Rancho Cotate High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/.

2025-26 School Contact Information

School Name	Rancho Cotate High School
Street	5450 Snyder Lane
City, State, Zip	Rohnert Park, CA 94928
Phone Number	707-792-4750
Principal	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

2025-26 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

2025-26 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:

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, 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 courses
5)   Fashion and Interior Design
Sewing, Fashion Design
6)   Information and Communication Technologies
Computer Science, Video Game Design, Robotics
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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	450
Grade 10	457
Grade 11	423
Grade 12	425
Total Enrollment	1,755

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.2
Non-Binary	0.3
American Indian or Alaska Native	0.6
Asian	2.2
Black or African American	2.4
Filipino	0.9
Hispanic or Latino	52.3
Native Hawaiian or Pacific Islander	1.1
Two or More Races	5.9
White	32.2
English Learners	15.8
Foster Youth	0.5
Homeless	3
Migrant	0.4
Socioeconomically Disadvantaged	51.6
Students with Disabilities	15.7

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.

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)	66.8	91.53	247.6	83.35	234405.2	84
Intern Credential Holders Properly Assigned	0.9	1.36	3.2	1.1	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.6	0.9	10	3.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.6	0.93	16.6	5.6	11953.1	4.28
Unknown/Incomplete/NA	3.8	5.25	19.5	6.58	15831.9	5.67
Total Teaching Positions	72.9	100	297.1	100	279044.8	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.

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)	61.9	82.54	240.6	80.05	231142.4	83.24
Intern Credential Holders Properly Assigned	2.1	2.88	7.1	2.38	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.2	6.93	21.8	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	1.77	13.8	4.6	11746.9	4.23
Unknown/Incomplete/NA	4.3	5.84	17.1	5.71	14303.8	5.15
Total Teaching Positions	74.9	100	300.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	62.5	80.41	252.9	81.19	230039.4	100
Intern Credential Holders Properly Assigned	0.5	0.64	1.3	0.44	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.9	5.12	19.8	6.36	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.2	1.54	11.7	3.78	12112.8	4.34
Unknown/Incomplete/NA	9.5	12.28	25.6	8.22	13705.8	4.91
Total Teaching Positions	77.7	100	311.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1.8	0.2
Misassignments	0.60	3.3	3.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.60	5.2	3.9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0	0.5
Local Assignment Options	0.20	1.3	0.6
Total Out-of-Field Teachers	0.60	1.3	1.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5	6.5	4
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	3.5	0.8

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students in the Cotati-Rohnert Park Unified School District have sufficient instructional materials in all core subject areas.

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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	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.	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.	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.	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc	0%
Visual and Performing Arts	Contact Instructional Services Department (707) 792-4708.	0%
Science Laboratory Equipment	Contact Instructional Services Department (707) 792-4708.	0%

(grades 9-12)			

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 were addressed. The three-year asbestos re-inspection occurred in March 2022.

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.

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 $54 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 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Old 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			Old Gym Restrooms old and outdated. MU: Restrooms old and outdated.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	B, C, D, E, N Wing: Gutters in poor shape - Gutters are planned to be replaced : Old 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	43	51	41	42	47	48
Mathematics (grades 3-8 and 11)	11	12	25	29	35	37

2024-25 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	395	369	93.42	6.58	51.36
Female	184	175	95.11	4.89	56.57
Male	209	193	92.34	7.66	46.35
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	216	201	93.06	6.94	55.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	30	96.77	3.23	50.00
White	122	113	92.62	7.38	45.54
English Learners	54	46	85.19	14.81	17.39
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	223	203	91.03	8.97	50.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	56	81.16	18.84	12.73

2024-25 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	398	368	92.46	7.54	12.23
Female	184	174	94.57	5.43	9.77
Male	212	193	91.04	8.96	13.99
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	217	201	92.63	7.37	8.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	30	96.77	3.23	13.33
White	123	111	90.24	9.76	14.41
English Learners	54	46	85.19	14.81	2.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	225	204	90.67	9.33	9.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	53	76.81	23.19	3.77

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.29	17.83	26.78	28.8	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	432	400	92.59	7.41	17.50
Female	227	213	93.83	6.17	20.19
Male	203	186	91.63	8.37	14.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	15	88.24	11.76	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	211	198	93.84	6.16	15.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	38	90.48	9.52	18.42
White	145	132	91.03	8.97	18.94
English Learners	45	40	88.89	11.11	0.00
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	216	202	93.52	6.48	14.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	65	58	89.23	10.77	6.90

2024-25 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,
2. Hospitality, Tourism, and Recreation
Management & Events
3. Health
Biomedical Sciences
4. Building Trades/Construction Industry
Woodworking
5.   Fashion and Interior Design
Sewing, Fashion Design
6.   Information and Communication Technologies
Computer Science, Video Game Design, and Robotics
7. Environmental Science

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

2024-25 Career Technical Education Programs

City of Cotati.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1228
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	24.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	97.32
Graduates Who Completed All Courses Required for UC/CSU Admission	36.11

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.

2024-25 California Physical Fitness Test Participation Rates

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	84.44%	75.11%	88.44%	88.44%	88.44%

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.

