

Rancho Cotate High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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/
Grade Span	9-12
County-District-School (CDS) Code	49-73882-4935482

2024-25 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

2024-25 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:

2024-25 School Description and Mission Statement

At RCHS, we empower all students to thrive academically, grow personally, and contribute positively to our global community with integrity and compassion.

“Learn here, succeed everywhere”

School-wide Learner Outcomes

At Rancho Cotate High School, students will be:

College and Career Ready:

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

Socially Responsible Individuals:

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

Active Community Members:

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

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

1) Arts, Media, and Entertainment

Filmmaking, Digital Photography, 2D Art and Design, 3D Art and Design, Computer Aided Design, and Theater Arts, 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 (Spanish), Law & Justice, 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	431
Grade 10	412
Grade 11	466
Grade 12	365
Total Enrollment	1,674

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.1
Non-Binary	0.3
American Indian or Alaska Native	0.8
Asian	2.3
Black or African American	2.2
Filipino	0.8
Hispanic or Latino	50.1
Native Hawaiian or Pacific Islander	1
Two or More Races	6
White	33.2
English Learners	14.8
Foster Youth	0.7
Homeless	0.6
Migrant	0.2
Socioeconomically Disadvantaged	45.1
Students with Disabilities	14

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	61.90	82.54	240.60	80.05	231142.40	100.00
Intern Credential Holders Properly Assigned	2.10	2.88	7.10	2.38	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.20	6.93	21.80	7.26	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	1.77	13.80	4.60	11746.90	4.23
Unknown/Incomplete/NA	4.30	5.84	17.10	5.71	14303.80	5.15
Total Teaching Positions	74.90	100.00	300.50	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	1.8
Misassignments	3.40	0.60	3.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.40	0.60	5.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.30	0.40	0
Local Assignment Options	0.00	0.20	1.3
Total Out-of-Field Teachers	0.30	0.60	1.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.00	0.5	6.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.40	0	3.5

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

2024-25 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact 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%

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

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 2024
---	-----------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gym: HVAC in need of repair. Wood Shop HVAC not running at optimal performance. N Wing: Some HVAC issues
Interior: Interior Surfaces			X	Admin Building: Dry rot underside of roof deck. P Wing flooring needs to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Gym Restrooms old and outdated. MU: Restrooms old and outdated.
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs		X		B, C, D, E, N Wing: Gutters in poor shape - Gutters are planned to be replaced : Gym: Several roof leaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	52	43	41	41	46	47
Mathematics (grades 3-8 and 11)	12	11	26	25	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	457	426	93.22	6.78	43.19
Female	233	220	94.42	5.58	50.91
Male	221	203	91.86	8.14	34.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	15	93.75	6.25	46.67
Filipino	--	--	--	--	--
Hispanic or Latino	220	204	92.73	7.27	39.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	44	93.62	6.38	45.45

White	155	144	92.90	7.10	47.22
English Learners	60	51	85.00	15.00	9.80
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	222	201	90.54	9.46	37.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	54	90.00	10.00	5.56

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	457	425	93.00	7.00	11.29
Female	233	219	93.99	6.01	11.42
Male	221	203	91.86	8.14	10.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	15	93.75	6.25	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	220	203	92.27	7.73	7.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	44	93.62	6.38	13.64
White	155	144	92.90	7.10	15.28
English Learners	60	51	85.00	15.00	1.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	222	201	90.54	9.46	7.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	53	88.33	11.67	0.00

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	13.71	15.29	26.54	26.78	30.29	30.73

2023-24 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	797	330	41.41	58.59	15.15
Female	415	177	42.65	57.35	14.12
Male	378	153	40.48	59.52	16.34
American Indian or Alaska Native	--	--	--	--	--
Asian	16	8	50.00	50.00	--
Black or African American	22	7	31.82	68.18	--
Filipino	--	--	--	--	--
Hispanic or Latino	391	162	41.43	58.57	8.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	71	25	35.21	64.79	20.00
White	276	117	42.39	57.61	23.93
English Learners	100	38	38.00	62.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	361	138	38.23	61.77	11.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	96	36	37.50	62.50	11.11

2023-24 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

2023-24 Career Technical Education Programs

City of Cotati.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1175
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.7
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	96.84
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	41.02

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	78.13	79.83	79.83	77.71	80.25

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.

2024-25 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	5.7	6.5	6.3	5.5	7.4	9.7	7.8	8.2	8.9
Graduation Rate	92.5	91.1	91.0	92.8	90.0	88.3	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	365	332	91.0
Female	194	184	94.8
Male	170	147	86.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	181	164	90.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	17	17	100.0
White	129	118	91.5
English Learners	62	53	85.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	211	185	87.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	51	36	70.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1763	1747	419	24.0
Female	848	846	218	25.8
Male	910	896	200	22.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	14	14	8	57.1
Asian	44	43	3	7.0
Black or African American	41	39	11	28.2
Filipino	14	14	0	0.0
Hispanic or Latino	894	885	218	24.6
Native Hawaiian or Pacific Islander	19	19	8	42.1
Two or More Races	103	102	28	27.5
White	569	566	124	21.9
English Learners	280	277	85	30.7
Foster Youth	12	11	8	72.7
Homeless	18	18	7	38.9
Socioeconomically Disadvantaged	851	844	247	29.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	264	259	99	38.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.23	5.79	6.52	4.19	5.06	4.91	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.65	0.18	0.34	0.17	0.07	0.1	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.52	0.34
Female	4.72	0.24
Male	8.13	0.44
Non-Binary	0.00	0.00
American Indian or Alaska Native	14.29	0.00
Asian	4.55	0.00
Black or African American	14.63	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.26	0.34
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.83	0.00
White	6.15	0.53
English Learners	9.29	1.07
Foster Youth	33.33	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	8.46	0.59
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.88	0.38

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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.

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	
Mathematics	22	14	22	2
Science	19	12	13	2
Social Science	16	26	21	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	33	20	3
Mathematics	21	21	20	2
Science	23	7	15	1
Social Science	23	13	19	7

2023-24 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	334.8

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	2.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	9098	1389	7709	74217
District	N/A	N/A	7683	\$74,708
Percent Difference - School Site and District	N/A	N/A	0.3	-0.7
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-33.1	-24.2

Fiscal Year 2023-24 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:

- Four assistant principals & five counselors
- One College and Career Coordinator
- CTE Liaison (administrator assignment)
- AP Program Liaison (administrator assignment)
- Advancement Via Individual Determination (AVID) coordinator (administrator assignment)
- 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 District Nurse
- Two School Psychologists
- Four Campus Supervisors
- Team Success Counselors
- One Athletic Director & comprehensive athletic program (0.2 FTE)
- Two Student Leadership advisors and activity directors. (stipend)
- One English Learner Advisory Coordinator (0.2 FTE)

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$48,653	\$58,855
Mid-Range Teacher Salary	\$74,657	\$92,519
Highest Teacher Salary	\$97,556	\$114,665
Average Principal Salary (Elementary)	\$123,726	\$142,791
Average Principal Salary (Middle)	\$141,271	\$151,078
Average Principal Salary (High)	\$145,119	\$167,094
Superintendent Salary	\$241,638	\$281,086
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	7%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	13.6
-----------------------------------	------

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	1
English	4
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	4
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	18

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

Professional Development

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.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3