

Rancho Cotate High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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 | Louis Ganzler |
| Email Address | Louis_Ganzler@crpusd.org |
| School Website | https://rchs.crpusd.org/ |
| County-District-School (CDS) Code | 49-73882-4935482 |

2021-22 District Contact Information

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

2021-22 School Overview

Rancho Cotate High School's Vision:

Rancho Cotate High School will provide students and the community with a high-caliber academic and extracurricular experience. The focus is academic achievement along with competitive athletic programs, a growing music and visual/performing arts enrichment program, and a career technology education. We strive to guide students to prepare them well for their future choices, whether it be in the workforce or in higher education.

Rancho Cotate High School's Mission:

The mission of Rancho Cotate High School is to provide a rigorous and comprehensive curriculum that enables students to be successful now and in the future. RCHS provides an excellent and competitive athletic program, and it has many student extracurricular and co-curricular activities for students. The staff at RCHS believes that all students can learn and should be afforded the opportunity to develop intellectually, physically, and emotionally within an environment that is safe and promotes respect for the dignity of life. RCHS staff further encourages students to develop a desire for knowledge and guides them in becoming thoughtful, responsible, and contributing members of society.

School-wide Learner Outcomes

At Rancho Cotate High School, students will learn to be:

Mature and Organized Learners

- Students take responsibility for their learning.
- Students organize their time effectively, recognize and meet requirements for schedules and deadlines with integrity
- Students effectively organize their materials for academic success

Critical Thinkers:

- Students reflect on their learning with higher order thinking.
- Students can differentiate fact from opinion and evaluate usefulness of a variety of sources.
- Students can use this evidence to effectively support an argument.

2021-22 School Overview

Responsible Members of the Student Community

- Students are considerate of their classmates and staff.
- Student's actions and language demonstrate respect for others.
- Students take ownership of the campus and keep it clean.
- Students lead and participate in a variety of clubs, sports, and other student groups on campus.

Civic Contributors

- Students are actively involved in community service.
- Students take pride and find value in their service.
- Students acknowledge and encourage others' efforts in the community.
- Students are aware of their civic rights and responsibilities.

Reflective Learners

- Students use reading, writing and critical thinking to reflect on their learning.
- Students apply this process to academic, personal, and vocational experiences.

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

1) Manufacturing and Product Development

Graphics Communication and Design Courses

2) Finance and Business

Computer Accounting & various Business Courses

3) Marketing, Sales and Service

Virtual Enterprise & Marketing Courses

4) Arts, Media, and Entertainment

Computer Animation, Digital Video and Digital Photography, Computer Graphics, newspaper and yearbook Production Courses

5) Hospitality Tourism and Recreation

Hospitality and Tourism

6) Health & Service

Bio Medical Engineering Technologies & Medical Occupations Courses

7) Building Trades/Construction Industry

Wood Technologies Courses

8) Sports Academy

Sports Media, Business, & Sports Training Courses

9) Fashion and Interior Design

Sewing, Fashion Design

10) Information and Communication Technologies

Computer Science, Mobile App Design, Java, Game Design

RCHS also offers a comprehensive curriculum to students in English, Mathematics, Social Science, Science, World Languages (French & Spanish), Fine Arts (Drawing, Painting, Sculpture, Ceramics, & Digital Arts Courses), Physical Education, and Performing Arts (Music & Theater Courses). In addition to offering a full service English Learner and Special Education Program, RCHS has a comprehensive Advanced Placement program, and exceeds all University of California A-G requirements. While over half of our students matriculate into Santa Rosa Junior College, we also see our graduates accepted at schools like Berkeley, CalPoly and Stanford. We continue to challenge ourselves as an educational system to innovate as we strive to meet the academic needs of all our students. RCHS focuses on academic rigor, and ensuring that our students are well prepared for the future careers and colleges they choose.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 373 |
| Grade 10 | 386 |
| Grade 11 | 401 |
| Grade 12 | 315 |
| Total Enrollment | 1,475 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.87 |
| Male | 50 |
| American Indian or Alaska Native | 0.8 |
| Asian | 2.6 |
| Black or African American | 1.8 |
| Filipino | 1.2 |
| Hispanic or Latino | 47.5 |
| Native Hawaiian or Pacific Islander | 0.7 |
| Two or More Races | 5.4 |
| White | 35.9 |
| English Learners | 9.8 |
| Foster Youth | 0.5 |
| Homeless | 0.6 |
| Migrant | .06 |
| Socioeconomically Disadvantaged | 45.4 |
| Students with Disabilities | 14.1 |

