

Comprehensive School Safety Plan

2023-2024

Rancho Cotate High School

CRPUSD

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Table of Contents

Comprehensive School Safety Plan Purpose.....	5
Safety Plan Vision.....	5
Components of the Comprehensive School Safety Plan (EC 32281).....	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	9
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	10
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	11
(E) Discrimination and Harassment Policies (EC 212.6 [b])	11
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	12
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	12
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	12
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	14
(K) Hate Crime Reporting Procedures and Policies	14
(J) Tactical Responses.....	16
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	16
Opioid Prevention and Life-Saving Response Procedures	18
Response Procedures for Dangerous, Violent, or Unlawful Activities	19
Safety Plan Review, Evaluation and Amendment Procedures	20
Safety Plan Appendices.....	21
Emergency Contact Numbers	22
Safety Plan Review, Evaluation and Amendment Procedures	23
Rancho Cotate High School Incident Command System	24
Incident Command Team Responsibilities	25
Emergency Response Guidelines	27
Step One: Identify the Type of Emergency	27
Step Two: Identify the Level of Emergency.....	27
Step Three: Determine the Immediate Response Action	27
Step Four: Communicate the Appropriate Response Action	27

Types of Emergencies & Specific Procedures.....	28
Aircraft Crash	28
Animal Disturbance.....	28
Armed Assault on Campus	28
Biological or Chemical Release.....	28
Bomb Threat/ Threat Of violence	28
Bus Disaster.....	28
Disorderly Conduct	28
Earthquake.....	28
Explosion or Risk Of Explosion	28
Fire in Surrounding Area	28
Fire on School Grounds.....	28
Flooding	28
Loss or Failure Of Utilities	28
Motor Vehicle Crash	28
Pandemic	28
Psychological Trauma.....	28
Suspected Contamination of Food or Water	28
Tactical Responses to Criminal Incidents	28
Unlawful Demonstration or Walkout.....	29
Emergency Evacuation Map.....	30

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Rancho Cotate High School, 5450 Snyder Lane, Rohnert Park, CA, 94928.

Safety Plan Vision

All students and staff of public primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses that are safe, secure, and peaceful.

California Constitution

Article I, § 28 (c)

Board Policy 5142

"The governing board is responsible for ensuring that proper attention is paid to the safety of students. The governing board expects the superintendent to develop and implement regulations which will produce as safe an educational environment as possible for the students as well as for the certificated and classified staff."

Components of the Comprehensive School Safety Plan (EC 32281)

Rancho Cotate High School Safety Committee

Assessment of School Safety

- Office Referrals
- Attendance Rates/SARB
- Suspension/Expulsion Data
- California Healthy Kids Survey
- Youth Truth Survey
- School Improvement Plan
- Local Law Enforcement Juvenile Crime Data
- Property Damage Data

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Conflict resolution management teams
After-school sports programs
After-school tutorial
Law enforcement support
Team Success
SOS Counseling
Administrative Panel reviews of serious discipline referrals
School Student Study Teams
Extra-curricular activities
Red Ribbon Week activities
Motivational speakers/assemblies
SARB
Positive Behavior Strategies
Honor Roll Assemblies
Student of the Month Assemblies
Ongoing assessment of school safety issues
Zero tolerance for weapons and drugs
High expectations for students' behavior and achievement
Fair, firm, and consistent enforcement of school standards
Staff, student, and parent involvement in school decision-making
Leadership class and leadership opportunities for students

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

(EC 32282(a)[2](A); EC 44691; PC PC11165.5; PC11165.7; PC11166) (BP 5141.4, AR 5141.4)

All school staff is trained in Child Abuse Reporting Procedures annually using the Vector online training module. All school staff actively monitor the safety and welfare of all students, and all school and district employees are mandated reporters. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse to Child Protective Services and the school principal.

Reporting Procedures

1. Initial Telephone Report: Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department.

Child Protective Services - Sonoma County
4717 Copperhill Parkway
Santa Rosa, CA 95403
Tel: 707-565-4300
FX: 707-565-4324

2. Written Report.: Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572).

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include if known:

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location, and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parents/guardians.
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05.

3. Internal Reporting: The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee.

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with the law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or another person shall not be a substitute for making a mandated report to the appropriate agency.

Training:

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect.

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

Release of Child to Peace Officer:

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

Parent/Guardian Complaints:

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided. To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications:

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee.

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard for the truth or falsity of the report.
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the district for making a report.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Adaptations for Students with Disabilities

Disaster Plan (See Appendix C-F)

(EC 32282(a)[2](B); GC 8607; GC 3100) (BP 5142, AR 5142, BP 6114, 6114.1, 6114.2, 6114.3, 6114.4, 6114.5)

CRPUSD maintains an Emergency Operations Plan (EOP) at each school site. Site-specific information is included and updated annually. Students are instructed in their classes each year about safety procedures. Student and Staff Drills Are conducted as listed below. Maps and procedures and more information are included in our full Emergency Operations Plan (EOP). Under Government Code 3100, all school personnel are Disaster Services Workers and are required to assist during a disaster until they are released by the Incident Commander/District Superintendent.

Type of Drill

Fire, Earthquake, Evacuation

Elementary: Once a month

Intermediate: Once a quarter

Secondary: Once a semester

Lockdown/Student Release

Elementary: Once a year

Intermediate: Once a year

Secondary: Once a year

These protective measures are taken before, during, and following an earthquake.

Mitigation

- Assess existing or potential hazards on and off campus
- identify nonstructural hazards on campus and develop a plan of action to address the hazards

Preparedness

- Establish and Train in NIMS/SEMS and ICS
- Conduct Drills for Students and Staff in Drop/Cover/Hold
- Conduct Evacuation Drills for Students and Staff
- Conduct Drills for Students, Staff, and Families in the Student Release Procedures
- Coordinate, plan, and train with Law Enforcement and Fire
- Acquire emergency equipment and supplies
- Coordinate with SCOE S.O.S. Crisis Response Team

Response

- Evacuate buildings and the school campus if necessary

- Release students as needed
- Initiate search and rescue efforts as needed
- Handle triage, medical aid, and mental health emergencies as needed

Recovery and Reconstruction

- Assess building and campus safety and damage
- Identify contacts for support as needed
- Mobilize the Crisis Response team as needed
- Make plans to relocate classes and other academic business at an alternate site as needed
- Track costs to delineate expenditures
- Debrief
- Update the plan as needed

Public Agency Use of School Buildings for Emergency Shelters

The American Red Cross has an MOU with the City of Rohnert Park. As needed, the school building facilities would be used as overflow.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

(EC 32282(a)[2](C) (BP 5144.1, AR 5144.1, AR 5144.2, BP 5131)

It is the intent of the governing board to maintain a safe learning environment for all students. Student behavior management is conducted in a manner consistent with federal law, the Education Code of California, governing board policies, and district administrative regulations. School staff members adhere to the procedures set forth in the Student and Parent Handbook.

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with the law, the suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be specified in Administrative Regulation 5144.1. Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

Decision Not to Enforce Expulsion Order: On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Student Due Process: The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

The Board recognizes that students who are suspended from school often have no supervision or guidance during school hours when they are off campus. The Board believes that in many cases, it would be better to address the student's misconduct by keeping the student at school and providing him/her with supervision that is separated from the regular classroom. The Superintendent or designee may establish a supervised in-house suspension program that meets the requirements of the law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated. (Education Code 48900.5.) The Superintendent or designee may examine alternatives to off-campus suspension and may establish a suspension program that involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians, and students; detention; student study BP 5144.1 (b) teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspension.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

(EC 32282(a)[2](D); EC 49079) (BP 4158 AR 4158)

In accordance with EC 49079, the Superintendent informs the teacher of any student in his/her class who has engaged in, or is suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under EC 48900.

CRPUSD utilizes a contracted service called "Behavior Alert" that sends every teacher a coded email if one of their students gets suspended for any 48900 offense.

(E) Discrimination and Harassment Policies (EC 212.6 [b])

(EC 32282(a)[2](E); EC 234.4) (BP 5145.3, BP 5145.7, BP 5131.2, BP 5144.1)

DISCRIMINATION & HARASSMENT POLICY

CRPUSD is committed to maintaining a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited.

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Complaint Process

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulations. The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulations. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964) The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent\ repetitive harassing behavior in the schools.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

(EC 32282(a)[2](F)) (BP 5132, AR 5132)

Students are expected to dress in a way that is safe, not distracting to themselves or others, and allows them to fully participate in their academic and physical education activities.

The Governing Board desires to keep district schools and students free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence, or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities. To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct are enforced consistently and that all students have access to counselors as needed.

The Superintendent or designee shall provide in-service training which helps staff identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help our students.

Prevention Education

The Board realizes that many students become involved in gangs without understanding the consequences of gang membership. Early intervention is a key component of efforts to break the cycle of gang membership. Therefore gang violence prevention education in the third grade.

The California Legislature has declared that gang-related apparel is hazardous to the health and safety of the school environment. The Board recognizes that there is evidence of a gang presence in district schools that may disrupt or interfere with school activities. The Board has determined that the Superintendent or designee may establish reasonable dress code regulations prohibiting students from wearing gang-related apparel when necessary for the health and safety of the school environment.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

(EC 32282(a)[2](G)) (BP 5131)

CRPUSD annually defines procedures for the safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision, locations of safe drop-off and pick-up of students, and the safe ingress and egress to the campus. Safety procedures and expectations are described for those students who [drive cars,] ride the bus, ride their bikes, and walk to and from school.

All schools in CRPUSD have a plan for safe ingress and egress, policies and procedures are reviewed with pupils and staff and shared with parents.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**Component:**

The CRPUSD Leadership Team will be incorporating PLC's at their individual sites to monitor and assess student progress and responsively support struggling students to enable all students to achieve grade-level standards.

Element:

By June of 2024, 100% of CRPUSD school sites will have PLC's that meet once a month.

Opportunity for Improvement:

Baseline: PLC's are not occurring at every school site.

Objectives	Action Steps	Resources	Lead Person	Evaluation
CRPUSD Leadership Team is attending PLC Training	Attend PLC Training	Training	CRPUSD Leadership Team	CRPUSD Leadership Team
CRPUSD Leadership Team will have one dedicated meeting a month to practice and utilize PLC's to analyze site data	Schedule Monthly Meeting	Monthly Meeting	CRPUSD Leadership Team	CRPUSD Leadership Team
PLC's will be utilized at sites	PLC Site Meetings	PLC Shared Drive	CRPUSD Leadership Team	CRPUSD Leadership Team
Action Plans will be created at each site to address the needs of students.	Identify Student Needs/Create Action Plan	Site Data	CRPUSD Leadership Team	CRPUSD Leadership Team

Component:

All CRPUSD school sites will have written procedures for the Fire Panel and how to turn off the water and electricity at each site.

