
Nancy Lucia
Associate Superintendent,
Education Services
Richard Odegaard
Associate Superintendent,
Finance & School Support
Christina Penna
Associate Superintendent,
Secondary Education
Robert Pierce
Associate Superintendent,
Facilities
L. Steven Winlock, Ed.D.
Associate Superintendent,
Elementary Education

Graduation Rate

	School	State
9-12	86.1%	79.5%

SOURCE: 2007-2008, California Dept. of Education

Average Daily Attendance

	Percent
School	79.69%
District	95.37%

SOURCE: 2007-2008, EGUSD

Discipline

	School	District
Suspensions	110	12,551
Expulsions	2	224

SOURCE: 2007-2008, California Dept. of Education

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2008)	61,573
Elementary Schools	39
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1