

Rancho Cotate High School

Comprehensive School Safety Plan

Effective Dates 2019-2020

**Rancho Cotate High School
School/Site**

**Louis Ganzler
Principal/Administrator**

Plan Developed By	Title
Louis Ganzler	Principal
Salma Santorineos	Parent
Karen Schubert	Office Manager
Angela Scardina	Assistant Principal
Henri Sarlatte	Assistant Principal
Doug Buescher/Alex Coursey	Teacher
Gina Piccinini	Public Safety Officer
Mark Stratos	Alternative Ed Teacher
Erica Pring	Student
Reagan Shacklett-Mueller	Student

Cotati-Rohnert Park Unified School District

Comprehensive School Safety Plan

**Rancho Cotate High School
School/Site**

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Philosophy, Goals, Objectives and Comprehensive Plans: BP0450 / AR0450

Safety: BP5142 / AR5142

<http://www.gamutonline.net/district/cotatirohrnertpark/DisplayPolicy/756926/5>

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**Comprehensive School Safety Plan
2019-2020
Committee Members**

**Rancho Cotate High School
School/Site**

School Site Council or Delegated School Safety Planning Committee Members Date: 2/27/2020		Principal or designee	Classified Employee	Teacher Rep. of Cert. Employees	Parent	Law Enforcement	Other School Staff	Community Representative	Student	Other (specify)
		(A)	(B)	(C)	(D)	(E)	(F)	(G*)	(H*)	(I*)
1.	Louis Ganzler	X								
2.	Karen Schubert		X							
3.	Alex Coursey			X						
4.	Salma Santorineos				X					
5.	Erica Pring								X	
6.	Reagan Shacklett-Mueller								X	
7.	Doug Buescher						X			
8.	Angie Scardina				X		X			
9.	Gina Piccinini					X		X		
10.	Mark Stratos			X						
11.										
12.										
13.										
14.										
15.										

School Vision Statement

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.

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

RCCHS 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, RCCHS 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. RCCHS focuses on academic rigor, and ensuring that our students are well prepared for the future careers and colleges they choose.

**Comprehensive School Safety Plan
2019-2020
Data Analysis**

**Rancho Cotate High School
School/Site**

Conclusions from Data:

I. Assessment of Current Status of School Crime (EC 35294.2 (a))

Suspensions 13/14 = 254 14/15 = 159 15/16 = 129 16/17 = 147 17/18 = 252 18/19 = 155
 Expulsions 13/14 = 12 14/15 = 13 15/16 = 9 16/17 = 11 17/18 = 12 18/19 = 9
 Truants 13/14 = 805 14/15 = 718 15/16 = 831 16/17 = 751 17/18 = 850 18/19 = 778
 Habitually Truants 13/14 = 262 14/15 = 449 15/16 = 398 16/17 = 400 17/18 = 599 18/19 = 529
 Tardies 15/16 = 1083 16/17 = 848 17/18 = 1108 18/19 = 1088

California Healthy Kids Survey

% students that have ever tried alcohol	9th 47 (2009)	43 (2011)	34 (2013)	35 (2015)	35 (2017)
11th	67 (2009)	69 (2011)	62 (2013)	67 (2015)	57 (2017)
%students that have ever tried marijuana					
9th	28 (2009)	33 (2011)	24 (2013)	27 (2015)	37 (2017)
11th	48 (2009)	49 (2011)	51 (2013)	57 (2015)	51 (2017)
%students that feel very safe at school					
9th	13 (2009)	19 (2011)	25 (2013)	17 (2015)	6 (2017)
11th	13 (2009)	14 (2011)	21 (2013)	22 (2015)	9 (2017)
%students been bullied/harassed					
9th	25 (2009)	27 (2011)	25 (2013)	27 (2015)	43 (2017)
11th	24 (2009)	26 (2011)	24 (2013)	35 (2015)	29 (2017)

1. My child feels comfortable and safe at RCHS.
1.82 (Fall 2016) 1.91 (SU 2017) 2.12 (Fall 2018) Average of four years: 1.93
2. Teachers/Staff are responsive in addressing parental concerns related to student progress.
2.13 (Fall 2016) 2.20 (SU 2017) 2.10 (Fall 2018) Average of four years: 2.16
3. RCHS is doing a good job preparing and informing students for future college and career opportunities.
2.19 (Fall 2016) 2.25 (SU 2017) 2.14 (Fall 2018) Average of four years: 2.21
4. The instructional program at RCHS is rigorous.'
2.28 (Fall 2016) 2.28 (SU 2017) 2.22 (Fall 2018) Average of four years: 2.27
5. I am satisfied with my child's overall learning experience at
2.22 (Fall 2016) 2.29 (SU 2017) 2.25 (Fall 2018) Average of four years: 2.26
6. Teacher provide timely and informative feedback/reporting on student progress.
2.35 (Fall 2016) 2.47 (SU 2017) 2.26 (Fall 2018) Average of four years: 2.42
7. School counseling staff provides students with adequate academic guidance and/other college and career planning.
2.19 (Fall 2016) 2.24 (SU 2017) 2.37 (Fall 2018) Average of four years: 2.25
8. School leadership/administration is supportive in responding to the academic and programmatic needs of students.
2.21 (Fall 2016) 2.25 (SU 2017) 2.10 (Fall 2018) Average of four years: 2.20