Element:

By June of 2024, 100% of CRPUSD school sites will have Fire Panel Instructions, Water and Electricity Shutoff Procedures, and correct key in lockbox.

Opportunity for Improvement:

There are not written instructions for each school site and their Fire Panel. In addition, all site administrators are not aware of how to shut off water and electricity at their sites.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Identify the type of fire panel at each site	Identify Fire Panel	Fire Panel Instructions	Josh Savage/Angela Scardina	CRPUSD Leadership Team
Identify the locations of the electricity and water shutoffs at each location	Identify	Locate on Map	Josh Savage/Angela Scardina	CRPUSD Leadership Team
Write instructions for each fire panel	Write Instructions/Post	Fire Panel Instructions	Josh Savage/Angela Scardina	CRPUSD Leadership Team
Create a map with instructions for the electricity and water shutoff and post next to the fire panel as each school site	Create Map	Current Map/Site Visits	Josh Savage/Angela Scardina	CRPUSD Leadership Team
Post instructions at each school site for the site's fire panel	Post at each school site	Updated Maps	Josh Savage/Angela Scardina	CRPUSD Leadership Team

Component:

H. ENSURING A SAFE AND ORDERLY ENVIRONMENT

(EC 32282(a)(2)(H))

EC 32282 (b) It is the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.

Safe Schools: A Planning Guide for Action is based on four principles: safe schools are caring schools, are built through cooperative efforts of all stakeholders, communicate high standards, and stress prevention. The guide recommends a seven-step planning process to guide the planning committee in addressing the components of the safe-school model.

This Comprehensive School Safety Plan has incorporated the Safe Schools: A Planning Guide for Action Steps 1-3 (identifying a planning committee, creating a vision of a Safe School, and gathering and analyzing data).

Section H describes Steps 4 and 5: setting an annual goal(s) for each of the two safe school components: The Social Environment (people and programs) and the Physical Environment (facilities). This section further identifies at least one goal with measurable objectives and activities for each of the two safe school components.

Steps 6 and 7 (communicating and evaluating the plan) are incorporated into the full Comprehensive School Safety Plan and are found in the Monitoring and Communication Section. This school also publishes the status of the school safety plan in its annual School Accountability Report Card.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Rancho Cotate High School Student Conduct Code

(EC 32282(a)(2)(I)) (BP 5131/5131.1, AR 5131.1, BP 5144, AR 5144)

In order to provide a positive and safe learning environment for students, CRPUSD Individual School sites have created school-wide expectations for behavior and discipline.

Student Attendance / Student Conduct Policies and Regulations

We encourage our parents and students to familiarize themselves with these important District policies and regulations regarding student attendance and conduct. These will be posted on our District website at www.crpusd.org. For a hard copy, please see your school's office manager.

Absences and Excuses BP 5113 / AR 5113

Chronic Absence and Truancy AR 5113.1

Alcohol and Other Drugs Alcohol y otras drogas BP 5131.6 / AR 5131.6

Bullying BP 5131.2

Conduct BP 5131

Discipline BP 5144 / AR 5144

Gangs BP 5136 / AR 5136

Nondiscrimination / Harassment BP 5145.3

Sexual Harassment BP 5145.7 / AR 5147.7

Suspension and Expulsion / Due Process BP 5144.1 / AR 5144.1 and AR 5144.2

Use of Technology BP 6163.4 / AR 6163.4

(K) Hate Crime Reporting Procedures and Policies

(EC 234.4) (BP 5131.2, BP 5144.1)

CRPUSD recognizes the harmful effects of bullying on student learning and school attendance and desires to provide learning environments that protect students from physical and emotional harm. XXX School has developed strategies to support a safe and orderly environment free from bullying and intimidation.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of the district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
 2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.
 3. Conduct that disrupts the orderly classroom or school environment
 4. Willful defiance of staff's authority
 5. Damage to or theft of property belonging to students, staff, or the district
- The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
6. Obscene acts or use of profane, vulgar, or abusive language
 7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
 8. Possession or use of a laser pointer, unless for valid instructional or other school-related purposes. Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
 9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time. Such devices shall be turned off in class and stored securely in the student's belongings, except when being used for a valid instructional or other school-related purposes as determined by the teacher or other district employee, and at any other time directed by a district employee.

Any device with a camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

Students shall not use mobile communications devices, even in hands-free mode, while driving on school grounds or to or from a school-related activity.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health.

(Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests

11. Inappropriate attire

12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner and may either return it at the end of the class period or school day or keep it until the principal or designee has consulted with the student's parent/guardian.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with the law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

(J) Tactical Responses

(EC 32282(a)[2](J)) (BP 0540)

TACTICAL RESPONSES (SEE EOP, ANNEX B)

CRPUSD in consultation with law enforcement officials has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury. In accordance with EC 32281(f) the district elects not to disclose the tactical response portions in the publicly viewed copy of the plan. General procedures for Shelter-in-Place, Lockdown, and Evacuation, [and Run-Hide-Fight] are contained in Annex B of the Emergency Operations Plan.

Each school in CRPUSD has an Emergency Operation Plan that details the procedures in the event of an active shooter.

Procedures for Preventing Acts of Bullying and Cyber-bullying

School behavior standards shall be coordinated district-wide, with particular attention to applying the standards for discrimination, intimidation, harassment, and bullying behavior fairly and consistently among schools at the same grade level. Schools will follow district guidelines and policies according to the Education Code and school rules pertaining to related matters such as discrimination, intimidation, harassment, bullying, suspension, and expulsion.

The district will not tolerate discrimination, intimidation, harassment, bullying, or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the district's jurisdiction whether directed at an individual or group. This includes but is not limited to discrimination, intimidation, harassment, and bullying based on actual or perceived characteristics and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1)

Definitions:

"Bullying" is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils that constitutes sex harassment - 48900.2, hate violence - 48900.3, or harassment, threats or intimidation - 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable pupil or pupils in fear of harm to that pupil or those pupils' person or property.

Causing a reasonable pupil to experience a substantially detrimental effect on her or her physical or mental health.

Causing a reasonable pupil to experience substantial interference with his or her academic performance.

Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic act" is defined as the creation or transmission originating on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager, of a communication, including, but not limited to, any of the following:

A message, text, sound, video, or image.

A post on a social network Internet Website, including but not limited to:

Posting or creating a burn page.

Creating a credible impersonation of another actual pupil.

Creating a false profile.

An act of cybersexual bullying.

"Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill,

and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs. (Education Code 48900(r))

The school district has jurisdiction to respond to bullying behavior that is related to school activity or school attendance and that occurs at any time, including, but not limited to, while on school grounds, at a school-sponsored activity, while traveling to or from school, on a school bus, or during the lunch period whether on or off campus. (Education Code 48900(s))

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

Providing to students, through student handbooks and other age-appropriate means, information about the district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on Comprehensive School Safety Plan

actual or perceived immigration status, religious beliefs, and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individuals who believe that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted that alleges discriminatory harassment, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or another employee so

that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or another school

support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thoughts or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement. Include the STOP IT app.

Opioid Prevention and Life-Saving Response Procedures

Response Procedures for Dangerous, Violent, or Unlawful Activities

Safety Plan Review, Evaluation and Amendment Procedures

This plan is reviewed, evaluated, and amended (as needed) each school year by the School Site Council and Board of Trustees, local Law Enforcement and the local Fire Agency. The revised plan is placed on the regular meeting of the Board of Trustees for the public hearing to allow public input before it is adopted. It is available for public inspection at the District Office and school site during regular business hours.

How was the previous plan monitored?

Were changes made to Section B: Disaster Reporting Crisis Response or to the SEMS/ICS Chart? If so, reference where these are found.

Were changes made to Section G: Ingress and Egress? If so, reference where these are found.

What progress was made on Section H: Component I (Social Environment)?

What progress was made on Section H: Component II (Physical Environment)?

Record the Dates of Drills or Staff Training in the Past 12 Months:

Fire - April 2023, August 2023

Earthquake - April 2023, August 2023

Evacuation - April 2023, August 2023

Lockdown - April 2023, August 2023

Student Release - March 2023

Staff Training - April 2023, August 2023

Safety Plan Appendices

Emergency Contact Numbers

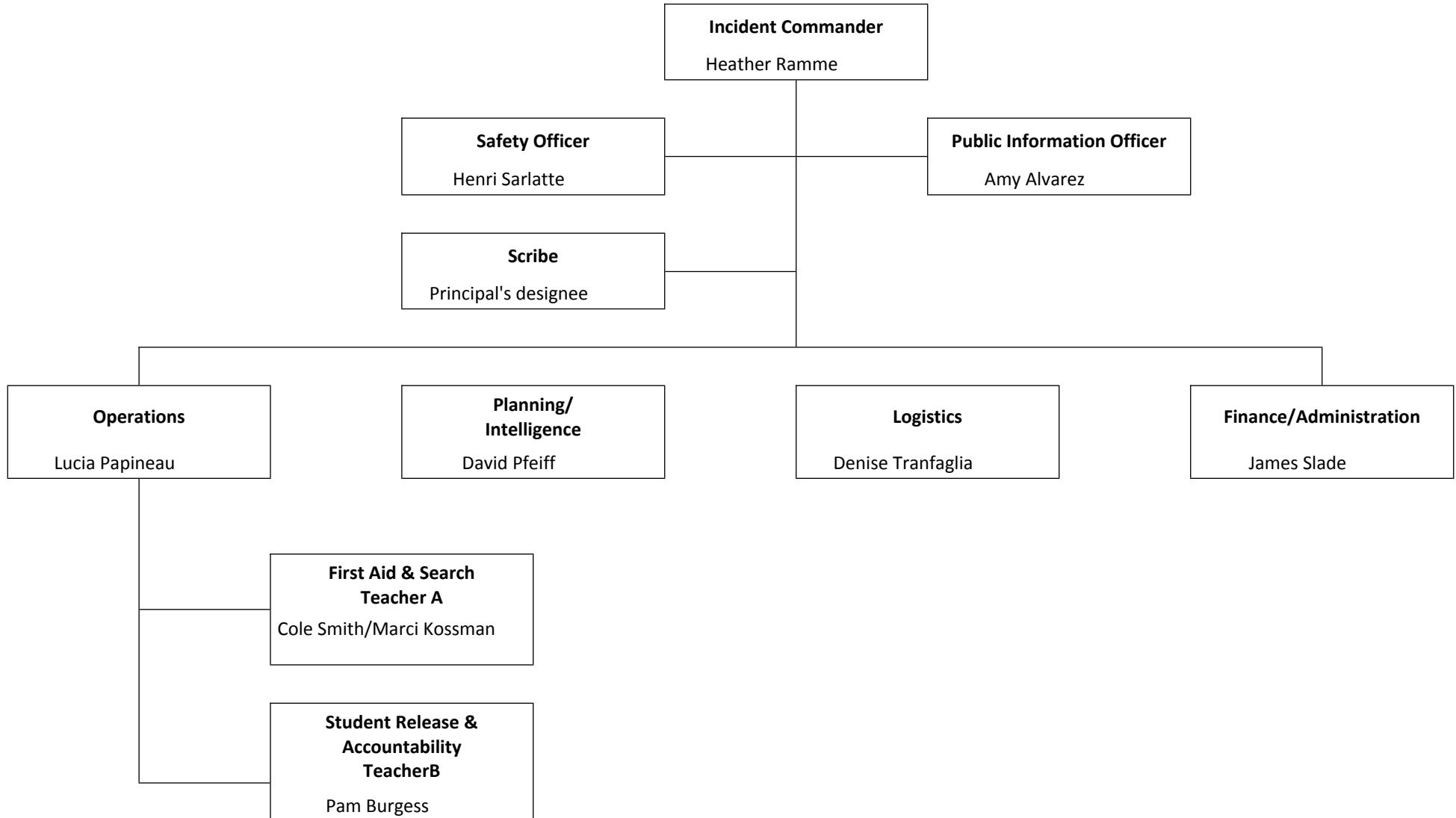
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Rohnert Park Safety Dispatch	707-528-5222	
Public Utilities	PG&E	579-6200 or 800-743-5002	Gas & Electricity
Local Hospitals	Kaiser Hospital ER	707-393-4800 / 707-571-4000	
City Services	Sonoma County Department of Emergency Services	707-565-1152	
School District	CPRUSD	707-792-4722 / 707-588-5656	
Emergency Services	Sutter Hospital	707-576-4701	
Radio Station	KSRO (AM -1350)	707-545-1000	
American National Red Cross	American Red Cross of North Bay	707-577-7600	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Method for Communicating Plan and Notifying Public: EC 32288 The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting: Local Mayor Representatives	On going	
The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting: A representative of the local churches Local civic leaders Local business	On going	
In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with EC 32281	October 4, 2023	
Review of Progress for Last Year	November 15, 2023	
Law Enforcement/Fire/First Responder	November 15, 2023	
Site Council Approval	November 15, 2023	
School Board Approval	March 2024	
Most Recent SARC (attached)	March 2024	2023 SARC plus Spanish Version (viewable in attachments)

Rancho Cotate High School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

The principal of the school is responsible for all pre-disaster planning and preparedness for the school. In the event of an emergency, the principal or designee will assume the overall direction of disaster procedures for their school. The principal is the sole representative of the school communicating with the media. The following alternates are appointed to act in succession in the absence of the principal regarding administration and supervision of all aspects of the emergency: Assistant Principal, Office Manager

Every teacher should become thoroughly familiar with the contents of this emergency action guide, and students should be instructed in the procedures outlined for emergency action so they will be prepared to react quickly to instructions given to them in times of emergency.

Important Note: If an emergency drill occurs during break or lunch students will report to their 2nd period/Homeroom period teacher area when it is

time to evacuate the building

ACTION OF SCHOOL STAFF

PRINCIPAL - The principal or if absent, the assistant principal, shall assume the overall direction of emergency procedures.

Direct evacuation of the building, as required, for fire, threatened explosion, or following cessation of earthquake tremors.

Arrange for the transfer of students if threatened by floods or approaching fires.

The principal is the sole public information officer for communicating with the media and press unless designated otherwise.

TEACHERS - Teachers will be responsible for the supervision of students in their charge.

Direct evacuation of children in their charge to inside or outside assembly areas. Or Give a DROP command during an earthquake or in

a surprise attack.

Take roll when the class relocates outside, inside an assembly area, or at any other location.

Responsible for bringing backpack emergency supplies or "survival kit" & WALKIES (channel 3)

Hold up "I'm OK" if all students and adults are accounted for.

Hold up "Need Help" to report any students or adults who are missing or injured.

Send students in need of first aid to a school nurse or person trained in first aid.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

This information is on file in the Emergency Operations Plan for the school site.

Animal Disturbance

This information is on file in the Emergency Operations Plan for the school site.

Armed Assault on Campus

This information is on file in the Emergency Operations Plan for the school site.

Biological or Chemical Release

This information is on file in the Emergency Operations Plan for the school site.

Bomb Threat/ Threat Of violence

This information is on file in the Emergency Operations Plan for the school site.

Bus Disaster

This information is on file in the Emergency Operations Plan for the school site.

Disorderly Conduct

This information is on file in the Emergency Operations Plan for the school site.

Earthquake

This information is on file in the Emergency Operations Plan for the school site.

Explosion or Risk Of Explosion

This information is on file in the Emergency Operations Plan for the school site.

Fire in Surrounding Area

This information is on file in the Emergency Operations Plan for the school site.

Fire on School Grounds

This information is on file in the Emergency Operations Plan for the school site.

Flooding

This information is on file in the Emergency Operations Plan for the school site.

Loss or Failure Of Utilities

This information is on file in the Emergency Operations Plan for the school site.

Motor Vehicle Crash

This information is on file in the Emergency Operations Plan for the school site.

Pandemic

This information is on file in the Emergency Operations Plan for the school site.

Psychological Trauma

This information is on file in the Emergency Operations Plan for the school site.

Suspected Contamination of Food or Water

This information is on file in the Emergency Operations Plan for the school site.

Tactical Responses to Criminal Incidents

This information is on file in the Emergency Operations Plan for the school site.

Unlawful Demonstration or Walkout

This information is on file in the Emergency Operations Plan for the school site under the "Civil Unrest" section.

Emergency Evacuation Map

Rancho Cotate High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 School Contact Information

School Name	Rancho Cotate High School
Street	5450 Snyder Lane
City, State, Zip	Rohnert Park, CA 94928
Phone Number	707-792-4771
Principal	Heather Ramme
Email Address	Heather_Ramme@crpusd.org
School Website	https://rchs.crpusd.org/
County-District-School (CDS) Code	49-73882-4935482

2023-24 District Contact Information

District Name	Cotati-Rohnert Park Unified School District
Phone Number	707-792-4722
Superintendent	Maité Iturri
Email Address	maite_iturri@crpusd.org
District Website	www.crpusd.org

2023-24 School Description and Mission Statement

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.

2023-24 School Description and Mission Statement

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, Jewelry/Metal 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

7) Environmental Science

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	402
Grade 10	448
Grade 11	391
Grade 12	370
Total Enrollment	1,611

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.7%
American Indian or Alaska Native	0.7%
Asian	2.5%
Black or African American	2%
Filipino	1.1%
Hispanic or Latino	48.9%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	5.5%
White	34.8%
English Learners	14.3%
Foster Youth	0.6%
Homeless	1.1%
Migrant	0.3%
Socioeconomically Disadvantaged	42.3%
Students with Disabilities	13.5%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	59.10	87.32	230.90	80.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.70	2.70	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.40	5.04	15.30	5.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	0.49	12.30	4.31	12115.80	4.41
Unknown	4.80	7.14	19.30	6.76	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.80	91.53	247.60	83.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	1.36	3.20	1.10	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	0.90	10.00	3.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	0.93	16.60	5.60	11953.10	4.28
Unknown	3.80	5.25	19.50	6.58	15831.90	5.67
Total Teaching Positions	72.90	100.00	297.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	3.40	0.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.40	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.40
Local Assignment Options	0.00	0.20
Total Out-of-Field Teachers	0.30	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7	0.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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.

Year and month in which the data were collected

December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption ?	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 Educational Services Department (707) 792-4708. StudySync	Yes	0%
Mathematics	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. Big Ideas and ALEKS	Yes	0%
Science	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%
History-Social Science	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%
Foreign Language	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%
Health	Health standards are addressed in other district courses/classes i.e., Physical education, biology, etc	Yes	0%
Visual and Performing Arts	Contact Instructional Services Department (707) 792-4708.		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Cracked tiles in several rooms. Admin Bldg Carpet in poor condition
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Several restrooms outdated and in poor condition
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Food Service area gutters need to be replaced.
External: 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	

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	39	52	41	41	47	46
Mathematics (grades 3-8 and 11)	10	12	24	26	33	34

2022-23 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
All Students	386	356	92.23	7.77	51.83
Female	192	178	92.71	7.29	62.36
Male	193	177	91.71	8.29	41.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	196	188	95.92	4.08	50.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	25	92.59	7.41	48.00
White	134	118	88.06	11.94	53.39
English Learners	57	54	94.74	5.26	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	162	148	91.36	8.64	45.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	32	72.73	27.27	15.63

2022-23 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
All Students	386	355	91.97	8.03	12.11
Female	192	178	92.71	7.29	11.80
Male	193	176	91.19	8.81	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	196	188	95.92	4.08	7.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	25	92.59	7.41	12.00
White	134	117	87.31	12.69	14.53
English Learners	57	54	94.74	5.26	1.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	162	147	90.74	9.26	5.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	32	72.73	27.27	3.13

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.26	13.71	23.09	26.54	29.47	30.29

2022-23 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
All Students	387	354	91.47	8.53	14.41
Female	188	173	92.02	7.98	14.45
Male	199	181	90.95	9.05	14.36
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	7.69
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	171	162	94.74	5.26	11.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	41	91.11	8.89	19.51
White	142	125	88.03	11.97	16.00
English Learners	33	31	93.94	6.06	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	144	136	94.44	5.56	10.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	40	75.47	24.53	7.50

2022-23 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. Arts, Media, and Entertainment

Filmmaking, Digital Photography, 2D Art, 3D art, Jewelry/Metal Arts, Theater Arts, Computer Aided Design

2. Hospitality Tourism and Recreation

Management & Events

3. Health

Biomedical Sciences

4. Building Trades/Construction Industry

Woodworking and Sustainable construction

5. Fashion and Interior Design

Sewing, Fashion Design

6. Information and Communication Technologies

Computer Science, Video Game Design

7. Environmental Science

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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1048
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	38.7
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	94.18
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	27.35

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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
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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.

