

Rancho Cotate High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

- For more information about SARC requirements, 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/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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).

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Rancho Cotate High School
Street	5450 Snyder Lane
City, State, Zip	Rohnert Park, CA 94928
Phone Number	(707) 792-4750
Principal	Louis Ganzler
E-mail Address	Louis_Ganzler@crpusd.org
Web Site	rchs.crpusd.org
CDS Code	49-73882-4935482

District Contact Information	
District Name	Cotati-Rohnert Park Unified School District
Phone Number	707.792.4722
Superintendent	Dr. Tony Roehrick
E-mail Address	Tony_Roehrick@crpusd.org
Web Site	www.crpusd.org

School Description and Mission Statement (School Year 2018-19)

Rancho Cotate High School's Vision:

Rancho Cotate High School will provide students and the community with a high-caliber academic and extracurricular experience. The focus is academic achievement along with competitive athletic programs, a growing music and visual/performing arts enrichment program, and a career technology education. We strive to guide students to prepare them well for their future choices, whether it be in the workforce or in higher education.

Rancho Cotate High School's Mission:

The mission of Rancho Cotate High School is to provide a rigorous and comprehensive curriculum that enables students to be successful now and in the future. RCHS provides an excellent and competitive athletic program, and it has many student extracurricular and co-curricular activities for students. The staff at RCHS believes that all students can learn and should be afforded the opportunity to develop intellectually, physically, and emotionally within an environment that is safe and promotes respect for the dignity of life. RCHS staff further encourages students to develop a desire for knowledge and guides them in becoming thoughtful, responsible, and contributing members of society.

School-wide Learner Outcomes

At Rancho Cotate High School, students will learn to be:

Mature and Organized Learners

- Students take responsibility for their learning.
- Students organize their time effectively, recognize and meet requirements for schedules and deadlines with integrity
- Students effectively organize their materials for academic success

Critical Thinkers:

- Students reflect on their learning with higher order thinking.
- Students can differentiate fact from opinion and evaluate usefulness of a variety of sources.
- Students can use this evidence to effectively support an argument.

Responsible Members of the Student Community

- Students are considerate of their classmates and staff.
- Student's actions and language demonstrate respect for others.
- Students take ownership of the campus and keep it clean.
- Students lead and participate in a variety of clubs, sports, and other student groups on campus.

Civic Contributors

- Students are actively involved in community service.
- Students take pride and find value in their service.
- Students acknowledge and encourage others' efforts in the community.
- Students are aware of their civic rights and responsibilities.

Reflective Learners

- Students use reading, writing and critical thinking to reflect on their learning.
- Students apply this process to academic, personal, and vocational experiences.

Rancho Cotate High School strives to provide a rigorous and comprehensive curriculum that enables students to be Rancho Cotate has a Career Pathways Program with the following career sectors:

- 1) Manufacturing and Product Development
Graphics Communication and Design Courses
- 2) Finance and Business
Computer Accounting & various Business Courses
- 3) Marketing, Sales and Service
Virtual Enterprise & Marketing Courses
- 4) Arts, Media, and Entertainment
Computer Animation, Digital Video and Digital Photography, Computer Graphics, newspaper and yearbook Production Courses
- 5) Hospitality Tourism and Recreation
Hospitality and Tourism
- 6) Health & Service
Bio Medical Engineering Technologies & Medical Occupations Courses.
- 7) Building Trades/Construction Industry
Wood Technologies Courses
- 8) Sports Academy
Sports Media, Business, & Sports training Courses
- 9) Fashion and Interior Design
Sewing, Fashion Design
- 10) Information and Communication Technologies
Computer Science, Mobile App Design, Java, Game Design

RCHS also offers a comprehensive curriculum to students in English, Mathematics, Social Science, Science, World Languages (French & Spanish), Fine Arts (Drawing, Painting, Sculpture, Ceramics, & Digital Arts Courses), Physical Education, and Performing Arts (Music & Theater Courses). In addition to offering a full service English Learner and Special Education Program, RCHS has a comprehensive Advanced Placement program, and exceeds all University of California A-G requirements. While over half of our students matriculate into Santa Rosa Junior College, we also see our graduates accepted at schools like Berkeley, CalPoly and Stanford. We continue to challenge ourselves as an educational system to innovate as we strive to meet the academic needs of all our students. RCHS focuses on academic rigor, and ensuring that our students are well prepared for the future careers and colleges they choose.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	375
Grade 10	412
Grade 11	374
Grade 12	332
Total Enrollment	1,493

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.9
Asian	2.7
Filipino	1.1
Hispanic or Latino	46.6
Native Hawaiian or Pacific Islander	0.3
White	39.9
Socioeconomically Disadvantaged	44.2
English Learners	10.1
Students with Disabilities	12.6
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	87	75		297
Without Full Credential	0	9		47
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	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, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 1, 2014

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Health standards are addressed in other district courses/classes i.e., Physical Education, biology, etc. A complete list of textbooks/instructional materials and their years of adoption is available for viewing through the Instructional Services Department.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Mathematics	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
History-Social Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Foreign Language	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc	Yes	
Visual and Performing Arts	Contact Instructional Services Department (707) 792-4708.		
Science Laboratory Equipment (grades 9-12)	Contact Instructional Services Department (707) 792-4708.		