9. Rancho Cotate offers my child a variety of extracurricular activities that match his/her interests.
1.93 (Fall 2016) 2.02 (SU 2017) 1.99 (Fall 2018) Average of four years: 1.99

10. Participants

108 (Fall 2016) 172 (SU 2017) 87 (Fall 2018) 0 (Fall 2019)

Conclusions from Parent, Teacher and Student Input:

2018/2019 suspensions decreased by 40 percent. This is awesome. Students do not misbehave when they feel connected to their school and believe they are a contributor to the success of their school. As a result, individual students will have an opportunity to build on their individual academic strengths and improve their individual academic weaknesses. In addition, a consistent administrative team allows for more preventive measures to occur with students which leads to less suspensions.

The California Healthy Kids Survey was given in the Fall of 2019, but we do not have the results from the state.

The parent survey was not taken by one parent at the end of last year. It is the fourth year of the survey and my prediction is that those parents that completed it over the first years were the same parents that looked at it during the fourth year and did not need to complete since they had already completed the survey over the previous three years. The highest scores were related to safety, academic guidance, and college and career planning.

How do we get more parent involvement? We have tried to utilize informational parent meetings once a quarter, with an average attendance of 5 parents. Is there a magic wand for parent involvement?

In addition, all of the department chairs and Dr. Louis Ganzler, our principal, participated in a two day training where they analyzed our school culture and determined areas of need. One area of need that came out of that two day training was to decrease the amount of tardies and to continue to work on our school culture.

Other

**Comprehensive School Safety Plan
2019-2020
Data Analysis (Continued)**

**Rancho Cotate High School
School/Site**

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.

The sources we reviewed included: surveys, focus groups, discipline, and attendance data. The California Healthy Kids Survey, which is given to our 9th and 11th graders at RCHS, the suspension rate, expulsion rate, and the number of detentions were analyzed. In terms of discipline, the types of ed code violation/infraction for each discipline entry are reviewed. The number of tardies, cuts, and unexcused absences for the school year are analyzed. A Parent Survey has been administered for the past four years.

Areas of Pride and Strength (include school programs and practices that promote a positive learning environment).

Support and Intervention Strategies Used for Student Growth/Development

Rancho offers a wide array of academic programs for students to access the rigorous standards-based curriculum. Students may apply to our AVID (Advancement via Individualized Determination) Program. AVID is designed to increase students' readiness and success in college and beyond. While the program targets "first generation" college ready students, the course is open to any qualified student. AVID has proven to be successful by providing guidance and support to students who may have struggled academically, but with help can perform much better and become college ready. Advanced Placement (AP) and Honors courses provides high achieving students with the academic rigor required for success in college courses by improving writing and problem-solving skills, and developing effective studying techniques. Rancho also has pathways that offer several options for students to follow through high school, providing a series of focused courses in a selected area of interest over their four-year high school career. Each pathway offers the student a unique experience through courses with curricular connections to the area of interest. Pathways include engineering and design, health occupations, business and media, visual and performing arts, world languages and sports.

Rancho offers credit recovery through Edgenuity, a computer-based online learning program where students have an opportunity to enroll in and recover credits in courses that were previously failed. In addition, students may take original credit courses that meet a-g college entrance requirements to improve a grade for college entrance. Students may also take approved online courses through distance learning or take a class concurrently at SRJC for credit recovery or first-time credit. English Language Development (ELD) classes are designed to develop English language acquisition for non-native speakers. Through this program, students will be given the opportunity to develop their listening, speaking, reading, and writing skills. Rancho provides block classes in English and math to deliver extra support to students struggling in those areas to bring them to grade level. Special Education services are available to those students who qualify. The program provides a full range of services through the Resource Specialist and Special Day Class Programs.

Another option for extra support on the Rancho campus is the Phoenix program, a Necessary Small School on campus, which offers students who need additional social/emotional support a smaller setting with smaller class sizes. Personal Power is a class that all Phoenix students are enrolled in and is the cornerstone of the program. This class assists students with self-esteem, self-advocating, strategies to be more successful in school and in their interpersonal relationships. Our ACR program is available to students who have fallen behind in credits and need an alternative way to recover those credits.