2023-24 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 Collaborative, 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 were 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 emails 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.3	5.7	6.5	4.9	5.5	7.4	9.4	7.8	8.2
Graduation Rate	93.4	92.5	91.1	91.8	92.8	90	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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/acqrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	369	336	91.1
Female	180	167	92.8
Male	189	169	89.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	13	12	92.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	162	146	90.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	24	22	91.7
White	135	125	92.6
English Learners	47	40	85.1
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	194	171	88.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	62	44	71.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1675	1659	377	22.7
Female	804	796	177	22.2
Male	867	859	199	23.2
Non-Binary	4	4	1	25.0
American Indian or Alaska Native	12	12	6	50.0
Asian	43	42	2	4.8
Black or African American	35	35	9	25.7
Filipino	17	17	0	0.0
Hispanic or Latino	825	819	195	23.8
Native Hawaiian or Pacific Islander	12	10	3	30.0
Two or More Races	96	95	23	24.2
White	576	570	126	22.1
English Learners	245	243	67	27.6
Foster Youth	15	13	8	61.5
Homeless	21	21	12	57.1
Socioeconomically Disadvantaged	745	738	220	29.8
Students Receiving Migrant Education Services	5	5	0	0.0
Students with Disabilities	239	234	93	39.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.26	6.23	5.79	0.25	4.19	5.06	0.20	3.17	3.60
Expulsions	0.00	0.65	0.18	0.00	0.17	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.79	0.18
Female	4.23	0
Male	7.15	0.35
Non-Binary		
American Indian or Alaska Native	16.67	0
Asian	0	0
Black or African American	14.29	0
Filipino	0	0
Hispanic or Latino	4.61	0.12
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.29	1.04
White	6.94	0.17
English Learners	7.76	0.41
Foster Youth	26.67	0
Homeless	14.29	0
Socioeconomically Disadvantaged	7.25	0.27
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.55	0.42

2023-24 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. Safety drills occur on campus once each semester. The administrative team meets weekly to debrief any safety or security incidents which have occurred in the previous week, to improve procedures and responses.

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	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	38	22	0
Mathematics	22	14	22	2
Science	19	12	13	2
Social Science	16	26	21	0

2022-23 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	322.2

2022-23 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
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
School Site	12564	5147	7417	72345
District	N/A	N/A	7186	\$71,452
Percent Difference - School Site and District	N/A	N/A	3.2	5.6
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	11.7	-13.8

Fiscal Year 2022-23 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
- Two School Psychologists
- 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)

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$46,309	\$54,190
Mid-Range Teacher Salary	\$71,061	\$85,111
Highest Teacher Salary	\$92,857	\$104,999
Average Principal Salary (Elementary)	\$119,503	\$132,492
Average Principal Salary (Middle)	\$126,748	\$140,987
Average Principal Salary (High)	\$129,525	\$153,884
Superintendent Salary	\$234,600	\$255,503
Percent of Budget for Teacher Salaries	26.96%	32.09%
Percent of Budget for Administrative Salaries	6.64%	5.25%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	8
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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	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	1
Social Science	2
Total AP Courses Offered	6

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

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. RCHS has two late start days a week to enable staff to work together in a collaborative PLC model on a weekly basis. These PLC days are driven by our WASC goals and focus on raising student achievement.

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 a 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.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Escuela Preparatoria Rancho Cotate

Informe de Responsabilidad Escolar para 2022-2023

(Publicado Durante el Ciclo Escolar 2023-2024)



Información General sobre el Informe de Responsabilidad Escolar (SARC)

Sobre el SARC



La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en www.cde.ca.gov/ta/ac/sa/
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en www.cde.ca.gov/fq/aa/lc/
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

DataQuest



DataQuest es una herramienta en línea ubicada en el sitio web *DataQuest* de CDE en dq.cde.ca.gov/dataquest/ que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, *DataQuest* es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (Dashboard) Escolar de California



La Interfaz Escolar de California (*Dashboard*) www.caschooldashboard.org/ refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Acceso al Internet

Acceso al Internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p.ej., la Biblioteca Estatal de California). Acceso al Internet en bibliotecas y otras ubicaciones públicas es generalmente proporcionado a base de orden de llegada. Otras restricciones de uso pueden incluir el horario de operación, el plazo de tiempo que se puede usar una estación de trabajo (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una estación de trabajo y la habilidad de poder imprimir documentos.

Información de Contacto Escolar para 2023-24

Nombre de la Escuela	Escuela Preparatoria Rancho Cotate
Dirección	5450 Snyder Lane
Ciudad, Estado, Código Postal	Rohnert Park, CA 94928
Número Telefónico	707-792-4771
Director/a	Heather Ramme
Dirección de Correo Electrónico	Heather_Ramme@crpusd.org
Sitio Web Escolar	https://rchs.crpusd.org/
Código del Condado-Distrito-Escuela (CDS)	49-73882-4935482

Información de Contacto Distrital para 2023-24

Nombre del Distrito	Distrito Escolar Unificado de Cotati-Rohnert Park
Número Telefónico	707-792-4722
Superintendente	Maité Iturri
Dirección de Correo Electrónico	maite_iturri@crpusd.org
Dirección del Sitio Web Distrital	www.crpusd.org

Descripción Escolar y Declaración de la Misión para 2023-24

La Escuela Preparatoria Rancho Cotate (RCHS, por sus siglas en inglés) brindará a los alumnos y la comunidad una experiencia académica y extracurricular de alto calibre. El enfoque es el rendimiento académico junto con programas atléticos competitivos, un programa de enriquecimiento de música y artes visuales/escénicas en crecimiento, y una educación tecnológica profesional. Nos esforzamos por guiar a los alumnos para prepararlos bien para sus elecciones futuras, ya sea en la fuerza laboral o en la educación superior.

Misión de la Escuela Preparatoria Rancho Cotate:

La misión de la Escuela Preparatoria Rancho Cotate es proporcionar un currículo riguroso y completo que permita a los alumnos tener éxito ahora y en el futuro. RCHS ofrece un programa atlético excelente y competitivo, y tiene muchas actividades extracurriculares y co-curriculares para los alumnos. El personal de RCHS cree que todos los alumnos pueden aprender y deben tener la oportunidad de desarrollarse intelectual, física y emocionalmente dentro de un ambiente que sea seguro y promueva el respeto por la dignidad de la vida. El personal de RCHS alienta aún más a los alumnos a desarrollar un deseo de conocimiento y los guía para que se conviertan en miembros reflexivos, responsables y contribuyentes de la sociedad.

Descripción Escolar y Declaración de la Misión para 2023-24

Resultados de aprendizaje a nivel escolar

En la Escuela Preparatoria Rancho Cotate, los alumnos:

Estarán listos para la universidad y la carrera:

- Curso de estudio completo y de Colocación Avanzada (AP, por sus siglas en inglés), una trayectoria de Educación de Carrera Técnica (CTE, por sus siglas en inglés) o un programa de preparación vocacional individualizado.
- Demostrar dominio de las habilidades básicas de lectura, artes lingüísticas y matemáticas.
- Ingresar con éxito a la universidad y/o al mercado laboral.

Serán individuos socialmente responsables:

- Demostrar la capacidad de tomar decisiones basadas en estrategias bien razonadas.
- Crear objetivos efectivos a corto y largo plazo.
- Manejar la salud mental, emocional y física.

Serán miembros activos de la comunidad:

- Comprender los derechos y deberes como ciudadanos en democracia.
- Modelar una ciudadanía fuerte con la escuela, la nación, nuestra comunidad, el medio ambiente y el mundo.
- Practicar el respeto y la empatía por la diversidad; tanto de personas como de ideas.

La Escuela Preparatoria Rancho Cotate se esfuerza por brindar un currículo riguroso y completo que permita a los alumnos estar preparados para la universidad y una carrera. RCHS tiene un programa Trayectorias de Carreras Profesionales con los siguientes sectores profesionales:

1) Artes, Medios y Entretenimiento

Cine, Fotografía Digital, Arte y Diseño en 2D, Arte y Diseño en 3D, Diseño Asistido por Computadora y Artes Teatrales, Joyería/Artes de Metal

2) Hospitalidad Turismo y Recreación

Hospitalidad y Turismo

3) Salud y Servicio

Cursos de Biomedicina y Ocupaciones Médicas

4) Oficios de la Construcción/Industria de la Construcción

Cursos de Carpintería y Construcción Sostenible

5) Moda e Interiorismo

Costura, Diseño de Moda

6) Tecnologías de la Información y la Comunicación

Informática, Diseño de Videojuegos

7) Ciencia ambiental

RCHS también ofrece un currículo integral para alumnos en inglés, matemáticas, ciencias sociales, ciencias, idiomas del mundo (francés y español), bellas artes (cursos de dibujo, pintura, escultura, cerámica y artes digitales), educación física y artes escénicas (Cursos de Música y Teatro). Además de ofrecer un programa de Educación Especial y Estudiantes de Inglés de servicio completo, RCHS tiene un programa integral de colocación avanzada y supera todos los requisitos A-G de la Universidad de California. Si bien más de la mitad de nuestros alumnos se matriculan en Santa Rosa Junior College, también vemos que nuestros graduados son aceptados en escuelas como Berkeley, CalPoly y Stanford. Seguimos desafiándonos a nosotros mismos como sistema educativo para innovar mientras nos esforzamos por satisfacer las necesidades académicas de todos nuestros alumnos. RCHS se enfoca en el rigor académico y en garantizar que nuestros alumnos estén bien preparados para las futuras carreras y universidades que elijan.