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

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

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) | 59.1 | 87.3 | 230.9 | 80.8 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 7.7 | 2.7 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.4 | 5.0 | 15.3 | 5.4 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.3 | 0.5 | 12.3 | 4.3 | 12115.8 | 4.4 |
| Unknown | 4.8 | 7.1 | 19.3 | 6.8 | 18854.3 | 6.9 |
| Total Teaching Positions | 67.6 | 100.0 | 285.6 | 100.0 | 274759.1 | 100.0 |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 |
|--|---------|
| Permits and Waivers | 0.0 |
| Misassignments | 3.4 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 3.4 |

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.3 |
| Local Assignment Options | 0.0 |
| Total Out-of-Field Teachers | 0.3 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 7.0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.4 |

2021-22 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 2021

| 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. | 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. | 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) | Contact Instructional Services Department (707) 792-4708. | | 0% |

School Facility Conditions and Planned Improvements

Rancho Cotate, which began housing students in 1969, has gone through six stages of modernization, starting in 1991. Maintenance and Operations oversees the physical plant and the high school on-site custodian staff ensures that the over 151,000 square feet and 43 acres of campus are clean, classrooms are kept in good order, and the general school plant is maintained. Each teacher has a telephone in the classroom for contacting parents for quick response to emergencies, and in 2015 a clock system with the ability to send out text safety announcements was installed. Rancho Cotate, in collaboration with the Department of Public Safety, has developed a school crisis response plan. Emergency drills are routinely held for earthquake, civil disturbance, and fire preparedness. Rancho Cotate has had safety inspections by the Fire Marshall, health department, and insurance carrier. In general, the reports were positive, and when problems were noted, they have been addressed. The three-year asbestos re-inspection occurred in or December 2017.

Lighting improvements were made in the Woodworking area to ensure a well-lit safe working environment. Our gymnasium lighting system has been updated and the gym floor has been completed refurbished to ensure safety during all sports activities. In 2008, the RCHS football field was opened to offer players a safer field for sporting events and an impressive environment for community gatherings and school spirit. In fall of the 2011-2012 School Year roofing of the D2 building was completed and re-roofing of the Math/Science (N) building was completed. In the 2014-15 school year, improvements in the updated siding of the D building were made, and uneven pavement is subject to grinding during break. Gutters are evaluated and repaired each year. The Rancho Cotate High School maintenance team monitors the school facility and ensures that it is in good repair.

Measure D (parcel tax) passed in 2012 and Measure B (renewal of parcel tax) passed in 2016 and extends into 2022. Measure B Bond passed in our district in 2014 for \$80 million, which will directly be allocated to the school's improvements. Measure C passed in 2016 and will bring in another \$80 million. Rancho has already undergone a "facelift" to its infrastructure, including new sidings and fresh paint for all the buildings and upgraded Wi-Fi capacities to accommodate our technology needs. Funds to build a Theater Arts and Gymnasium (TAG) building have been allocated and groundbreaking for the TAG building occurred in the summer of 2017. The building opened in spring 2019. Approximately a \$45 million project, the TAG building is a combination Performing Arts and Gymnasium. Plans include two levels of classrooms. The ground floor includes a dance room, weight room, band room, along with locker rooms, coaching offices, and storage space. The second level includes more classrooms and a Digital Arts complex. The Performing Arts Theater seats 200 and the Gymnasium seats 2,000.

Year and month of the most recent FIT report

July 2021

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

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 401 | 198 | 49.38 | 50.62 | 55.56 |
| Female | 197 | 106 | 53.81 | 46.19 | 59.43 |
| Male | 204 | 92 | 45.1 | 54.9 | 51.09 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 207 | 105 | 50.72 | 49.28 | 48.57 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 41 | 13 | 31.71 | 68.29 | 53.85 |
| White | 129 | 66 | 51.16 | 48.84 | 63.64 |
| English Learners | 31 | 14 | 45.16 | 54.84 | 7.14 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 185 | 90 | 48.65 | 51.35 | 50 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 50 | 20 | 40 | 60 | 30 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 401 | 194 | 48.38 | 51.62 | 12.95 |
| Female | 197 | 104 | 52.79 | 47.21 | 6.80 |
| Male | 204 | 90 | 44.12 | 55.88 | 20.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 207 | 101 | 48.79 | 51.21 | 11.88 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 41 | 13 | 31.71 | 68.29 | 15.38 |
| White | 129 | 66 | 51.16 | 48.84 | 12.31 |
| English Learners | 31 | 14 | 45.16 | 54.84 | 21.43 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 185 | 85 | 45.95 | 54.05 | 16.67 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 50 | 23 | 46.00 | 54.00 | 17.39 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|---|-----|-----|-------|-------|-------|
| All Students | 413 | 193 | 46.73 | 53.27 | 56.48 |
| Female | 203 | 105 | 51.72 | 48.28 | 60.95 |
| Male | 210 | 88 | 41.9 | 58.1 | 51.14 |
| American Indian or Alaska Native | 3 | 3 | 100 | 0 | 100 |
| Asian | 7 | 3 | 42.86 | 57.14 | 100 |
| Black or African American | 8 | 3 | 37.5 | 62.5 | 66.67 |
| Filipino | 4 | 2 | 50 | 50 | 100 |
| Hispanic or Latino | 212 | 102 | 48.11 | 51.89 | 49.02 |

