

Royal Sunset Continuation High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Royal Sunset Continuation High School
Street	20450 Royal Ave
City, State, Zip	Hayward, CA 94541
Phone Number	(510) 317-4401
Principal	Abigail Kotzin
E-mail Address	akotzin@slzUSD.org
Web Site	http://royalsunset.slzUSD.org/
CDS Code	01-61309-0137745

District Contact Information	
District Name	San Lorenzo Unified School District
Phone Number	(510) 317-4690
Superintendent	Bruce Harter, Ph.D
E-mail Address	bharter@slzusd.org
Web Site	www.sanlorenzousd.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

Principal's Message

The mission of Royal Sunset High School (RSHS) is to provide a safe place for all students to learn the habits of mind, body, and character necessary for success. Our central intellectual purpose is that all students will be problem solvers, researchers, communicators, users of technology, and productive, ethical citizens.

Our goal is to provide an educational program and a learning environment in which students can fulfill all requirements to earn a high school diploma and be prepared for the world of work as well as a community college, career technical institute or trade school after graduation. Royal Sunset High School was awarded a grant through the CA Department of Education called the Career Pathways Trust Grant II (CPTII). The CPTII grant has provided our site with opportunities to expand career focused learning for our students. We offer students the opportunity to explore college and career options through experiential learning opportunities and onsite visits from local community colleges and CBO's.

The staff has focused on development of Academic Discourse, both oral and written, to ensure that students are able to clarify complex ideas and express various ideas. Additionally, in the year RSHS is piloting the hexmester system to provide quicker feedback to students about credits earned and graduation plan. Parent meetings have also been scheduled throughout the year to have a chance to have one on one conversations with seniors and parents who struggling. To address skills needed for college and career, including soft skills, college applications and resume writing, all students have an Advisory this year.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 10	2
Grade 11	35
Grade 12	100
Total Enrollment	137

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	19.7
American Indian or Alaska Native	0.7
Asian	1.5
Filipino	1.5
Hispanic or Latino	67.2
Native Hawaiian or Pacific Islander	0.7
White	8.0
Socioeconomically Disadvantaged	70.1
English Learners	16.1
Students with Disabilities	7.3
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	10	6	12	485
Without Full Credential	0	2	0	18
Teaching Outside Subject Area of Competence (with full credential)	1	1		3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 10/2014

Schools in the San Lorenzo Unified School District (SLUSD) are supplied with all instructional materials needed for student learning. Textbooks are reviewed and adopted to coincide with the State seven-year curriculum adoption cycle. The SLzUSD Board of Education approves texts and instructional materials selections. The Instructional Materials Evaluation Oversight Committee (IMEOC) certifies that the District's instructional materials adoption policies have been followed before texts and materials are brought to the School Board for adoption.

The instructional materials evaluation process includes evaluations of materials by teachers, parents, students, and administrators, as well as a public notice and a two-week public display period. Instructional materials are purchased to provide all core texts and also to provide supplemental materials to enrich and support all curricular areas.

Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the local Board of Education) in the core curriculum areas of reading/language arts, math, science, history/social science and health to use in class and to take home.

The IMEOC brings all high school core and elective texts and materials to the Board of Education for approval after a review of the evaluation process. All high school students have access to core texts and instructional materials to use in the classroom and at home for homework. All high school adoptions are cataloged and referenced on a District list available in the Instructional Materials Technology Center and provided on the District’s Web site, www.slzsd.org.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature and Language: Essentials of American Literature, Holt, 2003 (11) Adopted in 2007 Literature and Language Arts: Mastering the California Content Standards, Holt, 9-10, 2003 Adopted in 2003	Yes	0%
Mathematics	California Algebra 1, Concepts, Skills, and Problem Solving, Glencoe, 2008 Adopted in 2008	No	0%
Science	Conceptual Physical Science Exploration, Addison Wesley, 2003 Adopted in 2004 Essentials of Anatomy and Physiology, McGraw-Hill, 2007 Adopted in 2007 Biology: Exploring Life, Prentice Hall, 2004 Adopted in 2005	Yes	0%
History-Social Science	McGruder’s American Government, Prentice Hall, 2002 Adopted in 2004 United States History, AGS 2005 Adopted in 2007 Economics—New Ways of Thinking, EMC Publishing, 2007 Adopted in 2007 Modern World History, McDougal Littell, 2003 Adopted in 2005	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

RSHS has five classrooms with two portables and a computer lab, for a total of eight rooms. The campus was built in 1955. Overall, the school is in fair condition and is cleaned on a regular basis by the custodial staff. We have two security staff members who patrol both East Bay Arts and RSHS.