Sobre esta Escuela

Inscripción Estudiantil por Nivel de Año para 2023-24

Nivel de Año	Cantidad de Alumnos
9° Grado	402
10° Grado	448
11° Grado	391
12° Grado	370
Inscripción Total	1,611

Inscripción Estudiantil por Grupo para 2023-24

Grupo Estudiantil	Porcentaje de Inscripción Total
Femenino	48.1%
Masculino	51.7%
Nativo Americano o Nativo de Alaska	0.7%
Asiático	2.5%
Afroamericano	2%
Filipino	1.1%
Hispano o Latino	48.9%
Nativo de Hawái o Isleño del Pacífico	0.6%
Dos o Más Orígenes Étnicos	5.5%
Blanco	34.8%
Estudiantes del Inglés	14.3%
Jóvenes de Crianza Temporal	0.6%
Indigentes	1.1%
Migrantes	0.3%
De Escasos Recursos Económicos	42.3%
Alumnos con Discapacidades	13.5%

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Preparación y Colocación Docente para 2020-21

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	59.10	87.32	230.90	80.84	228366.10	83.12
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	7.70	2.70	4205.90	1.53
Maestros sin Acreditación y Asignaciones Incorrectas ("ineffective" bajo ESSA)	3.40	5.04	15.30	5.38	11216.70	4.08
Maestros Acreditados Asignados No en su Rama ("out-of-field" bajo ESSA)	0.30	0.49	12.30	4.31	12115.80	4.41
Desconocido	4.80	7.14	19.30	6.76	18854.30	6.86
Cantidad Total de Cargos Docentes	67.60	100.00	285.60	100.00	274759.10	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2021-22

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	66.80	91.53	247.60	83.35	234405.20	84.00
Practicantes Contando con Acreditación Correctamente Asignados	0.90	1.36	3.20	1.10	4853.00	1.74
Maestros sin Acreditación y Asignaciones Incorrectas ("ineffective" bajo ESSA)	0.60	0.90	10.00	3.37	12001.50	4.30
Maestros Acreditados Asignados No en su Rama ("out-of-field" bajo ESSA)	0.60	0.93	16.60	5.60	11953.10	4.28
Desconocido	3.80	5.25	19.50	6.58	15831.90	5.67
Cantidad Total de Cargos Docentes	72.90	100.00	297.10	100.00	279044.80	100.00

El CDE publicó el primer año de datos disponibles sobre maestros para el SARC de 2020-21 en junio de 2022 y el CDE publicó el segundo año de datos para el SARC de 2021-22 en junio de 2023. La Sección EC 33126(b)(5) requiere que los tres años más recientes de datos sobre maestros se peticione en el SARC, según estén disponibles los datos. Los datos sobre maestros para el SARC de 2022-23 no estarán disponibles antes del 1 de febrero de 2024 y por lo tanto no son incluidos en la plantilla.

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Maestros sin Acreditación y Asignaciones Incorrectas (considerados ineffectivos “ineffective” bajo ESSA)

Autorización/Asignación	2020-21	2021-22
Permisos y Exenciones	0.00	0.00
Asignaciones Incorrectas	3.40	0.60
Puestos con Vacante	0.00	0.00
Cantidad Total de Maestros sin Acreditación y Asignaciones Incorrectas	3.40	0.60

Datos de 2022-23 no fueron incluidos como parte de la divulgación inicial de datos el 13/1/23. El CDE ha indicado que los datos estarán disponibles después de la fecha límite del SARC el 1/2/23. Los datos serán incluidos cuando sea publicado por el CDE.

Maestros Acreditados Asignados No En Su Rama (considerados no en su rama “out-of-field” bajo ESSA)

Indicador	2020-21	2021-22
Maestros Acreditados Autorizados con un Permiso o una Exención	0.30	0.40
Opciones de Asignación Local	0.00	0.20
Cantidad Total de Maestros No En Su Rama	0.30	0.60

Datos de 2022-23 no fueron incluidos como parte de la divulgación inicial de datos el 13/1/23. El CDE ha indicado que los datos estarán disponibles después de la fecha límite del SARC el 1/2/23. Los datos serán incluidos cuando sea publicado por el CDE.

Asignaciones de Clases

Indicador	2020-21	2021-22
Asignaciones para Estudiantes del Inglés (un porcentaje de todas las clases con estudiantes del inglés impartidas por maestros con asignación incorrecta)	7	0.5
Sin acreditación, permiso o autorización para enseñar (un porcentaje de todas las clases impartidas por maestros sin registro de una autorización para enseñar)	0.4	0

Datos de 2022-23 no fueron incluidos como parte de la divulgación inicial de datos el 13/1/23. El CDE ha indicado que los datos estarán disponibles después de la fecha límite del SARC el 1/2/23. Los datos serán incluidos cuando sea publicado por el CDE.

Nota: Para más información, consulte la página web Definiciones Actualizadas sobre Equidad Docente (*Updated Teacher Equity Definitions*) en <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

Calidad, Vigencia y Disponibilidad de Libros de Texto y Otros Materiales Instructivos para 2023-24

Año y mes en los cuales se recopilaron los datos	Diciembre del 2023		
Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿Los libros de texto son	Porcentaje de alumnos a quienes no se

		de la adopción más reciente?	les asignaron sus propios libros de texto
Lectura/Artes Lingüísticas	Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficientes materiales de instrucción en todas las asignaturas básicas, incluyendo idioma extranjero. Contactar con el Departamento de Servicios Educativos al (707) 792-4708. StudySync	Sí	0%
Matemáticas	Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficientes materiales de instrucción en todas las asignaturas básicas, incluyendo idioma extranjero. Contactar con el Departamento de Servicios Educativos al (707) 792-4708. Big Ideas y ALEKS	Sí	0%
Ciencias	Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficientes materiales de instrucción en todas las asignaturas básicas, incluyendo idioma extranjero. Contactar con el Departamento de Servicios Educativos al (707) 792-4708.	Sí	0%
Historia-Ciencias Sociales	Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficientes materiales de instrucción en todas las asignaturas básicas, incluyendo idioma extranjero. Contactar con el Departamento de Servicios Educativos al (707) 792-4708.	Sí	0%
Idioma Extranjero	Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficientes materiales de instrucción en todas las asignaturas básicas, incluyendo idioma extranjero. Contactar con el Departamento de Servicios Educativos al (707) 792-4708.	Sí	0%
Salud	Los criterios académicos de Salud se tratan en otros cursos/clases del distrito, por ejemplo, Educación Física, Biología, etc.	Sí	0%
Artes Visuales y Escénicas	Contactar con el Departamento de Servicios educativos al (707) 792-4708.		0%
Equipo para Laboratorio de Ciencias (9º-12º grado)	Contactar con el Departamento de Servicios educativos al (707) 792-4708.		0%

Condiciones de Instalación Escolar y Mejoradas Planeadas

La Escuela Preparatoria Rancho Cotate abrió sus puertas en 1969, y ha pasado por seis fases de modernización empezando en 1991. El departamento de Funcionamiento y Mantenimiento supervisa la instalación y el conserje de la escuela asegura la limpieza y funcionamiento de más de 151.000 pies cuadrados de 43 acres del plantel escolar y que los salones se mantienen correctamente. Cada maestro tiene en su clase un teléfono para contactar a los padres rápidamente en caso de emergencias, y en el 2015 un sistema de reloj con la capacidad de enviar anuncios de seguridad de texto fue instalado. RCHS, en colaboración con el Departamento de Seguridad Pública, ha desarrollado un plan de reacción en caso de una crisis. Se realizan simulacros de emergencia rutinariamente para preparación en caso de terremoto, fuego o alborotos civiles. La escuela ha realizado inspecciones de seguridad por el jefe de bomberos, el departamento de seguridad pública, y aseguradoras. En general, los informes fueron positivos, y cuando se notan problemas, se resuelven inmediatamente. La inspección tri anual de asbestos ocurrió en/o diciembre de 2017.

Se han realizado mejoras de luz al taller de Carpintería para asegurar que haya luz adecuada para mejor seguridad. El sistema de luz en nuestro gimnasio se actualizó también y se cambió también el suelo para mayor seguridad durante actividades deportivas. En el 2008, el campo de fútbol americano RCHS se abrió para ofrecer a los jugadores un campo más seguro para los eventos deportivos y un entorno impresionante para las reuniones de la comunidad y el espíritu escolar. En el otoño del ciclo escolar 2011-2012 se cerró el techo del edificio D2 y se terminó de volver a cubrir el edificio (N) de Matemáticas / Ciencias. En el ciclo escolar 2014-15, se hicieron mejoras en el revestimiento actualizado del edificio D, y el pavimento irregular está sujeto a la molienda durante la rotura. Las canaletas se evalúan y reparan cada año. El equipo de mantenimiento de la Escuela Preparatoria Rancho Cotate supervisa las instalaciones de la escuela y se garantiza que está en buenas condiciones.

La medida D (impuesto a las parcelas) pasó en el 2012 y la Medida B (renovación del impuesto a las parcelas) pasó en el 2016 y se extiende hasta el 2022. El Bono de la Medida B pasó en nuestro distrito en el 2014 por \$80 millones, que se asignará directamente a las mejoras de la escuela. La Medida C pasó en el 2016 y traerá otros \$80 millones. Rancho ya ha experimentado un "lifting" de su infraestructura, incluyendo nuevas vías y pintura fresca para todos los edificios y capacidades de la conexión inalámbrica (Wi-Fi) mejoradas para acomodar nuestras necesidades de tecnología. Los fondos para construir un edificio de Artes Teatrales y Gimnasio (TAG, por sus siglas en inglés) han sido asignados para el edificio TAG ocurrieron en el verano del 2017. El edificio está programado con una apertura suave en la primavera del 2019. Aproximadamente un proyecto de \$45 millones, el edificio TAG es una combinación de Artes Teatrales y Gimnasio. Los planes incluyen dos niveles de salones. La planta baja incluye un salón de baile, salón de pesas, salón de banda, junto con los vestidores, oficinas de capacitación y espacio de almacenamiento. El segundo nivel incluye más salones y un complejo de Artes Digitales. El Teatro de Artes Escénicas 200 asientos y el Gimnasio tendrá 2,000 asientos.

Año y mes del más reciente informe FIT

Junio de 2023

Sistema Inspeccionado	Clasificar Bueno	Clasificar Adecuado	Clasificar Malo	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	X			Vestidor, taller de carpintería, ala N: Se necesita reparar el sistema de climatización (HVAC, por sus siglas en inglés)
Interior: Superficies Interiores			X	
Limpieza: Limpieza General, Invasión de Insectos/Plagas	X			
Eléctrico	X			
Baños/Bebederos: Baños, Lavamanos/Bebederos	X			Vestidor: baños viejos y anticuados
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	X			

Condiciones de Instalación Escolar y Mejoradas Planeadas

Estructural: Daños Estructurales, Techos	X			Edificio de administración: Pudrición de la parte inferior de la plataforma del techo. Ala B,C,D,E,F: Alcantarillas en mala condición.
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	X			

Tasa General de Instalación

Ejemplar	Bueno	Adequado	Malo
		X	

B. Resultados Estudiantiles

Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

Evaluaciones a Nivel Estatal

(p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas).

El Sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación estudiantil:

1. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para ELA** en tercero a octavo grado y onceavo grado.
2. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Matemáticas** en tercero a octavo grado y onceavo grado.
3. **Prueba de Ciencia de California (CAST, por sus siglas en inglés) Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Ciencia** en quinto y octavo grado y al estar en la escuela preparatoria (es decir, décimo, onceavo o doceavo grado).

Preparación Universitaria y Vocacional

El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para ingreso a la Universidad de California y la Universidad Estatal de California o secuencias de educación de carrera técnica o programa de estudio.