| | | | | | |
|--|-----|-----|-------|-------|-------|
| Native Hawaiian or Pacific Islander | 2 | 2 | 100 | 0 | 50 |
| Two or More Races | 40 | 13 | 32.5 | 67.5 | 53.85 |
| White | 137 | 65 | 47.45 | 52.55 | 64.62 |
| English Learners | 31 | 11 | 35.48 | 64.52 | 9.09 |
| Foster Youth | 4 | 0 | 0 | 100 | - |
| Homeless | 1 | 0 | 0 | 100 | - |
| Military | 0 | 0 | 0 | 100 | 100 |
| Socioeconomically Disadvantaged | 205 | 809 | 43.41 | 56.59 | 51.69 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | - | - |
| Students with Disabilities | 2 | 1 | 50 | 50 | 0 |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|--|-----|-----|-------|-------|-------|
| All Students | 413 | 188 | 45.52 | 54.48 | 11.17 |
| Female | 203 | 103 | 50.74 | 49.26 | 6.8 |
| Male | 210 | 85 | 40.48 | 59.52 | 16.47 |
| American Indian or Alaska Native | 3 | 3 | 100 | 0 | 0 |
| Asian | 7 | 3 | 42.86 | 57.14 | 33.33 |
| Black or African American | 8 | 2 | 25 | 75 | 0 |
| Filipino | 4 | 2 | 50 | 50 | 50 |
| Hispanic or Latino | 212 | 97 | 45.75 | 54.25 | 10.31 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 100 | 0 | 0 |
| Two or More Races | 40 | 13 | 32.5 | 67.5 | 15.38 |
| White | 137 | 66 | 48.18 | 51.82 | 10.61 |
| English Learners | 31 | 11 | 35.48 | 64.52 | 9.09 |
| Foster Youth | 4 | 0 | 0 | 100 | - |
| Homeless | 1 | 0 | 0 | 100 | - |
| Military | 0 | 0 | - | - | - |
| Socioeconomically Disadvantaged | 205 | 85 | 41.46 | 58.54 | 11.76 |
| Students Receiving Migrant Education Services | 0 | 0 | - | - | - |
| Students with Disabilities | 2 | 1 | 50 | 50 | 0 |

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | -- | N/A | 28.72 |

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 680 | NT | NT | NT | NT |
| Female | 337 | NT | NT | NT | NT |
| Male | 343 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 17 | NT | NT | NT | NT |
| Black or African American | 16 | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 331 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 64 | NT | NT | NT | NT |
| White | 229 | NT | NT | NT | NT |
| English Learners | 41 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 14 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 295 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 77 | NT | NT | NT | NT |

2020-21 Career Technical Education Programs

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

- 1) Manufacturing and Product Development
Graphics Communication and Design Courses
 - 2) Finance and Business
Computer Accounting & various Business Courses
 - 3) Marketing, Sales and Service
Virtual Enterprise & Marketing Courses
 - 4) Arts, Media, and Entertainment
Computer Animation, Digital Video and Digital Photography, Computer Graphics, newspaper and yearbook Production Courses
 - 5) Hospitality Tourism and Recreation
Hospitality and Tourism
 - 6) Health & Service
Bio Medical Engineering Technologies & Medical Occupations Courses
 - 7) Building Trades/Construction Industry
Wood Technologies Courses
 - 8) Sports Academy
Sports Media, Business, & Sports Training Courses
 - 9) Fashion and Interior Design
Sewing, Fashion Design
 - 10) Information and Communication Technologies
Computer Science, Mobile App Design, Java, Game Design
- Additionally, internships in Medical Occupations and Work Readiness Certificate programs can be earned.

