

Cotati-Rohnert Park USD
SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Rancho Cotate High School

49-73882-4935482
CDS Code

Schoolsite Council (SSC) Approval Date

October 23, 2024

Local Board Approval Date

February 11, 2025

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

The mission and vision of Rancho Cotate High School is to empower all students to thrive academically, grow personally, and contribute meaningfully to the global community with integrity and compassion. Our school motto is "Learn Here, Succeed Everywhere."

School Description:

Rancho Cotate High School (RCHS) campus is located on 43 acres and has an enrollment of approximately 1750 students. In addition to nine classroom wings, the school facilities include a multimedia library, a music room, two industrial technology pods, a theater, academic and gymnasium building, a mini-gymnasium, multi-use cafeteria and stage, and multiple playing fields to serve our physical education and athletic programs. All classrooms are equipped with a computer providing internet access to support 21st Century instructional needs as well as on-line attendance and online grading to facilitate parent and student communication. There is a state of the art computer lab in the library and 7 classroom computer labs used by students throughout the school day.

Our Career Technical Education center includes an automotive shop building that now houses a fashion design program, complimenting a state of the art woodworking and construction shop.

The mission of Rancho Cotate High School is to provide a rigorous and comprehensive curriculum that enables students to be successful now and in their future. In recent years, we designed five 9th grade academies that are further supported by additional CTE pathways.

COVID-19 Impact:

During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening took place in April of 2021 using a hybrid learning model, where students returned to school two days a week while participating in distance learning three days a week. The hybrid instructional model was used for the last six weeks of the 2020-2021 school year. For more details on the impact of COVID -19, please see the following district level plans: Operations Written Report, Learning Continuity Plan and the School Re-Opening Plans.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan

Not Title I

Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The school's SPSA is aligned with the LCAP. Each SPSA goal corresponds directly to an LCAP goal: Goal 1 of the LCAP aligns with Goal 1 of the SPSA, Goal 2 of the LCAP aligns with Goal 2 of the SPSA, Goal 3 of the LCAP aligns with Goal 3 of the SPSA, and Goal 4 of the LCAP aligns with Goal 4 of the SPSA. Progress toward meeting LCAP goals is measured by the CA Dashboard and local assessments.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school is working with the district to analyze resource needs and address inequities. Through our differentiated assistance work with SCOE, we identified two primary areas of need: improving instructional practices and strengthening partnerships with families.

Section 3 Educational Partners Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the 2023-24 SPSA Annual Review and Update

The 2023-24 SPSA was designed from the feedback of our 2023 WASC committee report & accreditation process. We began with a discussion of the leadership team, comprised of site administrators and department heads from all ten departments. Department heads then led a discussion among their respective departments. Feedback was sent back to the principal, who collated the requests. At each discussion level participants examined and identified learning gaps, and proposed solutions. The priorities for the SPSA were formulated using the outcome from these discussions and evaluation by the SSC. SSC approved on 11/15/23.

Involvement Process for the 2024-25 SPSA and Update

24-25 SPSA was created after a review of the 23-24 SPSA, the new district LCAP goals, and our site WASC goals. The School Site Council reviewed and gave feedback on these goals during the School Site Council meeting on October 23, 2024.

Section 4 Student Achievement

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: Student Achievement

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Smarter Balanced Assessment - ELA	In 2023, 43% met or exceeded the standard. 18.5 points below standard. Increased 46.7 points from 2022.	Increased PD and support for PLC teams to regularly use common assessment data to provide interventions for students within the school day.
Smarter Balanced Assessment - Math	In 2023, 11% met or exceeded the standard. 109.8 points below standard. Increased 29.7 points from 2022.	Increased PD and support for PLC teams to regularly use common assessment data to provide interventions for students within the school day.

Subject: Student Achievement

LEA/LCAP: LCAP Goal 1: CRPUSD will improve instructional outcomes for students and reduce disparities across subgroups so that ALL students experience diverse, equitable, and a comprehensive education that meets their unique needs.