Porcentaje de Alumnos Cumpliendo o Superando la Norma Estatal para CAASPP

Esta tabla exhibe los resultados de la prueba CAASPP para ELA y matemáticas para todos los alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administrada por el estado.

Porcentaje no son calculados cuando la cantidad de alumnos realizando la prueba es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger privacidad estudiantil.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Materia	Escuelal 2021-22	Escuela 2022-23	Distrito 2021-22	Distrito 2022-23	Estado 2021-22	Estado 2022-23
Artes Lingüísticas del Inglés/Lectoescritura (3º-8º y 11º grado)	39	52	41	41	47	46
Matemáticas (3º-8º y 11º grado)	10	12	24	26	33	34

Resultados de la Prueba CAASPP para ELA por Grupo Estudiantil para 2022-23

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	386	356	92.23	7.77	51.83
Femeninas	192	178	92.71	7.29	62.36
Masculinos	193	177	91.71	8.29	41.48
Nativos Americanos o Nativos de Alaska	--	--	--	--	--
Asiáticos	--	--	--	--	--
Afroamericanos	--	--	--	--	--
Filipinos	--	--	--	--	--
Hispanos o Latinos	196	188	95.92	4.08	50.27
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	27	25	92.59	7.41	48.00
Blancos	134	118	88.06	11.94	53.39
Estudiantes del Inglés	57	54	94.74	5.26	16.67
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	162	148	91.36	8.64	45.95
Alumnos Recibiendo Servicios de Educación Migrante	--	--	--	--	--
Alumnos con Discapacidades	44	32	72.73	27.27	15.63

Resultados de la Prueba CAASPP para Matemáticas por Grupo Estudiantil para 2022-23

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	386	355	91.97	8.03	12.11
Femeninas	192	178	92.71	7.29	11.80
Masculinos	193	176	91.19	8.81	12.50
Nativos Americanos o Nativos de Alaska	--	--	--	--	--
Asiáticos	--	--	--	--	--
Afroamericanos	--	--	--	--	--
Filipinos	--	--	--	--	--
Hispanos o Latinos	196	188	95.92	4.08	7.98
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	27	25	92.59	7.41	12.00
Blancos	134	117	87.31	12.69	14.53
Estudiantes del Inglés	57	54	94.74	5.26	1.85
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	162	147	90.74	9.26	5.44
Alumnos Recibiendo Servicios de Educación Migrante	--	--	--	--	--
Alumnos con Discapacidades	44	32	72.73	27.27	3.13

Resultados de la Prueba CAASPP de Ciencia para Todos los Alumnos

Esta tabla exhibe el porcentaje de todos los alumnos de quinto y octavo grado y Escuela Preparatoria cumpliendo o superando la Norma Estatal.

Los resultados de la prueba de ciencia incluyen CAST y CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en CAST más la cantidad total de alumnos que cumplieron la norma (es decir, lograron Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes de nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

Materia	Escuela 2021-22	Escuela 2022-23	Distrito 2021-22	Distrito 2022-23	Estado 2021-22	Estado 2022-23
Ciencia (5º y 8º grado y escuela preparatoria)	15.26	13.71	23.09	26.54	29.47	30.29

Resultados de la Prueba CAASPP en Ciencia por Grupo Estudiantil para 2022-23

Esta tabla exhibe los resultados de la prueba CAASPP en Ciencia por grupo estudiantil para alumnos en quinto y octavo grado y escuela preparatoria. Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	387	354	91.47	8.53	14.41
Femeninas	188	173	92.02	7.98	14.45
Masculinos	199	181	90.95	9.05	14.36
Nativos Americanos o Nativos de Alaska	--	--	--	--	--
Asiáticos	13	13	100.00	0.00	7.69
Afroamericanos	--	--	--	--	--
Filipinos	--	--	--	--	--
Hispanos o Latinos	171	162	94.74	5.26	11.73
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	45	41	91.11	8.89	19.51
Blancos	142	125	88.03	11.97	16.00
Estudiantes del Inglés	33	31	93.94	6.06	0.00
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	144	136	94.44	5.56	10.29
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	53	40	75.47	24.53	7.50

Programa de Educación de Carrera Técnica para 2022-23

La Escuela Preparatoria Rancho Cotate se esfuerza para proporcionar un currículo riguroso e integral que le permite a los alumnos estar preparados para la universidad y carrera. La Escuela Preparatoria Rancho Cotate (RCHS, por sus siglas en inglés) tiene un programa de Trayectorias Profesionales con los siguientes sectores profesionales:

1. Artes, Medios, y Entretenimiento
Cine, Fotografía Digital, Arte en 2D, Arte en 3D, Artes de Joyería/Metal, Artes Teatrales, Diseño Asistido por Computadora
2. Hospitalidad Turismo y Recreación
Administración y eventos
3. Salud
Ciencias biomédicas
4. Oficios de Edificación/Industria de la Construcción
Carpintería y Construcción Sostenible
5. Moda y Diseño Interior
Costura, Diseño de Moda
6. Tecnologías de la Información y la Comunicación
Informática, Diseño de Videojuegos
7. Ciencia ambiental

El representante principal del comité asesor de Educación de Carrera Técnica (CTE, por sus siglas en inglés) del distrito es Ashley Wilson, Coordinadora del Departamento de Parques y Recreo de la Ciudad de Cotati.

Participación en Educación de Carrera Técnica (CTE, por sus siglas en inglés) para 2022-23

Medida	Participación en Programa CTE
Cantidad de Alumnos que Participan en CTE	1048
Porcentaje de Alumnos que Completaron un Programa de CTE y Obtuvieron el Diploma de Preparatoria	38.7
Porcentaje de Cursos CTE Secuenciales o Articulados Entre la Escuela y las Instituciones de Educación Postsecundaria	

Matrícula/Cumplimiento de Cursos

Esta tabla exhibe la matrícula/cumplimiento de cursos para requisitos de ingreso a la Universidad de California (UC, por sus siglas en inglés) y/o Universidad Estatal de California (CSU, por sus siglas en inglés).

Medida del Curso para UC/CSU	Porcentaje
Alumnos Matriculados en Cursos Requeridos para su Admisión a UC/CSU en el 2022-23	94.18
Egresados Quienes Completaron Todos los Cursos Requeridos para su Admisión a UC/CSU en el 2021-22	27.35

B. Resultados Estudiantiles

Prioridad Estantal: Otros Resultados Estudiantiles

El SARC proporciona la siguiente información relevante a la prioridad estatal: Otros Resultados Estudiantiles (Prioridad 8): Resultados estudiantiles en la materia de educación física.

Resultados de la Prueba de Condición Física de California para 2022-23

Esta tabla muestra el porcentaje de alumnos participando en cada uno de los cinco componentes de los Resultados de la Prueba de Condición Física de California. La administración de la Prueba de Condición Física (PFT, por sus siglas en inglés) durante los ciclos escolares 2021-22 y 2022-23, solo resultados de participación son requeridos para estas cinco áreas de condición física. Los porcentajes no son calculados y doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil

Nivel de Año	Componente 1: Capacidad Aeróbica	Componente 2: Fuerza Abdominal y Resistencia	Componente 3: Extensor del Torso y Flexibilidad	Componente 4: Fuerza del Torso y Resistencia	Componente 5: Flexibilidad
9º Grado	341	339	343	343	341

C. Participación

Prioridad Estantal: Participación Parental

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación Parental (Prioridad 3): Esfuerzos que hace el distrito escolar para solicitar el aporte parental en toma de decisiones relacionadas al distrito escolar y en cada sitio escolar.

Oportunidades para Participación Parental del 2023-24

Para ayudar a abrir la comunicación con los padres, hemos implementado un portal para padres de PowerSchools donde los padres tienen acceso a los libros de calificaciones de los maestros participantes, el informe de progreso y las calificaciones de las boletas de calificaciones, así como la asistencia de los alumnos y otros recursos. Para lograr nuestro objetivo de incluir a los padres y la comunidad en la comunicación escolar, invitamos a los padres y miembros de la comunidad a participar en nuestra Colaborativa de Padres, Maestros y Alumnos, Consejo del Sitio Escolar (SSC, por sus siglas en inglés), MeCHA, Consejo Asesor de Estudiantes de Inglés (ELAC, por sus siglas en inglés), Comité del Proyecto de Graduación, Aficionados de Cougar (atletismo) y Aficionados de Música. Además, nos asociamos con líderes empresariales que forman parte de nuestro Consejo Asesor Técnico de Carreras. Los padres participaron en nuestro autoestudio de acreditación de Asociación Occidental de Escuelas y Universidades (WASC, por sus siglas en inglés) y fueron entrevistados por el Comité de Visitas de WASC durante su evaluación del plantel. Los padres también participan activamente en la asistencia a muchas de nuestras actividades co-curriculares y extracurriculares, desde fútbol los viernes por la noche, jornada de Visita Escolar, información universitaria, ayuda financiera y becas, y muchas otras reuniones. Nuestro programa de liderazgo estudiantil participa activamente en ayudar con la publicidad de nuestra escuela. Rutinariamente realizan recorridos y asambleas de orientación para futuros alumnos y padres, y participan en los consejos locales de la ciudad y las juntas escolares, manteniendo una estrecha conexión entre la escuela y la comunidad con estas organizaciones comunitarias y los padres. Además, invitamos a los padres a visitar nuestra escuela, observar la calidad de la instrucción que se ofrece en las aulas y tomar un papel activo como miembros de nuestra comunidad escolar. La Fundación de Educación de Cotati-Rohnert Park local proporciona subvenciones únicas anuales a maestros de Kínder – 12vo grado en el distrito mediante la organización de eventos de recaudación de fondos que recaudan aproximadamente \$50,000 cada año que benefician a las aulas de la Escuela Preparatoria Rancho Cotate (RCHS, por sus siglas en inglés). La comunicación también ocurre con correos electrónicos periódicos de la administración que destacan temas importantes en la escuela. RCHS continúa utilizando la comunicación electrónica que incluye correo electrónico, Facebook, llamadas telefónicas de los padres y notificaciones y correos electrónicos directos de los maestros. Se hace todo lo posible para garantizar que toda la comunicación salga tanto en inglés como en español.