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

2020-21 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 733 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission | 96.36 |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.96 |

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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.

2021-22 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 gradebooks, progress report and report card grades as well as student attendance and other resources. To achieve our goal to include parents and the community in the school communication, we invite parents and community members to participate in our Parent Teacher Student Associate (PTSA), School Site Council, MeCHA, English Learner Advisory Committee, Project Graduation Committee, Cougar Boosters (athletics) and Music Boosters. We additionally partner with business leaders who serve on our Career Technical Advisory Committee. Parents were highly involved in our WASC accreditation self-study and close to 20% of parents filled out an extensive survey about RCHS services. Some of these same parents were then 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 game to one of our many plays or musical productions. RCHS also offers many informational meetings for its parents including Back to School Night, 8th Grade Parent Cougar Welcome Night, College Information, Financial Aid and Scholarships, and a host of other meetings. Our student leadership program is actively involved in helping with publicity for our school. They routinely conduct tours & orientation assemblies for prospective students and parents, and participate on the local city councils and school boards, keeping a close school to community connection with these community organizations and parents. Further, we welcome parents to visit our school, to observe the quality of instruction offered in the classrooms, and to take an active role as members of our school community. The local Cotati-Rohnert Park Education Foundation provides annual, one-time grants to K-12 teachers in the district by organizing fundraising events that raise approximately \$50,000 each year which benefit RCHS classrooms. Communication also occurs with periodic emails from the administration highlighting important topics at the school. RCHS continues to use electronic communication including e-mail, Facebook, parent phone calls and notification and e-mails direct from teachers. Every effort is made to ensure that all communication goes out in both English and Spanish.

C. Engagement

State Priority: Pupil Engagement

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

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

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

| Indicator | School 2018-19 | School 2019-20 | School 2020-21 | District 2018-19 | District 2019-20 | District 2020-21 | State 2018-19 | State 2019-20 | State 2020-21 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 6.0 | 2.4 | 3.3 | 8.2 | 4.6 | 4.9 | 9.0 | 8.9 | 9.4 |
| Graduation Rate | 91.4 | 93.3 | 93.4 | 90.0 | 91.7 | 91.8 | 84.5 | 84.2 | 83.6 |

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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 | 303 | 283 | 93.4 |
| Female | 152 | 142 | 93.4 |
| Male | 151 | 141 | 93.4 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 11 | 11 | 100.0 |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 135 | 127 | 94.1 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 20 | 20 | 100.0 |
| White | 110 | 103 | 93.6 |
| English Learners | 34 | 31 | 91.2 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 165 | 152 | 92.1 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 55 | 42 | 76.4 |

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1522 | 1513 | 194 | 12.8 |
| Female | 737 | 734 | 87 | 11.9 |
| Male | 785 | 779 | 107 | 13.7 |
| American Indian or Alaska Native | 12 | 12 | 2 | 16.7 |
| Asian | 41 | 40 | 6 | 15.0 |
| Black or African American | 27 | 27 | 2 | 7.4 |
| Filipino | 18 | 18 | 0 | 0.0 |
| Hispanic or Latino | 725 | 721 | 102 | 14.1 |
| Native Hawaiian or Pacific Islander | 11 | 11 | 0 | 0.0 |
| Two or More Races | 80 | 80 | 9 | 11.3 |
| White | 549 | 546 | 66 | 12.1 |
| English Learners | 154 | 153 | 21 | 13.7 |
| Foster Youth | 13 | 13 | 7 | 53.8 |
| Homeless | 9 | 9 | 4 | 44.4 |
| Socioeconomically Disadvantaged | 719 | 714 | 125 | 17.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 219 | 218 | 53 | 24.3 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 5.82 | 0.26 | 5.00 | 0.25 | 3.47 | 0.20 |
| Expulsions | 0.63 | 0.00 | 0.22 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

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

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.26 | 0.00 |
| Female | 0.14 | 0.00 |
| Male | 0.38 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.14 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.55 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 7.69 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.14 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.46 | 0.00 |