School Facility Conditions and Planned Improvements (Most Recent Year)

Rancho Cotate, which began housing students in 1969, has gone through six stages of modernization, starting in 1991. Maintenance and Operations oversees the physical plant and the high school on-site custodian staff ensures that the over 151,000 square feet and 43 acres of campus are clean, classrooms are kept in good order, and the general school plant is maintained. Each teacher has a telephone in the classroom for contacting parents for quick response to emergencies, and in 2015 a clock system with the ability to send out text safety announcements was installed. Rancho Cotate, in collaboration with the Department of Public Safety, has developed a school crisis response plan. Emergency drills are routinely held for earthquake, civil disturbance, and fire preparedness. Rancho Cotate has had safety inspections by the Fire Marshall, health department, and insurance carrier. In general, the reports were positive, and when problems were noted, they have been addressed. The three-year asbestos re-inspection occurred in or December 2017.

Lighting improvements were made in the Woodworking area to ensure a well-lit safe working environment. Our gymnasium lighting system has been updated and the gym floor has been completed refurbished to ensure safety during all sports activities. In 2008, the RCHS football field was opened to offer players a safer field for sporting events and an impressive environment for community gatherings and school spirit. In fall of the 2011-2012 School Year roofing of the D2 building was completed and re-roofing of the Math/Science (N) building was completed. In the 2014-15 school year, improvements in the updated siding of the D building were made, and uneven pavement is subject to grinding during break. Gutters are evaluated and repaired each year. The Rancho Cotate High School maintenance team monitors the school facility and ensures that it is in good repair.

Measure D (parcel tax) passed in 2012 and Measure B (renewal of parcel tax) passed in 2016 and extends into 2022. Measure B Bond passed in our district in 2014 for \$80 million, which will directly be allocated to the school’s improvements. Measure C passed in 2016 and will bring in another \$80 million. Rancho has already undergone a “facelift” to its infrastructure, including new sidings and fresh paint for all the buildings and upgraded Wi-Fi capacities to accommodate our technology needs. Funds to build a Theater Arts and Gymnasium (TAG) building have been allocated and groundbreaking for the TAG building occurred in the summer of 2017. The building is scheduled for a soft open in springl 2019. Approximately a \$45 million project, the TAG building is a combination Performing Arts and Gymnasium. Plans include two levels of classrooms. The ground floor includes a dance room, weight room, band room, along with locker rooms, coaching offices, and storage space. The second level will include more classrooms with the anticipation of a Digital Arts complex. The Performing Arts Theater seats 200 and the Gymnasium will seat 2,000.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: July 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Poor	Tritium exit signs expired. All signs were replaced in October/November 2018.
Structural: Structural Damage, Roofs	Good	Gutters were replaced along the food service building in the summer of 2018.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2018	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	58.0	50.0	45.0	49.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	26.0	31.0	32.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	359	342	95.26	49.85
Male	189	176	93.12	45.09
Female	170	166	97.65	54.82
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	179	171	95.53	47.95
White	144	137	95.14	53.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	173	160	92.49	49.37
English Learners	56	51	91.07	15.69
Students with Disabilities	35	28	80.00	25.93
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	359	347	96.66	26.22
Male	189	182	96.3	29.12
Female	170	165	97.06	23.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	179	173	96.65	19.08
White	144	138	95.83	34.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	172	164	95.35	22.56
English Learners	56	53	94.64	5.66
Students with Disabilities	35	31	88.57	16.13
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Rancho Cotate has a Career Pathways Program with the following career sectors: 1) Manufacturing and Product Development (Graphics Communication and Design Courses); 2) Finance and Business (Computer Accounting & Business Courses); 3) Marketing, Sales and Service (Virtual Economics & Marketing Courses); 4) Arts, Media, and Entertainment (Photography, Desktop Publishing, Graphics, Production Courses); 5) Transportation (Collision Repair & Refinishing Courses); 6) Health Informatics & Service (Medical Terminology & Occupations Courses); and 7) Building Trades/Construction Industry (Wood Technologies Courses). 8) Hospitality, Tourism, and Recreation. 9) Interior Design. 10) Computer Science. Additionally, internships in Medical Occupations and Work Readiness Certificate programs can be earned.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	1407
% of pupils completing a CTE program and earning a high school diploma	86.47
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	9.2