C. Participación

Prioridad Estatal: Participación Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación Estudiantil (Prioridad 5):

- Tasas de abandono de escuela preparatoria;
- Tasas de graduación de escuela preparatoria; y
- Ausentismo Crónico

Tasa de Abandono y Graduación (Tasa del Cohorte de Cuatro Años)

Indicador	Escuela 2020-21	Escuela 2021-22	Escuela 2022-23	Distrito 2020-21	Distrito 2021-22	Distrito 2022-23	Estado 2020-21	Estado 2021-22	Estado 2022-23
Tasa de Abandono	3.3	5.7	6.5	4.9	5.5	7.4	9.4	7.8	8.2
Tasa de Graduación	93.4	92.5	91.1	91.8	92.8	90	83.6	87	86.2

Tasa de Graduación por Grupo Estudiantil (Tasa de Cohorte de Cuatro Años) para 2022-23

Esta tabla exhibe la tasa de graduación por grupo estudiantil para 2022-23. Para información sobre la Tasa de Graduación del Cohorte Ajustado de Cuatro Años (ACGR, por sus siglas en inglés), visita la página web sobre la Tasa de Graduación Ajustada del Cohortes del CDE en www.cde.ca.gov/ds/ad/acgrinfo.asp.

Grupo Estudiantil	Cantidad de Alumnos en el Cohorte	Cantidad de Alumnos Graduados del Cohorte	Tasa de Graduación del Cohorte
Todos los Alumnos	369	336	91.1
Femeninas	180	167	92.8
Masculinos	189	169	89.4
No Binarios			
Nativos Americanos o Nativos de Alaska	--	--	--
Asiáticos	13	12	92.3
Afroamericanos	--	--	--
Filipinos	--	--	--
Hispanos o Latinos	162	146	90.1
Nativos de Hawái o Isleños del Pacífico	--	--	--
Dos o Más Orígenes Étnicos	24	22	91.7
Blancos	135	125	92.6
Estudiantes del Inglés	47	40	85.1
Jóvenes de Crianza Temporal	--	--	--
Indigentes	--	--	--
De Escasos Recursos Económicos	194	171	88.1
Alumnos Recibiendo Servicios de Educación Migrante	0.0	0.0	0.0

Ausentismo Crónico por Grupo Estudiantil para 2022-23

Grupo Estudiantil	Inscripción Acumulativa	Ausentismo Crónico Inscripción Elegible	Cuenta para Ausentismo Crónico	Tasa de Ausentismo Crónico
Todos los Alumnos	1675	1659	377	22.7
Femeninas	804	796	177	22.2
Masculinos	867	859	199	23.2
Nativos Americanos o Nativos de Alaska	12	12	6	50.0
Asiáticos	43	42	2	4.8
Afroamericanos	35	35	9	25.7
Filipinos	17	17	0	0.0
Hispanos o Latinos	825	819	195	23.8
Nativos de Hawái o Isleños del Pacífico	12	10	3	30.0
Dos o Más Orígenes Étnicos	96	95	23	24.2
Blancos	576	570	126	22.1
Estudiantes del Inglés	245	243	67	27.6
Jóvenes de Crianza Temporal	15	13	8	61.5
Indigentes	21	21	12	57.1
De Escasos Recursos Económicos	745	738	220	29.8
Alumnos Recibiendo Servicios de Educación Migrante	5	5	0	0.0
Alumnos con Discapacidades	239	234	93	39.7

C. Participación**Prioridad Estatal: Ambiente Escolar**

El SARC proporciona la siguiente información relevante a la prioridad estatal: Ambiente Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales del sentido de seguridad

Suspensiones y Expulsiones

Esta tabla exhibe datos de suspensiones y expulsiones.

Tema	Escuela 2020-21	Escuela 2021-22	Escuela 2022-23	Distrito 2020-21	Distrito 2021-22	Distrito 2022-23	Estado 2020-21	Estado 2021-22	Estado 2022-23
Suspensiones	0.26	6.23	5.79	0.25	4.19	5.06	0.20	3.17	3.60
Expulsiones	0.00	0.65	0.18	0.00	0.17	0.07	0.00	0.07	0.08

Suspensiones y Expulsiones por Grupo Estudiantil para 2022-23

Grupo Estudiantil	Tasa de Suspensiones	Tasa de Expulsiones
Todos los Alumnos	5.79	0.18
Femeninas	4.23	0
Masculinos	7.15	0.35
No Binarios		
Nativos Americanos o Nativos de Alaska	16.67	0
Asiáticos	0	0
Afroamericanos	14.29	0
Filipinos	0	0
Hispanos o Latinos	4.61	0.12
Nativos de Hawái o Isleños del Pacífico	0	0
Dos o Más Orígenes Étnicos	7.29	1.04
Blancos	6.94	0.17
Estudiantes del Inglés	7.76	0.41
Jóvenes de Crianza Temporal	26.67	0
Indigentes	14.29	0
De Escasos Recursos Económicos	7.25	0.27
Alumnos Recibiendo Servicios de Educación Migrante	0	0
Alumnos con Discapacidades	12.55	0.42

Plan de Seguridad Escolar para 2023-24

El Plan de Seguridad Escolar se revisa y actualiza continuamente. La Escuela Preparatoria Rancho Cotate tiene un Plan Integral de Seguridad Escolar presentado por el Consejo del Sitio Escolar a la Junta Educativa del Distrito. Incluye una evaluación de los procedimientos para notificar a los maestros sobre alumnos peligrosos, procedimientos ante desastre, procedimientos de denuncia de abuso infantil, reglas y el proceso de disciplina escolar, código de vestimenta de toda la escuela, políticas sobre acciones que conducirían a suspensión/expulsión, política de acoso sexual, y procedimientos para la entrada y salida segura de los alumnos. El Plan de Seguridad Escolar, incluidos los protocolos de evacuación y el comportamiento y la asistencia de los alumnos, se revisa, actualiza y analiza cada otoño y durante todo el año, según sea necesario. El Consejo del Sitio Escolar (SSC, por sus siglas en inglés) de la Escuela Preparatoria Rancho Cotate (RCHS, por sus siglas en inglés) revisa y examina anualmente el plan de seguridad para que sea exacto en su contenido y esté al día con las disposiciones de la ley que rige los procedimientos de respuesta a emergencias para las instituciones públicas. Adicionalmente, el deber del SSC es asistir en la regulación e implementación del plan de seguridad. La composición del SSC incluye administradores, orientadores, maestros, personal, alumnos y miembros de la comunidad. Los componentes clave del

Plan de Seguridad Escolar para 2023-24

Este plan se enfoca en crear un entorno educativo seguro que asegure que todos los códigos de disciplina y seguridad se difundan, practiquen y hagan cumplir claramente, ya que RCHS proporciona un entorno seguro y ordenado para el aprendizaje. Además, el manual del alumno contiene la política de disciplina y las políticas y procedimientos del sitio. RCHS proporciona este manual para padres y alumnos al personal y a los padres anualmente y lo publica en el sitio web de la escuela. Los simulacros de seguridad suceden en el plantel una vez cada semestre. El equipo administrativo se reúne semanalmente para informar sobre cualquier incidente de seguridad o protección que haya ocurrido en la semana anterior, para mejorar los procedimientos y las respuestas.

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Secundaria para 2020-21

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2020-21. La columnas con nombre “Cantidad de Clases” indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Materia	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Artes Lingüísticas del Inglés	22	16	22	
Matemáticas	22	11	22	
Ciencia	23	7	13	
Ciencia Social	24	8	18	

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Secundaria para 2021-22

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2020-21. La columnas con nombre “Cantidad de Clases” indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Materia	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Artes Lingüísticas del Inglés	21	16	23	
Matemáticas	22	16	17	
Ciencia	24	4	16	
Ciencia Social	24	7	24	

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Secundaria para 2022-23

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2022-23. La columnas con nombre “Cantidad de Clases” indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Materia	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Artes Lingüísticas del Inglés	16	38	22	0
Matemáticas	22	14	22	2
Ciencia	19	12	13	2
Ciencia Social	16	26	21	0

Tasa de Alumnos por Orientador Académico para 2022-23

Esta tabla exhibe la tasa de alumnos por Orientador Académico. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Tasa
Alumnos por Orientador Académico	322.2

Personal de Servicios de Apoyo Estudiantil para 2022-23

Esta tabla exhibe la cantidad de personal auxiliar FTE asignado a esta escuela. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Cantidad de FTE Asignado a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	5
Maestro/a de Medios Bibliotecarios (Bibliotecario)	1
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	
Trabajador/a Social	
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	
Otro	0.2

Gastos por Alumno y Salarios de Maestros del Sitio Escolar para 2021-22

Esta tabla exhibe los gastos por alumno y salario promedio de maestros para esta escuela en 2021-22. Celdas con valores "N/A" no requieren datos.

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Salario Promedio De Maestros
Sitio Escolar	12564	5147	7417	72345
Distrito	N/A	N/A	7186	\$68,438
Porcentaje de Diferencia – Sitio Escolar y Distrito	N/A	N/A	3.2	5.6
Porcentaje de Diferencia – Sitio Escolar y Estado	N/A	N/A	\$6,594	\$83,102

Tipo de Servicios Financiados para Año Fiscal 2022-23

La Escuela Preparatoria Rancho Cotate se enorgullece de su tradición de excelencia en la prestación de servicios de asesoramiento y apoyo estudiantil. La siguiente lista es un resumen completo de los servicios y programas disponibles para nuestra población estudiantil:

- Tres directores auxiliares y cuatro orientadores
- Un orientador universitario y profesional
- Enlace de Educación de Carrera Técnica (CTE, por sus siglas en inglés) (asignación del administrador)
- Enlace del programa de Colocación Avanzada (AP, por sus siglas en inglés) (asignación del administrador)
- Coordinador del programa Avance Vía Determinación Individual (AVID, por sus siglas en inglés)
- Equipo de Evaluadores de Desempeño Académico y Coordinador 504 (asignación del administrador)
- Terapeutas del Habla y del Lenguaje
- Coordinador del Distrito para Educación Especial, Desarrollo del Idioma Inglés (ELD, por sus siglas en inglés) y Programas Consolidados
- Programa de "School Shadowing" (seguimiento escolar) de Liderazgo Estudiantil para dar la bienvenida a los alumnos interesados en asistir a la Escuela Preparatoria Rancho Cotate (asignación del orientador y administrador)
- Una enfermera de distrito a tiempo parcial
- Dos psicólogos escolares
- Cuatro supervisores de plantel
- Orientadores de éxito del equipo
- Un director atlético y un programa atlético integral (0.2 FTE) [Equivalente a Tiempo Completo (FTE, por sus siglas en inglés)]
- Un asesor de Liderazgo Estudiantil y director de actividades. (estipendio)
- Un coordinador asesor de Estudiantes de Inglés (0.2 FTE)

Sueldos Docentes y Administrativos para 2021-22

Esta tabla exhibe los sueldos Docentes y Administrativos para 2021-22. Para información más detallada sobre sueldos, consulte la página web del CDE sobre Sueldos y Beneficios de Certificación en <http://www.cde.ca.gov/ds/fd/cs/>.