Support Services and Learning – Interventions and Student Learning

The Guidance Counselors hold Student Study Team (SST) meetings when a teacher, parent or administrator refers a student. The counselor coordinates a meeting with the parent, student and an administrator or school psychologist, depending on the reason for the referral. Efforts to have teacher input is made. All of the student's teachers complete an SST Teacher Questionnaire that provides information about the student's study skills, assignment completion, class participation, behavior, preparedness for class, and such, so overall concerns can be addressed. Frequently, a follow-up SST is held a month or two later to evaluate progress. On occasion, the team will determine that a 504 plan or possible assessment is necessary.

The AVID program trains students to utilize several strategies to be successful in their classes (Cornell notes, test-taking tips, time management, QuickWrites, Pair Share, Jigsaw, to name a few). The Special Education Directed Studies class allows special education students a place to complete class work, receive additional assistance in understanding Math and English course concepts and help with monitoring progress in their classes. The ELD Study Skills classes provides this same support while focusing on English

language acquisition. Advanced Placement and Honors courses are offered to students capable of more rigorous academic course work. Students are encouraged to develop study groups with fellow students, attend tutoring opportunities, utilize AVID strategies and communicate frequently with their teacher(s).

Guidance Counselors utilize results from a variety of sources to appropriately place students in classes. These sources include results from formative and summative assessments such as previous course grades, diagnostic information from ELPAC, SBAC, EAP, MDTP, language survey, Special Education batteries, PSAT AP potential information, benchmark tests, teacher recommendations and student interest. Administrators determine master schedule needs based on assessment information and necessary academic interventions. Teachers utilize the information to differentiate their instruction. Students struggling with language skills have been placed in a block ELD 1 or ELD 2 course. Similarly, students struggling in math have been placed in a block course (either Algebra A/B, Algebra C/D with Math Lab or Algebra 1). Special Education students have access to college prep academic courses with support. Special Education and ELD students have access to adult aides in classes. There are SAI and SDC classes for Special Education students needing more support. Students needing more social/emotional support in their classes may enroll in the Phoenix program on campus. Those needing significant credit recovery may enroll in credit recovery courses after school.

Tutoring options are available through individual teachers at their offering and in the library at break, lunch and after school for math. SSU and SRJC students provide tutoring and at a parent's request, a resource list is provided.

Safe, Clean, and Orderly Environment

At the beginning of each year, the administration team reinforces the Rancho code of conduct through PA announcements and Associated Student Body announcements. Teachers in the classroom reinforce proper behavior by incorporating expected school-wide learning results in their curriculum. Campus supervisors patrol the campus to enforce the behavior code. There is zero tolerance for weapons and disciplinary consequences for substance abuse. High expectations are maintained for student behavior and achievement. Fair, firm and consistent enforcement of school standards takes place. Administrative panel reviews of serious discipline referrals are held when necessary.

Our local law enforcement agency, Rohnert Park Public Safety, works with campus administration on student-related crime issues. This has made a positive impact on both students and parents. RPPS services are readily available in the event of need, large or small. During the 2019-2020 school year, we have had a School Resource Officer that is assigned to all of the schools in our school district. It has been a great benefit having a direct contact at Rohnert Park Public Safety and it has allowed the opportunity for preventive measures and also an opportunity to build relationships between the School Resource Office and our students.

Every semester during the school year, an evacuation drill is conducted for a fire or an earthquake. Administration evaluates each drill to determine if adjustments in procedure need to be made. Faculty and staff were offered the opportunity to participate in CPR Training/First Aid/AED training (administrators are required to renew their training every two years; faculty are not). Ongoing monitoring of possible school safety issues is conducted and concerns are addressed when necessary. Full-time custodial staff are on campus and district maintenance personnel are available when needed.

Consistent recognition of positive student behavior has brought positive behavior to the conscious level of students. Extra-curricular activities (including Friday lunch activities, assemblies, Unity Week, Red Ribbon Awareness Week activities, motivational speakers/assemblies, after school sports programs, clubs, etc.) promote positive interaction amongst students. The ASB/Leadership class, leadership opportunities for students and staff and parent involvement in school decision-making promotes ownership of policies and pride in our campus.

The CSSS Team members (guidance counselors, school psychologists, Team SUCCESS, CAPE and SOS), provide social/emotional support for struggling students. Student Study Team meetings are held for students struggling with their course work. ACT (Acknowledge/Care/ Tell suicide prevention) posters are posted around the school to remind students to address concerns they may have with any friend who is exhibiting signs or talking about suicide ideation and to tell an adult.