2025-26 Opportunities for Parental Involvement

To help open communication with parents, we have implemented a PowerSchool Parent Portal that provides access to participating teachers' grade books, progress reports, and report card grades, as well as student attendance and other resources. To achieve our goal of including parents and the community in school communication, we invite parents and community members to participate in our 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 engaged 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 promoting our school. They routinely conduct tours & orientation assemblies for prospective students and parents, and participate on local city councils and school boards, maintaining close school-to-community connections with these organizations and parents. Further, we welcome parents to visit our school, observe the quality of instruction in the classrooms, and 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. Email communication is also sent weekly from the site principal to parents. RCHS continues to use electronic communication, including e-mail, Facebook, parent phone calls, and direct notifications and emails 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	6.5	6.3	7.2	7.4	9.7	9.2	8.2	8.9	8
Graduation Rate	91.1	91	91.8	90	88.3	89.9	86.2	86.4	87.5

2024-25 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	429	394	91.8
Female	221	210	95.0
Male	205	183	89.3
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	16	16	100.0
Filipino	--	--	--
Hispanic or Latino	208	191	91.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	28	21	75.0
White	145	136	93.8
English Learners	75	65	86.7
Foster Youth	--	--	--
Homeless	14	14	100.0
Socioeconomically Disadvantaged	251	229	91.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	64	54	84.4

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1833	1802	418	23.2
Female	884	871	211	24.2
Male	943	925	204	22.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	14	12	8	66.7
Asian	39	39	5	12.8
Black or African American	44	43	11	25.6
Filipino	16	16	2	12.5
Hispanic or Latino	964	946	230	24.3
Native Hawaiian or Pacific Islander	22	22	9	40.9
Two or More Races	105	105	25	23.8
White	581	572	116	20.3
English Learners	308	300	79	26.3
Foster Youth	11	11	8	72.7
Homeless	64	61	15	24.6
Socioeconomically Disadvantaged	1034	1020	276	27.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	290	285	107	37.5

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.79	6.52	3.11	5.06	4.91	3.82	3.6	3.28	2.94

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.

This table displays expulsions data.

	Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.18	0.34	0.11	0.07	0.1	0.07	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.11	0.11
Female	2.38	0.11
Male	3.82	0.11
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.56	0.00
Black or African American	9.09	2.27
Filipino	0.00	0.00
Hispanic or Latino	3.32	0.00
Native Hawaiian or Pacific Islander	4.55	0.00
Two or More Races	2.86	0.00
White	2.24	0.17
English Learners	5.84	0.00
Foster Youth	27.27	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	3.38	0.10
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.52	0.00

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.

2025-26 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 and 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 in content and current with the provisions of the law governing emergency response procedures for public institutions. Additionally, the SSC's duty 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 focus on creating a safe instructional environment that ensures all discipline and safety codes are clearly communicated, practiced, and enforced, thereby providing a secure and orderly environment for learning. Additionally, the student handbook contains the discipline policy and the site's policies and procedures. RCHS provides the student handbook on the school website. Safety drills occur on campus once each semester. The administrative team meets weekly to debrief on any safety or security incidents from the previous week and to improve procedures and responses.

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	29	28	1
Mathematics	21	21	23	4
Science	23	8	16	4
Social Science	25	5	31	2

2024-25 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

2024-25 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	4.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	9,787	1,612	8,175	78,673
District	N/A	N/A	8,174	$79,755
Percent Difference - School Site and District	N/A	N/A	0.0	-1.4
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-30.8	-23.9

Fiscal Year 2024-25 Types of Services Funded

Rancho Cotate High School is proud of its tradition of excellence in providing 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
- A Wellness Center
- One Athletic Director & comprehensive athletic program (0.4 FTE)
- Two Student Leadership advisors and activity directors. (stipend)
- One English Learner Advisory Coordinator (0.2 FTE)

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$51,271	$62,145
Mid-Range Teacher Salary	$78,674	$97,088
Highest Teacher Salary	$102,805	$120,436
Average Principal Salary (Elementary)	$142,545	$151,343
Average Principal Salary (Middle)	$124,811	$159,514
Average Principal Salary (High)	$154,513	$177,261
Superintendent Salary	$230,000	$294,805
Percent of Budget for Teacher Salaries	25.97%	29.95%
Percent of Budget for Administrative Salaries	6.79%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	15.5

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	4
Fine and Performing Arts	2
Foreign Language	1
Mathematics	4
Science	4
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	22

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 show 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 to help all students recover credits and remain on the 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 each week to enable staff to work together in a collaborative PLC model. 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 developing technological skills to enrich communication, instructional strategies, lesson design, and productive group work to support the Common Core curriculum and 21st Century College and Career skills. Additional emphasis has been on English Learner pedagogical strategies and on AVID 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 on project-based learning and curriculum integration. Teachers have received technology training in the use of a software program that supports data retrieval to assess courses against standards and align with common assessments. Counselors have also been trained in the use of college and career-searching software aimed at helping students set a college and career plan in motion. Additionally, CRPUSD partners with the Sonoma County Office of Education (SCOE) to provide opportunities for staff development in areas such 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3