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	\$46,309	\$54,190
Sueldo de Maestro en el Nivel Intermedio	\$71,061	\$85,111
Sueldo de Maestro en el Nivel Superior	\$92,857	\$104,999
Sueldo Promedio de Director (Primaria)	\$119,503	\$132,492
Sueldo Promedio de Director (Secundaria)	\$126,748	\$140,987
Sueldo Promedio de Director (Preparatoria)	\$129,525	\$153,884
Sueldo del Superintendente	\$234,600	\$255,503
Porcentaje del Presupuesto para Sueldo de Maestros	26.96%	32.09%
Porcentaje del Presupuesto para Sueldos Administrativos	6.64%	5.25%

Cursos de Colocación Avanzada (AP, por sus siglas en inglés) para 2022-23

Esta tabla exhibe el porcentaje de alumnos en cursos AP en esta escuela.

Porcentaje de Alumnos en Cursos AP

8

Esta tabla exhibe la cantidad de cursos AP ofrecidos en esta escuela donde hay matrícula estudiantil en cursos de al menos un alumno.

Materia	Cantidad de Cursos AP Ofrecidos
Computación	0
Inglés	2
Bellas Artes y Artes Escénicas	0
Idioma Extranjero	1
Matemáticas	0
Ciencias	1
Ciencias Sociales	2
Cantidad Total de Cursos AP Ofrecidos	6
Donde existen matrículas estudiantiles del curso de al menos un alumno.	

Formación Profesional

Las once escuelas del distrito han sido guiadas para crear un marco de Comunidad de Aprendizaje Profesional (PLC, por sus siglas en inglés) para prestar apoyo a la enseñanza y al aprendizaje. El objetivo es trabajar conjuntamente para descubrir que es lo que nuestros estudiantes saben y son capaces de hacer, y cómo podemos satisfacer mejor las necesidades de todos nuestros estudiantes sobre la base de un modelo de Respuesta a la Intervención.

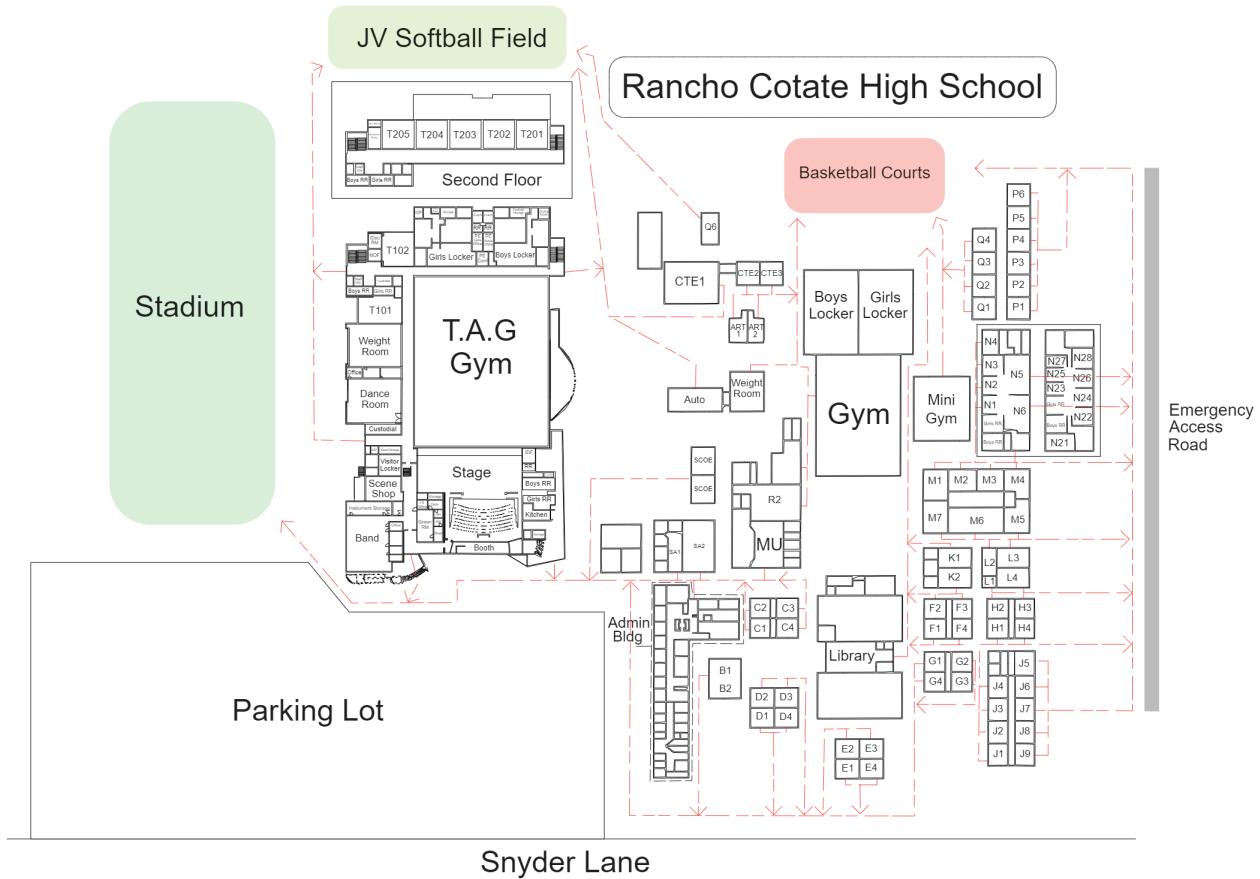
La Escuela Preparatoria Rancho Cotate ha establecido metas que abordan la preparación universitaria y profesional entre todos los graduados, y que intentan averiguar como satisfacer mejor las necesidades de nuestros grupos alumno especiales - Estudiantes de inglés, estudiantes con discapacidades y estudiantes desfavorecidos socioeconómicamente. Nuestros datos de las pruebas del Estado y de evaluaciones del salón muestran claramente que estos alumnos están siendo desafíados para tener éxito en la escuela. Hemos reestructurado la secuencia de cursos que se ofrecen a nuestros estudiantes de inglés y estudiantes de educación especial y hemos proporcionado una variedad de mecanismos de apoyo destinados a ayudar a los estudiantes a recuperar créditos para que continúen en la senda hacia la graduación. Esto incluye un enfoque renovado en mejorar las tasas de éxito de los estudiantes de 9º en su transición desde el entorno de la escuela media. La RCHS tiene dos días de inicio retrasado a la semana para permitirle al personal trabajar juntos en un modelo colaborativo de Comunidades de Aprendizaje Profesional (PLC, por sus siglas en inglés) semanalmente. Estos días de PLC están impulsados por los objetivos del WASC y se enfocan en aumentar el rendimiento estudiantil.

El currículo de normas básicas adoptado por el estado de California se ha convertido en una prioridad en nuestra formación profesional. Toda la capacitación se ha enfocado en el desarrollo de habilidades tecnológicas para enriquecer la comunicación, estrategias instructivas, diseño de clase, y trabajo productivo en grupo que apoyará el currículo de normas básicas y habilidades universitarias y de carrera del siglo XXI. El énfasis adicional ha sido en las áreas de estrategias pedagógicas de estudiantes de inglés, y un énfasis en estrategias solidarias académicamente del Programa "Avance Mediante la Determinación Individual" (AVID, por sus siglas en inglés).

Ofrecemos un rango de cursos de colocación avanzada y proporcionan el requisito de formación de personal, también para estos maestros. Nuestro enfoque a nivel escolar en trayectorias académicas ha llevado al desarrollo de una serie de cursos de introducción de trayectoria, y una serie de cursos "concentrados" en paquetes durante la experiencia de varios años de escuela preparatoria ayudando a orientar a los alumnos hacia las opciones de universidad y carrera. La escuela ha proporcionado varios talleres para estos maestros en abordar aprendizaje basado en proyecto e integración del currículo. Los maestros han recibido capacitación de tecnología en el uso de un programa informático donde la recuperación de datos ayuda en la evaluación de cursos a normas y evaluaciones comunes alineadas. Los asesores también han sido capacitados sobre el uso de programa información de búsqueda de universidades y carreras (Naviance) dirigido a ayudar a los alumnos a establecer un plan de universidad y carrera en marcha. Además, el Distrito Escolar Unificado de Cotati-Rohnert Park (CRPUSD, por sus siglas en inglés) se asocia con la Oficina de Educación del condado de Sonoma (SCOE, por sus siglas en inglés) para proporcionar oportunidades para formación de personal en tales áreas diversas como liderazgo de maestro, apoyo de materias básicas, apoyo de estudiantes del idioma inglés (ELL, por sus siglas en inglés), salud mental, educación de carrera técnica, y tecnología del salón. El financiamiento únicamente es aprobado si el taller/capacitación está enfocado en una de las áreas críticas de necesidad académica.

Esta tabla exhibe la cantidad de días escolares dedicado a la formación del personal y continuo mejoramiento.

Materia	2021-22	2022-23	2023-24
Cantidad de días escolares dedicados a la Formación del Personal y Continuo Mejoramiento	3	3	3



Comprehensive School Safety Plan

2023-2024

Rancho Cotate High School

CRPUSD

Heather Ramme

Principal/Administrator

5450 Snyder Lane

Rohnert Park, CA 94928

School Address

707-792-4771

Phone

heather_ramme@crpusd.org

Email

Public Input Meeting Held: November 15, 2023

Adoption by Governing Board:

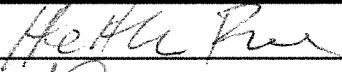
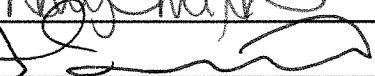
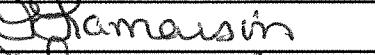
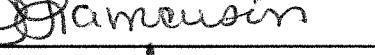
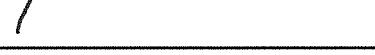
Scheduled for Review On:

Date of Last SARC:

June 2024

March 2024

Approved by:

Name	Title	Signature	Date
Heather Ramme	Principal/Designee		
Alex Coursey	RPCEA		
Amy Smith	CSEA/SEIU		
Selma Santorineos	Parent		
Aubrielle Vicente	Student - Optional		
Debbie Laminson	Law Enforcement Agency		3/5/24
Debbie Laminson	Fire Department		
John Anderson	RPCEA		
Leighann Pring	Student		
Hailey Tran	Student		