2021-22 School Safety Plan

The School Safety Plan is reviewed and updated on an ongoing basis. Rancho Cotate High School has a comprehensive school safety plan submitted by the School Site Council to the District School Board. It includes an assessment of the procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and the process of school discipline, school wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, and procedures for the safe ingress and egress of pupils. The School Safety Plan, including evacuation protocols and student behavior and attendance is reviewed, updated, and discussed each fall as well as throughout the year as necessary. The RCHS School Site Council (SSC) reviews and revises annually the safety plan in order for it to be accurate of content and current with the provisions of the law governing emergency response procedures for public institutions. Additionally, the duty of the SSC is to assist in the regulation and implementation of the safety plan. The composition of the SSC includes administrators, counselors, teachers, staff, students, and community members. The key components of the plan focuses on creating a safe instructional environment that ensures all discipline and safety codes are clearly disseminated, practiced, and enforced as RCHS provides a safe and orderly environment for learning. Additionally, the student handbook contains the discipline policy and the policies and procedures of the site. RCHS provides this parent student handbook to staff and parents annually and posts this to the school website. Additionally, RCHS staff annually reviews and revises this handbook. Drills occur on campus in a regular basis. And the administrative team meets weekly to debrief any safety or security incidents which have occurred in the previous week, to improve procedures and responses. School Safety Plans are updated accordingly.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 | 24 | 21 | 39 | 5 |
| Mathematics | 24 | 25 | 41 | 5 |
| Science | 24 | 16 | 29 | 3 |
| Social Science | 24 | 18 | 39 | 4 |

2019-20 Secondary Average Class Size and Class Size Distribution

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

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

2020-21 Secondary Average Class Size and Class Size Distribution

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

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

2020-21 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 | 295 |

2020-21 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 5 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |
| Other | 0.3 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 12564 | 5147 | 7417 | 64932 |
| District | N/A | N/A | 7186 | \$63,878 |
| Percent Difference - School Site and District | N/A | N/A | 3.2 | 1.6 |
| State | | | \$8,444 | \$81,044 |
| Percent Difference - School Site and State | N/A | N/A | -13.0 | -22.1 |

2020-21 Types of Services Funded

Rancho Cotate High School is proud of its tradition of excellence in the provision of counseling and student support services. The list below is a comprehensive outline of the services and programs available to our student population:

- Three Administrators & four Counselors
- One College and Career Counselor
- Santa Rosa Junior College CTE Liaison (administrator assignment)
- AP Program Liaison (administrator assignment)
- Advancement Via Individual Determination (AVID) coordinator
- Student Success Team and 504 Coordinator (administrator assignment)
- Speech and Language Therapists
- District Coordinator for Special Education, English Language Development (ELD), and Consolidated Programs
- Student Leadership "School Shadowing" program to welcome students interested in attending Rancho Cotate High School (Lead teacher, counselor, and administrator assignment)
- One part time District Nurse
- One School Psychologist
- Three Campus Supervisors
- Sonoma County Adult and Youth Development At-Risk Career Counselors (SCAYD)
- One Athletic Director & comprehensive athletic program (0.2 FTE)
- One Student Leadership advisor and activity director. (0.2 FTE plus stipend)
- One English Learner Advisory Coordinator (0.2 FTE)

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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 | \$42,021 | \$51,029 |
| Mid-Range Teacher Salary | \$64,482 | \$78,583 |
| Highest Teacher Salary | \$84,260 | \$99,506 |
| Average Principal Salary (Elementary) | \$117,868 | \$124,576 |
| Average Principal Salary (Middle) | \$112,812 | \$131,395 |
| Average Principal Salary (High) | \$120,275 | \$144,697 |
| Superintendent Salary | \$234,999 | \$240,194 |
| Percent of Budget for Teacher Salaries | 28% | 34% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

2020-21 Advanced Placement (AP) Courses

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

| | |
|--|-----|
| Percent of Students in AP Courses | 9.2 |
|--|-----|

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 | 2 |
| English | 1 |
| Fine and Performing Arts | 0 |
| Foreign Language | 2 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 2 |
| Total AP Courses Offered | 7 |

Professional Development

The eleven schools in the district have all been guided toward building a Professional Learning Community (PLC) framework to provide support for instruction and learning. The focus is to work together in discovering what our students know and are able to do, and how we can best meet the needs of all of our student population based on a response to intervention model.

Rancho Cotate High School has established goals that address college and career readiness among all graduates, and how we can best meet the needs of our special population groups – English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Our state testing and classroom assessment data clearly shows that these significant populations are being challenged to succeed in school. We have restructured the sequence of courses offered to our English Learners and Special Education Students and have provided a variety of support mechanisms aimed at helping all students recover credits and remain on graduation track. This includes a renewed focus on improving the success rates of our 9th grade students in their transition from the middle school environment. In 2016, RCHS established a late start Wednesday to enable staff to work together in a collaborative PLC model on a monthly basis. These PLC days are driven by the WASC goals and focus on the three areas of achievement identified in our goals:

Goal 1 (Area of Improvement): In order to increase success rates in students, RCHS will develop a comprehensive curricular and academic system that has structures in place to monitor and assess student progress, and responsively support struggling students to enable all students to achieve at grade-level standards.