While the above clearly demonstrates that the Rancho Cotate High School campus is safe and orderly, we understand that we must always seek to improve this aspect of our school. We have had discussions about creating a "safe room" for early arriving students and to establish additional protocols to further cut down on students wandering during class time and to help students to follow simple, but important, rules on campus like dress code and cellphone use.

Areas we wish to Change:

- I. Decrease the amount of tardies and cuts
- II. Increase the amount of students that feel very safe at school
- III. Decrease the amount of students that are reporting bullying experiences
- IV. Decrease the use of vaping on campus
- V. Continue to increase celebration of positive student achievements on campus

**Comprehensive School Safety Plan
2019-2020
Goals, Strategies and Activities**

For

**Ensuring A Safe And Orderly Environment –
Component I
People and Programs - Supports and Engagement
Violence, Victimization & Substance Use**

**Rancho Cotate High School
School/Site**

Component I: Ensuring a Safe and Orderly Environment – People and Programs – Supports and Engagement, Violence, Victimization and Substance Abuse	
Goal #1 All Freshman took a Freshman Foundation Course during the 2018-2019 school year and during the 2019-2020 school year, all Freshman were placed in an Academy Structure where they took English, World History, and an elective in a chosen CTE pathway.	
Measurable Objective: By June of 2020, (% or #) will Freshman suspensions and trancies will decrease.	
Action Steps	
1.0	<ul style="list-style-type: none"> a. Staff Training for Freshman Foundations b. Staff Training for Freshman Academies
2.0	<ul style="list-style-type: none"> a. Quarterly Administrations Visits to Freshman Foundation Classes
3.0	<ul style="list-style-type: none"> a. Link Crew/AVID visits to Freshman Foundation Classes
4.0	<ul style="list-style-type: none"> a. AVID Support for Academies b. Freshman Foundation Curriculum

**Comprehensive School Safety Plan
2019-2020
Component I**

**People And Programs - Supports and Engagement
Violence, Victimization & Substance Use, Continued**

Rancho Cotate High School
School/Site

Who will take the lead	Administrative Team
Completion Date and Budget	June 2020
Resources Needed	
How we will Monitor and evaluate	Suspension and Truancy Data

**Comprehensive School Safety Plan
2019-2020**

**Ensuring A Safe And Orderly Environment
Component II – Place**

**Rancho Cotate High School
School/Site**

Component 2: Ensuring a Safe and Orderly Environment = Component II – Place	
Goal #1 During the 2018-2019 and 2019-2020 school year, we will increase the amount of supplies on campus that would be needed in the event of any emergency situation. In addition, we will create a GO kit for each area on the Emergency Operations Chart.	
Measurable Objective: By June 2020, (% or #) will All of the emergency supplies will be inventoried and a map will be created of their locations that will be shared amongst all staff.	
Action Steps	
1.0	a. Inventory current supplies
2.0	a. Search resources for funding for the supplies
3.0	a. Determine the supplies needed
4.0	a. Purchase the supplies
5.0	a. Determine the appropriate location for the supplies
6.0	a. Create a map of all of the supplies
7.0	a. Inform staff of the map and supplies

**Comprehensive School Safety Plan
2019-2020**

**Component II
Place, Continued**

Rancho Cotate High School
School/Site

Who will take the lead	Assistant Principal, Mrs. Scardina
Completion Date and Budget	June 2020
Resources Needed	None
How we will Monitor and evaluate	Supply Map

**Comprehensive School Safety Plan
2019-2020**

Communication of the Plan

**Rancho Cotate High School
School/Site**

Review of Progress for Last Year	Name:	Angela Scardina	Date:	August 2019
Site Council Approval	Name:	Angela Scardina	Date:	February 27,2020
District Approval	Name:	MIke Watenpaugh, Superintendent	Date:	February 27, 2020

**Comprehensive School Safety Plan
2019-2020**

Evaluation of Plan

Rancho Cotate High School
School/Site

How was the previous plan monitored?

Review by Site Council, examined in WASC report, reviewed in Administration Meetings and examined by district leadership

What progress was made on Component 1 (People and Programs)?

The goal from 2018-2019 was met and we are currently collecting the data to determine if the Freshman Foundations/Freshman Academies had an effect on our suspension rate.

What progress was made on Component 2? (Place / Physical Environment)

Rancho Cotate has on-site, emergency procedures and protocols. There is a comprehensive safety plan in place. Faculty and staff receive training and updates throughout the year. The entire school participates in fire drill and emergency exit one time per semester. All of the materials have been purchased to create the Go Kits and the supplies have been inventoried. The final step is to create the map and share with the staff.