Goal #1 Continue Common Core State Standards (CCSS) implementation and related professional development with the goal of having all students attain proficiency in ELA/literacy and Math achievement level descriptors (ALDs) as measured on the CCSS aligned Smarter Balanced Assessment for the 2024-25 school year. We will focus on professional development regarding the establishment of CCSS aligned common assessments and benchmarked pacing. The goal is to improve the Smarter Balanced Assessment outcomes as well as to improve the overall academic success rates of our significant subgroups - English Learner, Socioeconomically Disadvantaged, and Students with Disabilities.

Subject Area: % proficient in English CAASPP

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 43	Goal 46
English Learners (EL)	Actual	Goal
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups	Actual	Goal

Subject Area: % proficient in Math CAASPP

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 11	Goal 14
English Learners (EL)	Actual	Goal
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	1.01 RCHS will continue developing "professional learning communities" (PLCs), facilitated by district and site leadership. PLC structure will be supported by a combination of teacher release days, by our modified weekly collaboration schedule, and by workshops scheduled by the school district outside of the regular school day.	Regular PLC meetings monitored by department head and administrative team, school will examine the following data: CAASPP scores, number of students failing quarterly.			
	Provide 24 hour tutoring through Paper Tutoring. This will also include the capability of having first drafts of essays receiving feedback.	Usage data from paper tutoring will be used to assess implementation levels.			
English Learners (EL)	1.02 The English department will align courses to Common Core State Standards and link pacing to benchmark periods throughout the instructional year.	Curriculum pacing guide and PLC meetings will provide evidence of completion.			
	English Learners will be placed in small groups and assigned a certificated staff member to provide mentorship throughout the year	Student records will be reviewed for formative adjustments. Overall progress will be monitored by tracking student GPA.			
Students with Disabilities (SWD)	1.03 The English department will develop, design, and administer common formative and summative assessments for progress monitoring and instructional collaboration at	PLC calendar and Drive provide evidence of meetings and work accomplished.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	benchmark periods to ensure that instruction is aligned to the rigorous standards mastery measured by Smarter Balanced assessments.				
Other Student Groups	1.04 The English department will implement benchmark assessments for each grade level course, and then complete data analysis to assess instructional strategies following each assessment.	PLC calendar and Drive provide evidence of meetings and work accomplished.			
	English department adopted Renaissance STAR assessments	Use of data in PLC's			

Section 4 Social Emotional

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Social Emotional

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Youth Truth	In 22-23 and 23-24, ranked in top 3 of all Sonoma County high schools.	Increase performance from 23-24 year
Attendance rates	91%	Comprehensive referral program needed for student mental health-COST
Suspension rates	5.8 %	This rate has held over the last 6 years, a 40% decrease from 2018.

Subject: Social Emotional

LEA/LCAP: LCAP Goal 2: CRPUSD will create a safe, inclusive and welcoming learning atmosphere that provides an environment that is conducive to social emotional learning for all student scholars and staff.

Goal #2 Reduce suspension rates by .3% per LCAP goal #2.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 5.8	Goal 5.5
English Learners (EL)	Actual 7.8	Goal 7.5
Students with Disabilities (SWD)	Actual 12.6	Goal 12.3
Other Student Groups African American	Actual 14.3	Goal 14.0

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Continue to ground all discipline in PBIS and restorative practices	Suspension rates			
	Provide targeted support to student run clubs such as MeCHA, BSU, AAPI, GSA	Surveys to club members			
	Embed Ethnic Studies in 9th grade academies				
English Learners (EL)	Update academy offerings each year to meet student interest	EL participation rates			
Students with Disabilities (SWD)	Implement COST structure to refer students to counseling & social-emotional supports	COST meeting notes			
Other Student Groups					

Section 4 Educational Partner Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Educational Partner Involvement

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Parent Square usage rates	In 24-25, 40% (n=1092) parents downloaded app. 32% (n=888) parents are receiving notifications on the app. 98% of parents are contactable via email.	
Power School usage rates	In 24-25, 80% (n=1402) of parents have a PowerSchool account.	
Number of Parents who fill out annual enrollment forms	In 24-25, 60% (n=1064) parents updated annual enrollment forms.	

Subject: Educational Partner Involvement

LEA/LCAP: LCAP Goal 3: CRPUSD will engage parents, families and community partners through education, communication, and collaboration to promote student success.

