

**Rancho Cotate High School**  
**2021-2022 School Accountability Report Card**  
**(Published During the 2022-2023 School Year)**



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



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

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

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

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

## DataQuest



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

## California School Dashboard



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

## Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Rancho Cotate High School
<b>Street</b>	5450 Snyder Lane
<b>City, State, Zip</b>	Rohnert Park, CA 94928
<b>Phone Number</b>	7077924771
<b>Principal</b>	Heather Ramme
<b>Email Address</b>	Heather_Ramme@crpusd.org
<b>School Website</b>	<a href="https://rchs.crpused.org/">https://rchs.crpused.org/</a>
<b>County-District-School (CDS) Code</b>	49-73882-4935482

## 2022-23 District Contact Information

<b>District Name</b>	Cotati-Rohnert Park Unified School District
<b>Phone Number</b>	707.792.4722
<b>Superintendent</b>	Dr. Mayra Perez
<b>Email Address</b>	Mayra_Perez@crpusd.org
<b>District Website Address</b>	www.crpused.org

## 2022-23 School Overview

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 be:

College and Career Ready:

- Complete and AP course of study, a CTE pathway or an individualized vocational preparatory program.
- Demonstrate mastery of the basic skills of reading, language arts, and math.
- Successfully enter college and/or the workforce.

Socially Responsible Individuals:

- Demonstrate the ability to make choices based upon well reasoned strategies.
- Create effective short term, as well as, long term goals.
- Manage mental, emotional and physical health.

Active Community Members:

- Understand rights and responsibilities as citizens in a democracy.
- Model strong citizenship with school, the nation, our community, the environment, and the world.
- Practice respect and empathy for diversity; both of people and ideas.

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

1) Arts, Media, and Entertainment

Filmmaking, Digital Photography, 2D Art and Design, 3D Art and Design, Computer Aided Design, and Theater Arts

2) Hospitality Tourism and Recreation

Hospitality and Tourism

3) Health & Service

Bio Medical & Medical Occupations Courses

4) Building Trades/Construction Industry

Woodworking and Sustainable Construction courses

5) Fashion and Interior Design

Sewing, Fashion Design

6) Information and Communication Technologies

Computer Science, Video Game Design

## 2022-23 School Overview

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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	442
Grade 10	389
Grade 11	404
Grade 12	377
Total Enrollment	1,612

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.2
American Indian or Alaska Native	0.7
Asian	2.3
Black or African American	2.0
Filipino	1.1
Hispanic or Latino	48.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.8
White	35.4
English Learners	12.3
Foster Youth	0.4
Homeless	0.5
Migrant	0.1
Socioeconomically Disadvantaged	40.9
Students with Disabilities	13.9

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	59.10	87.32	230.90	80.84	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	7.70	2.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.40	5.04	15.30	5.38	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.30	0.49	12.30	4.31	12115.80	4.41
<b>Unknown</b>	4.80	7.14	19.30	6.76	18854.30	6.86
<b>Total Teaching Positions</b>	67.60	100.00	285.60	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.40	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.40</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.30	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.30</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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 Educational Services Department.

<b>Year and month in which the data were collected</b>	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	Yes	0%
<b>Mathematics</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	Yes	0%
<b>Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	Yes	0%
<b>History-Social Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	Yes	0%
<b>Foreign Language</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	Yes	0%
<b>Health</b>	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc	Yes	0%
<b>Visual and Performing Arts</b>	Contact Instructional Services Department (707) 792-4708.		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Contact Instructional Services Department (707) 792-4708.		0%



## School Facility Conditions and Planned Improvements

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 opened in spring 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 includes more classrooms and a Digital Arts complex. The Performing Arts Theater seats 200 and the Gymnasium seats 2,000.

**Year and month of the most recent FIT report**

July 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Cracked tiles in several rooms. Admin Bldg Carpet in poor condition
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Several restrooms outdated and in poor condition
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Food Service area gutters need to be replaced.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Asphalt needs to be replaced on exterior basketball courts

**Overall Facility Rate**

Exemplary	Good	Fair	Poor
		X	

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	39	N/A	41	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	10	N/A	24	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	392	338	86.22	13.78	39.35
<b>Female</b>	183	161	87.98	12.02	45.34
<b>Male</b>	209	177	84.69	15.31	33.90
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	13	92.86	7.14	69.23
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	179	155	86.59	13.41	33.55
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	46	40	86.96	13.04	45.00
<b>White</b>	139	117	84.17	15.83	40.17
<b>English Learners</b>	38	28	73.68	26.32	10.71
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	108	92	85.19	14.81	35.87
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	62	45	72.58	27.42	8.89

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	393	345	87.79	12.21	10.14
<b>Female</b>	184	163	88.59	11.41	9.20
<b>Male</b>	209	182	87.08	12.92	10.99
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	13	92.86	7.14	15.38
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	180	158	87.78	12.22	8.23
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	46	41	89.13	10.87	17.07
<b>White</b>	139	120	86.33	13.67	10.00
<b>English Learners</b>	38	29	76.32	23.68	6.90
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	109	96	88.07	11.93	9.38
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	62	48	77.42	22.58	2.08

## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	15.26	--	23.09	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	740	642	86.76	13.24	15.26
<b>Female</b>	359	320	89.14	10.86	14.06
<b>Male</b>	381	322	84.51	15.49	16.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	20	19	95	5	5.26
<b>Black or African American</b>	12	9	75	25	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	356	313	87.92	12.08	11.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	82	68	82.93	17.07	20.59
<b>White</b>	252	216	85.71	14.29	19.91
<b>English Learners</b>	58	48	82.76	17.24	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	200	168	84	16	13.69
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	100	66	66	34	3.03

## 2021-22 Career Technical Education Programs

Rancho Cotate High School strives to provide a rigorous and comprehensive curriculum that enables students to be college and career ready. RCHS 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
- Additionally, internships in Medical Occupations and Work Readiness Certificate programs can be earned.

The primary representative of the district CTE advisory committee is Ashley Wilson, Parks and Recreation Coordinator for the City of Cotati.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	943
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	90.90
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	12.46



## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	82.85%	83.74%	83.74%	83.30%	84.63%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

To help open communication with the parents we have implemented a PowerSchools Parent Portal where parents have access to participating teacher's grade books, 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 involved in our WASC accreditation self-study and will be 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, Open House, 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 use electronic 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.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.4	5.7		4.6	5.5		8.9	7.8
Graduation Rate		93.3	92.5		91.7	92.8		84.2	87

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	389	360	92.5
Female	191	184	96.3
Male	198	176	88.9
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	194	179	92.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	24	24	100.0
White	128	118	92.2
English Learners	50	38	76.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	227	206	90.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	58	48	82.8

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1702	1681	790	47.0
Female	841	831	392	47.2
Male	859	848	398	46.9
American Indian or Alaska Native	13	13	11	84.6
Asian	39	38	10	26.3
Black or African American	36	35	14	40.0
Filipino	18	17	3	17.6
Hispanic or Latino	823	812	365	45.0
Native Hawaiian or Pacific Islander	9	9	5	55.6
Two or More Races	98	96	51	53.1
White	593	589	301	51.1
English Learners	220	218	116	53.2
Foster Youth	12	12	9	75.0
Homeless	9	9	8	88.9
Socioeconomically Disadvantaged	739	726	389	53.6
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	245	242	149	61.6

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.27	4.31	2.45
Expulsions	0.33	0.11	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.26	6.23	0.25	4.19	0.20	3.17
Expulsions	0.00	0.65	0.00	0.17	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.23	0.65
Female	4.28	0.12
Male	8.15	1.16
American Indian or Alaska Native	7.69	0.00
Asian	2.56	0.00
Black or African American	11.11	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.95	0.73
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	6.91	0.84
English Learners	7.73	1.82
Foster Youth	25.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.71	1.08
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.29	0.82

## 2022-23 School Safety Plan

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. The Rancho Cotate Staff reviewed the School Safety Plan at our August 15th Back to School Meeting, then our School Site Council reviewed and approved the plan during our December 1st meeting.

## 2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	23	35	10
Mathematics	24	20	36	5
Science	25	11	13	7
Social Science	25	16	37	10

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	16	22	
Mathematics	22	11	22	
Science	23	7	13	
Social Science	24	8	18	

## 2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	16	23	
Mathematics	22	16	17	
Science	24	4	16	
Social Science	24	7	24	

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	322.4

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	12564	5147	7417	72345
<b>District</b>	N/A	N/A	7186	\$68,438
<b>Percent Difference - School Site and District</b>	N/A	N/A	3.2	5.6
<b>State</b>	N/A	N/A	\$6,594	\$83,102
<b>Percent Difference - School Site and State</b>	N/A	N/A	11.7	-13.8

## 2021-22 Types of Services Funded

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:

- Three assistant principals & four counselors
- One College and Career Counselor
- 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 (Counselor, and administrator assignment)
- One part time District Nurse
- One School Psychologist
- Four Campus Supervisors
- Team Success Counselors
- One Athletic Director & comprehensive athletic program (0.2 FTE)
- One Student Leadership advisor and activity director. (stipend)
- One English Learner Advisory Coordinator (0.2 FTE)

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,650	\$52,478
Mid-Range Teacher Salary	\$66,981	\$80,810
Highest Teacher Salary	\$87,526	\$101,276
Average Principal Salary (Elementary)	\$119,349	\$127,080
Average Principal Salary (Middle)	\$121,685	\$134,264
Average Principal Salary (High)	\$127,186	\$147,200
Superintendent Salary	\$229,999	\$242,351
Percent of Budget for Teacher Salaries	28%	33%
Percent of Budget for Administrative Salaries	6%	6%

## 2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	1



## Professional Development

The eleven 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.

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

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