The RSHS library has been renovated and modernized, including wiring for computers, computers, furniture, and shelving units. In addition, as a result of the CPT II grant a career center is open for students 15 hours per week.

This report includes data from East Bay Arts High School.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Many rooms have badly stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2018	
Overall Rating	Fair

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	7.0	4.0	35.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	0.0	26.0	27.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	57	85.07	3.57
Male	48	42	87.50	4.88
Female	19	15	78.95	0.00
Black or African American	16	13	81.25	7.69
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	37	84.09	0.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	44	86.27	0.00
English Learners	13	11	84.62	0.00
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	51	76.12	0
Male	48	39	81.25	0
Female	19	12	63.16	0
Black or African American	16	11	68.75	0
Asian	--	--	--	--
Filipino	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	39	76.47	0
English Learners	13	8	61.54	0
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

All Royal Sunset students are encouraged to participate in the Regional Occupational Program (ROP). Royal Sunset also provides a work ability program that enables many students to get their first job.

The Career Pathways Trust Grant II has expanded the focus of the school to include career readiness, pathways to career obtainment and expanding opportunities for students to matriculate to community colleges. The CPTII grant has provided our site with opportunities to expand career focused learning for all students particularly those that are historically under-performing.

The guidance counselor is the program specialist for the Career Pathways Trust Grant II. The program specialist provides career counseling, collaborates with the District's Teacher on Special Assignment for Work Based Learning and supports the goals of the grant by organizing site-wide activities. The site-wide activities are: community colleges presentations, experiential learning opportunities and Career Day. The site-wide events makes services accessible for all students.

In addition, the Career Center Specialist provides direct services to students through the Career Center. The Career Center provides a space for students to: have computer access, receive information about careers, apply for jobs, create resumes and do career exploration. The Career Center Specialist offers guidance in vocational skills development and does outreach to students through classroom visits.

All students must take a "Career Decision" course as part of the graduation requirements. The goal of this course is to prepare students for their future after high school, which includes a wide range of school-to-career projects, such as resume writing, job applications, and job assessment surveys.

Data, related to program outcomes, is submitted to the County Office of Education.

The primary representatives of the District's career technical advisory committee is Tom Gilbert

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	73
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	13.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

The goal of Royal Sunset is to involve the parents in the education of their child:

- -To work with the school staff and take a proactive role in their child's education.
- -To assist the school in developing programs that prepares students for graduation from high school and the world of work and or school after high school
- -To work together as stakeholders to provide students with a nurturing environment in which learning can occur.
- -To assist students in developing good working habits, including coming to school on time and with the necessary materials to complete work requirements in class.
- -To promote a positive image of the school in the San Lorenzo USD community.

There are many ways in which parents can be involved:

- -Our monthly School Site Council meetings are held the third Friday in the morning for Coffee with the Principal
- -SELAC (Site English Learner Advisory Committee) also meets the first Monday of every month
- -Parents can represent the school at district wide committees such as: DELAC (District English Learner Advisory Committee), the District wide Equity committee that meets every two months, the District LCAP meetings, safety committee
- -We encourage parents to attend Back to School night events and Individual Family Meetings to review graduation plans for students in danger of not graduation.
- -Parents have access to their students counselor and can request an SST anytime during the school year.
- -In addition parents are always welcome to volunteer.