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	94.9
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	41.4

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.6	21.3	23.1

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

To help open communication with the parents we have fully implemented a one stop, Rapid Identity Parent Portal where parents have access to participating teacher's gradebooks, progress report and report card grades as well as student attendance and other resources. To achieve our goal to include parents and the community in the school communication, we invite parents and community members to participate in our Parent Teacher Student Associate (PTSA), School Site Council, MeCHA, English Learner Advisory Committee, Project Graduation Committee, Cougar Boosters (athletics) and Music Boosters. We additionally partner with business leaders who serve on our Career Technical Advisory Committee. Parents were highly involved in our recent WASC accreditation self-study and close to 20% of parents filled out an extensive survey about RCHS services. Some of these same parents were then interviewed by the WASC Visiting Committee during their campus evaluation. Parents are also actively involved in attending many of our co-curricular and extra-curricular activities from a Friday night football game to one of our many plays or musical productions. RCHS also offers many informational meetings for its parents including Back to School Night, 8th Grade Parent Cougar Welcome Night, College Information, Financial Aid and Scholarships, and a host of other meetings. Our student leadership program is actively involved in helping with publicity for our school. They routinely conduct tours & orientation assemblies for prospective students and parents, and participate on the local city councils and school boards, keeping a close school to community connection with these community organizations and parents. Further, we welcome parents to visit our school, to observe the quality of instruction offered in the classrooms, and to take an active role as members of our school community. The local Cotati-Rohnert Park Education Foundation provides annual, one-time grants to K-12 teachers in the district by organizing fundraising events that raise approximately \$50,000 each year which benefit RCHS classrooms. Communication also occurs with periodic emails from the administration highlighting important topics at the school. RCHS continues to expand new means of communication including e-mail, Facebook, parent phone calls and notification and e-mails direct from teachers. Every effort is made to ensure that all communication goes out in both English and Spanish.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	7.0	6.8	5.1	8.1	6.8	10.7	10.7	9.7	9.1
Graduation Rate	88.3	91.7	88.2	86.6	91.8	82.1	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	92.7	90.6	88.7
Black or African American	100.0	90.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	78.6	86.4	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	93.3	88.8	86.5
Native Hawaiian/Pacific Islander	50.0	66.7	88.6
White	93.8	93.0	92.1
Two or More Races	86.7	85.0	91.2
Socioeconomically Disadvantaged	100.0	98.1	88.6
English Learners	68.2	75.9	56.7
Students with Disabilities	65.7	78.7	67.1
Foster Youth	0.0	0.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.1	9.2	11.0	5.2	5.5	5.9	3.7	3.7	3.5
Expulsions	0.3	0.2	0.8	0.2	0.1	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The School Safety Plan is reviewed and updated on an ongoing basis. Rancho Cotate High School has a comprehensive school safety plan submitted by the School Site Council to the District School Board. It includes an assessment of the procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and the process of school discipline, school wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, and procedures for the safe ingress and egress of pupils. The School Safety Plan, including evacuation protocols and student behavior and attendance is reviewed, updated, and discussed each fall as well as throughout the year as necessary. The RCHS School Site Council (SSC) reviews and revises annually the safety plan in order for it to be accurate of content and current with the provisions of the law governing emergency response procedures for public institutions. Additionally, the duty of the SSC is to assist in the regulation and implementation of the safety plan. The composition of the SSC includes administrators, counselors, teachers, staff, students, and community members. The key components of the plan focuses on creating a safe instructional environment that ensures all discipline and safety codes are clearly disseminated, practiced, and enforced as RCHS provides a safe and orderly environment for learning. Additionally, the student handbook contains the discipline policy and the policies and procedures of the site. RCHS provides this parent student handbook to staff and parents annually and posts this to the school website. Additionally, RCHS staff annually reviews and revises this handbook. Drills occur on campus in a regular basis. And the administrative team meets weekly to debrief any safety or security incidents which have occurred in the previous week, to improve procedures and responses. School Safety Plans are updated accordingly.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	18.0	50	32	4	23.0	23	33	9	24.0	21	42	3
Mathematics	18.0	40	29	5	24.0	16	37	6	24.0	21	40	2
Science	25.0	11	21	8	27.0	5	29	5	26.0	8	26	4
Social Science	20.0	24	26	5	24.0	12	33	4	27.0	8	33	7

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	360
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	.8	N/A
Psychologist	1.00	N/A
Social Worker	.5	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist (non-teaching)	0	N/A
Other	4.80	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,974	\$799	\$6,175	\$58,736
District	N/A	N/A	\$5,766	\$61,145
Percent Difference: School Site and District	N/A	N/A	6.9	-0.9
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	8.4	-19.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Rancho Cotate High School is proud of its tradition of excellence in the provision of counseling and student support services. The list below is a comprehensive outline of the services and programs available to our student population:

- Four Administrators & four Counselors
- One College and Career Counselor
- Santa Rosa Junior College CTE Liaison (administrator assignment)
- AP Program Liaison (administrator assignment)
- Advancement Via Individual Determination (AVID) coordinator
- Student Success Team and 504 Coordinator (administrator assignment)
- Speech and Language Therapists
- District Coordinator for Special Education, English Language Development (ELD), and Consolidated Programs
- Student Leadership "School Shadowing" program to welcome students interested in attending Rancho Cotate High School (Lead teacher, counselor, and administrator assignment)
- One part time District Nurse
- One School Psychologist
- Three Campus Supervisors
- Sonoma County Adult and Youth Development At-Risk Career Counselors (SCAYD)
- After-School Tutoring
- One Athletic Director & comprehensive athletic program (0.2 FTE)
- One Student Leadership advisor and activity director. (0.2 FTE plus stipend)
- One English Learner Advisory Coordinator (0.2 FTE)

One Link Crew Advisory Coordinator (0.2 FTE)

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,747	\$47,547
Mid-Range Teacher Salary	\$60,992	\$74,775
Highest Teacher Salary	\$79,700	\$93,651
Average Principal Salary (Elementary)	\$109,366	\$116,377
Average Principal Salary (Middle)	\$105,290	\$122,978
Average Principal Salary (High)	\$117,652	\$135,565
Superintendent Salary	\$191,702	\$222,853
Percent of Budget for Teacher Salaries	31.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	9	N/A
All courses	22	21.2

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The twelve schools in the district have all been guided toward building a Professional Learning Community (PLC) framework to provide support for instruction and learning. The focus is to work together in discovering what our students know and are able to do, and how we can best meet the needs of all of our student population based on a response to intervention model.

Rancho Cotate High School has established goals that address college and career readiness among all graduates, and how we can best meet the needs of our special population groups – English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Our state testing and classroom assessment data clearly shows that these significant populations are being challenged to succeed in school. We have restructured the sequence of courses offered to our English Learners and Special Education Students and have provided a variety of support mechanisms aimed at helping all students recover credits and remain on graduation track. This includes a renewed focus on improving the success rates of our 9th grade students in their transition from the middle school environment. In 2016, RCHS established a late start Wednesday to enable staff to work together in a collaborative PLC model on a monthly basis. These PLC days are driven by the WASC goals and focus on the three areas of achievement identified in our goals:

Goal 1 (Area of Improvement): In order to increase success rates in students, RCHS will develop a comprehensive curricular and academic system that has structures in place to monitor and assess student progress, and responsively support struggling students to enable all students to achieve at grade-level standards.

Goal 2 (Area of Improvement): In order to increase success rates in students, RCHS will assess student progress and use aligned data collected in Goal 1 within Professional Learning Communities to responsively alter curriculum, and enhance instructional strategies while ensuring academic rigor.

Goal 3 (Area of Improvement): In order to increase success rates in students, RCHS will establish a more robust method of shared leadership and ongoing communication focused on driving an academic culture, fostering trust, supporting new teachers, while articulating institutional norms.

The Common Core Curriculum adopted by the state of California has become a priority in our professional development. All training has centered on the development of technological skills to enrich communication, instructional strategies, lesson design, and productive group work that will support the Common Core curriculum and 21st Century College and Career skills. Additional emphasis has been in the areas of English Learner pedagogical strategies, and an emphasis on AVID academically supportive strategies.

We offer a range of Advanced Placement courses and provide the requisite staff development for these teachers as well. Our school-wide focus on "Academic Pathways, has led to the development of a series of Pathway introductory courses, and a series of "concentrator" courses packaged over the multiple year high school experience helping to guide students toward college and career options. The school has provided multiple workshops for these teachers in addressing project based learning and integration of curriculum. Teachers have received technology training in the use of a software program where data retrieval assists in the assessment of courses to standards and aligned common assessments. Counselors have also been trained in the use of college and career searching software (Naviance) aimed to help students set college and career plan in motion. Additionally, CRPUSD partners with Sonoma County Office of Education (SCOE) to provide opportunities for staff development in such diverse areas as teacher leadership, core subjects' support, ELL support, mental health, career technical education, and classroom technology. Funding is only approved if the workshop/training is focused on one of the critical areas of academic need.

RCHS has established an "Allies Team" which is a multi-discipline team of teachers who focus on English Language Learner achievement within RCHS. They monitor student achievement data and conduct professional development throughout the year. A co-hort of teachers are working with county staff to focus on developing in the co-teaching model. Several training meetings have also focused on full-inclusion and modern Special Education practices. Trainings also regularly occur centered around Technology, and Direct Instruction strategies along with 504 protocols, prior written notice training and sound IEP practices.