Goal 2 (Area of Improvement): In order to increase success rates in students, RCHS will assess student progress and use aligned data collected in Goal 1 within Professional Learning Communities to responsively alter curriculum, and enhance instructional strategies while ensuring academic rigor.

Goal 3 (Area of Improvement): In order to increase success rates in students, RCHS will establish a more robust method of shared leadership and ongoing communication focused on driving an academic culture, fostering trust, supporting new teachers, while articulating institutional norms.

The Common Core Curriculum adopted by the state of California has become a priority in our professional development. All training has centered on the development of technological skills to enrich communication, instructional strategies, lesson design, and productive group work that will support the Common Core curriculum and 21st Century College and Career skills. Additional emphasis has been in the areas of English Learner pedagogical strategies, and an emphasis on AVID academically supportive strategies.

We offer a range of Advanced Placement courses and provide the requisite staff development for these teachers as well. Our school-wide focus on “Academic Pathways, has led to the development of a series of Pathway introductory courses, and a series of “concentrator” courses packaged over the multiple year high school experience helping to guide students toward college and career options. The school has provided multiple workshops for these teachers in addressing project based learning and integration of curriculum. Teachers have received technology training in the use of a software program where data retrieval assists in the assessment of courses to standards and aligned common assessments. Counselors have also been trained in the use of college and career searching software (Naviance) aimed to help students set college and career plan in motion. Additionally, CRPUSD partners with Sonoma County Office of Education (SCOE) to provide opportunities for staff development in such diverse areas as teacher leadership, core subjects’ support, ELL support, mental health, career technical education, and classroom technology. Funding is only approved if the workshop/training is focused on one of the critical areas of academic need.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

Cotati-Rohnert Park Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 3011 | 315 | 10.46 | 89.54 | 60.63 |
| Female | 1432 | 156 | 10.89 | 89.11 | 64.74 |
| Male | 1579 | 159 | 10.07 | 89.93 | 56.60 |
| American Indian or Alaska Native | 20 | 4 | -- | 80.00 | -- |
| Asian | 77 | 12 | 15.58 | 84.42 | 58.33 |
| Black or African American | 59 | 6 | 10.17 | 89.83 | -- |
| Filipino | 31 | 4 | 12.90 | 87.10 | -- |
| Hispanic or Latino | 1377 | 131 | 9.51 | 90.49 | 49.62 |
| Native Hawaiian or Pacific Islander | 12 | 2 | 16.67 | 83.33 | -- |
| Two or More Races | 313 | 48 | 15.34 | 84.66 | 77.08 |
| White | 1122 | 108 | 9.63 | 90.37 | 65.74 |
| English Learners | 533 | 20 | 3.75 | 96.25 | 15.00 |
| Foster Youth | 25 | 0 | 0.00 | 100.00 | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 1475 | 122 | 8.27 | 91.73 | 53.28 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 400 | 51 | 12.75 | 87.25 | 19.61 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 3011 | 306 | 10.16 | 89.84 | 23.61 |
| Female | 1432 | 151 | 10.54 | 89.46 | 16.67 |
| Male | 1579 | 155 | 9.82 | 90.18 | 30.32 |
| American Indian or Alaska Native | 20 | 4 | -- | 80.00 | -- |
| Asian | 77 | 12 | 15.58 | 84.42 | 41.67 |
| Black or African American | 59 | 6 | 10.17 | 89.83 | -- |
| Filipino | 31 | 4 | 12.90 | 87.10 | -- |
| Hispanic or Latino | 1377 | 125 | 9.08 | 90.92 | 16.80 |
| Native Hawaiian or Pacific Islander | 12 | 2 | 16.67 | 83.33 | -- |
| Two or More Races | 313 | 47 | 15.02 | 84.98 | 42.55 |
| White | 1122 | 106 | 9.45 | | 23.81 |
| English Learners | 533 | 20 | 3.75 | 96.25 | 15.00 |
| Foster Youth | 25 | 0 | 0.00 | 100.00 | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 1475 | 115 | 7.80 | 92.20 | 20.18 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 400 | 54 | 13.50 | 86.50 | 11.11 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.