For more information on how to become involved, contact Romany Corella, Leadership Teacher at 510-317-4482

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	28.9	33.9	21.1	7.2	8.5	4.8	10.7	9.7	9.1
Graduation Rate	66.4	61.4	68.3	89.3	87.7	90.2	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	92.5	88.7
Black or African American	100.0	93.4	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	75.0	98.5	94.9
Filipino	50.0	97.7	93.5
Hispanic or Latino	98.2	91.4	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	83.9	92.1
Two or More Races	100.0	88.9	91.2
Socioeconomically Disadvantaged	100.0	94.7	88.6
English Learners	90.0	55.8	56.7
Students with Disabilities	100.0	76.4	67.1
Foster Youth	0.0	40.0	74.1

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	8.7	10.2	11.1	4.8	4.5	4.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Our school safety plan is aligned with the District Safety Plan and includes:

- Different types of emergencies as well as the procedures and protocols involved with those emergencies.
- Chain of Command specific to the site and the District, along with the various job descriptions and duties for each member of the chain of command.
- General safety procedures and school operational strategies for a number of situations and emergencies.
- Forms, such as search and rescue reports.
- Schedule for drills, types of drills, procedures and protocols for drills

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in August 2018.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	17.0	7			15.0	8			15.0	8	1			
Mathematics	8.0	5			9.0	5			10.0	5				
Science	6.0	6			7.0	4			6.0	6				
Social Science	11.0	11			12.0	11			13.0	11				

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	160
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.1	N/A
Social Worker	0.2	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0.8	N/A
Other	0.5	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,819	\$572	\$12,247	\$90,936
District	N/A	N/A	\$8,535	\$82,317
Percent Difference: School Site and District	N/A	N/A	35.7	9.9
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	52.9	13.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Title II (Technology)
- Title III (for Limited English Proficient students)
- Beginning Teacher Support and Assessment (BTSA)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)

- School and Library Improvement Program (SLIP)
- LCAP Additional Funding
- Special Education
- Tobacco Use Prevention Education (TUPE)
- National School Lunch Program
- Career Pathways Trust Grant II
- Enhancing Education Through Technology

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,296	\$49,512
Mid-Range Teacher Salary	\$76,562	\$77,880
Highest Teacher Salary	\$103,173	\$96,387
Average Principal Salary (Elementary)	\$124,834	\$123,139
Average Principal Salary (Middle)	\$131,390	\$129,919
Average Principal Salary (High)	\$141,012	\$140,111
Superintendent Salary	\$290,238	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	7.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

From the feedback on the 2017 WASC visit, a number of site priorities were identified that have guided site based professional development. Improving staff and student relationships through an advisory, incorporating more opportunities for parent contact, utilizing the hexmester to stabilize rosters and creating a system to track and connect standards to additional credit.

In addition to ongoing site-based professional development, all teachers have the opportunity to improve their skills by taking college courses, workshops at the District's training center, and in-services or other workshops offered by the County Office of Education or other organizations. Teachers have opportunities to attend professional conferences supported by site or District funding. Professional development opportunities include professional learning connected to reducing student use of alcohol and tobacco to better serving English learners through language supports.

Since the 2016 school year, RSHS has focused on the implementation of the Career Pathways Trust Grant II, the teachers and grant support staff have access to/ participated in professional development offered by community colleges and workshops provided by the County Office of Education. The professional development opportunities for the Career Pathways Trust Grant II has focused on implementing strategies for students to increase career readiness, learn about pathways and to matriculate to community colleges.

Since the integration of technology is important to student success, teachers also have access to technology integration workshops at the District's training center; these workshops are offered monthly and also during the summer. Additionally, RSHS has three teachers in Project Lean-IN, with the opportunity to have Chromebook carts and utilize them to incorporate technology into their instruction.

The District also provides peer coaching and in-classroom support for teachers in order to provide other meaningful opportunities for staff development.

Professional Development for New Teachers:

Through participation in the East Bay Beginning Teacher Support and Assessment (BTSA) Induction Program, the District secures support providers to work with our new teachers. Through this BTSA Induction Program, new teachers are also afforded the opportunity to take university level courses at a reduced tuition cost. This program offers training to new teachers for two years, as they sharpen their skills as educators. The induction portion of this program leads them to acquiring their clear credential through the Commission on Teacher Credentialing.