Goal #3 Increase the percentage of parents who have downloaded the ParentSquare App by 5% per LCAP goal #3.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 40	Goal 45
English Learners (EL)	Actual	Goal
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups African American	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Continue to promote and message out Parent Square and Power School usage for families	Parent Square engagement data			
	Continue to promote and message out Parent Square and Power School usage for families	Number of families who have an active Power School account			
English Learners (EL)	Continue to promote and message out Parent Square and Power School usage for families with specific instructions for how to set up translation within both platforms	Parent Square engagement data			
Students with Disabilities (SWD)	Streamline parent communication regarding IEPs	Pilot an IEP specialist role that will facilitate all parent communication			
Other Student Groups					
Graduation Rate (GR)	Graduation rate is currently one of the highest in the county.	Graduation Rate			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	The goal is to continue offering extensive support for students including, credit recovery, 4 year counselor plans, formative review of student progress.				

Section 4 Multilingual Learner

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Multilingual Learner

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
ELPAC scores	in 23-24, 17% of EL students scored a 4 on the ELPAC	We would like to increase these scores
RFEP participation in CTE and AP courses	In 23-24, 42% of AP students were RFEP. 29% of CTE students were RFEP. 27% of total school is RFEP	We are providing equal access to AP and CTE programs
STAR reading data		

Subject: Multilingual Learner

LEA/LCAP: LCAP Goal 4: CRPUSD will improve academic outcomes for Multilingual Learners.

Goal #4 Increase ELPAC test scores by 5% per LCAP goal #4.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual	Goal
English Learners (EL)	Actual 17	Goal 22
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups Socioeconomically Disadvantaged	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Implement PLC teacher teams in each subject area	D and F rates			
	Each PLC team will provide just-in-time interventions for students who score less than proficient on common formative assessments.	CFA data			
English Learners (EL)	Continue to run 4x4 bell schedule to provide equitable access to CTE and AP coursework for EL students	EL participation rates in CTE and AP coursework			
	Use STAR reading data school wide to facilitate effective instructional scaffolding	STAR reading data			
Students with Disabilities (SWD)	Continue to run 4x4 bell schedule to provide equitable access to CTE and AP coursework for IEP students	SWD participation rates in CTE and AP coursework			
	Use STAR reading data school wide to facilitate effective instructional scaffolding	STAR reading data			
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	0	0.00
Title I: Parent Involvement		
Title I: FTE		

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$0

Total of State and local programs that the school is including in the schoolwide program: \$0

Section 8 School Site Council Membership

2024 - 2025
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Rancho Cotate High School

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Salma Santorineos Term: 2024-2025 XParent Community Member	1. Name: Heather Ramme Principal
2. Name: Debbie Lamiason Term: 2024-2025 Parent XCommunity Member	2. Name: John Anderson Term: 2024-2025 Teacher
3. Name: Amy Smith Term: 2024-2025 XParent XCommunity Member	3. Name: Alex Coursey Term: 2024-2025 Teacher
4. Name: Leighann Pring Term: 2024-2025 Student	4. Name: Sherry Keith Term: 2024-2025 Teacher
5. Name: Alex Halman Term: 2024-2025 Student	5. Name: Lissa Sewell Term: 2024-2025 Teacher
6. Name: Pualena Hale Term: 2024-2025 Student	6. Name: Term: Other School Staff

Section 8 School Site Council Membership

2024 - 2025
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (TK-5th)
SCHOOL: Rancho Cotate High School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Salma Santorineos Term: 2024-2025 XParent Community Member	1. Name: Heather Ramme Principal
2. Name: Debbie Lamiason Term: 2024-2025 Parent XCommunity Member	2. Name: John Anderson Term: 2024-2025 Teacher
3. Name: Amy Smith Term: 2024-2025 XParent XCommunity Member	3. Name: Alex Coursey Term: 2024-2025 Teacher
4. Name: Leighann Pring Term: 2024-2025 Parent Community Member	4. Name: Sherry Keith Term: 2024-2025 Teacher
5. Name: Alex Halman Term: 2024-2025 Parent Community Member	5. Name: Lissa Sewell Term: 2024-2025 Teacher
6. Name: Pualena Hale Term: 2024-2025 Parent Community Member	6. Name: Term: Other School Staff