

Richland Junior High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

| School Contact Information | |
|----------------------------|--|
| School Name | Richland Junior High School |
| Street | 331 N. Shafter Ave. |
| City, State, Zip | Shafter, CA 93263 |
| Phone Number | (661) 746-8630 |
| Principal | Shirden Prince |
| E-mail Address | sprince@richland.k12.ca.us |
| Web Site | www.richland.k12.ca.us/schools/richland |
| CDS Code | 15-63578-6010003 |

| District Contact Information | |
|------------------------------|--|
| District Name | Richland School District |
| Phone Number | (661)746-8600 |
| Superintendent | Raquel Posadas-Gonzalez |
| E-mail Address | info@richland.k12.ca.us |
| Web Site | www.richland.k12.ca.us |

School Description and Mission Statement (Most Recent Year)

Mission Statement

To nurture the mental, physical, social and emotional growth of all students through developmentally appropriate planned instruction that promotes a positive character, academic success and a social consciousness that will lead to productive citizenship. Vision Statement: Richland Junior High School is a place that focuses on learning and success for all. We not only believe that students can learn, but we continually act upon that belief. We will meet the needs of students by providing the best instructional strategies, interventions, and extended learning that is available. Our focus will be on building the capacity of each student's academic, physical, and social well being, as well as, developing good character. We will concentrate on the mind and the body. Success will be achieved by working together, celebrating achievements, and participating in personal and professional growth. School Motto: "Today's Preparation Determines Tomorrow's Achievement . Believe... Achieve.. Succeed."

Community & School Profile

Richland School District educates students in grades kindergarten through eight who reside in the City of Shafter and surrounding areas. The District operates four schools that are located in the city: Golden Oak Elementary School (K-6), Redwood Elementary School (K-6), Sequoia Elementary School (K-6) and Richland Junior High School (7-8). Each school is dedicated to ensuring the academic success of every student.

Richland Junior High School lies in the center of the City of Shafter and serves students in grades seven through eight. In the 2012-13 school year, Richland Junior High School served 700 students. The school operates on a traditional school calendar. Richland Junior High School is committed to providing a strong instructional program for all students to ensure excellence in education.

Student Enrollment by Grade Level (School Year 2013-14)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 362 |
| Grade 8 | 341 |
| Total Enrollment | 703 |

Student Enrollment by Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.3 |
| American Indian or Alaska Native | 0.6 |
| Asian | 0.4 |
| Filipino | 0.0 |
| Hispanic or Latino | 94.7 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 4.0 |
| Two or More Races | 0.0 |
| Socioeconomically Disadvantaged | 88.3 |
| English Learners | 30.6 |
| Students with Disabilities | 8.1 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 |
|--|---------|---------|---------|----------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 38 | 36 | 37 | 162 |
| Without Full Credential | 1 | 3 | 3 | 9 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 9.48 | 90.52 |
| All Schools in District | 48.92 | 51.08 |
| High-Poverty Schools in District | 48.92 | 51.08 |
| Low-Poverty Schools in District | 0.00 | 0.00 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 2014

Richland School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Richland School District held a Public Hearing on September , 2012, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Richland School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. A committee consisting of administrators and teachers from each school establishes selection criteria based on State standards, reviews instructional materials on the State list, and makes recommendations to the Board of Education for final approval.

Richland Junior High School is home to an extensive, fully-automated library using the Follet tracking program. Students may check out a growing collection of books either during daily visits with their classes or anytime within the library's hours of operation. Materials are available in both Spanish and English. The library contains videotapes and audiotapes for classroom use, as well as newspapers, periodicals, and magazines. A District Library Assistant is available to assist students with library usage and research techniques.

Richland Junior High School is continually working to integrate technology into the curriculum. The school has one computer lab on campus with 32 computers. All classrooms are equipped with at least one computer connected to the Internet. Software programs and other resources such as digital cameras, video camcorders, and TV/VCRs are utilized by teachers to enhance student learning.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|---|
| Reading/Language Arts | Treasures, 2010 McMillan/McGraw Hill K-8 | Yes | 0 |
| Mathematics | Holt Rinehart & Winston, California Math , 2008 | Yes | 0 |
| Science | Prentice Hall Focus on Science c.2008 | Yes | 0 |
| History-Social Science | Holt California Middle School Social Studies c.2006 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Richland Junior High provides a safe, clean environment for students, staff and volunteers. The school is situated on 13 acres. School facilities were built in 1934, with additions built in 1999. They span more than 55,900 square feet and include a cafeteria, library, computer lab and classrooms. Fourteen classrooms and two sets of restrooms were modernized in 2007-2008 with some modifications to main school offices. The facility strongly supports teaching and learning through its ample classroom and playground space and a staff resource room.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. A team of one part-time and two full-time custodians ensures classrooms, restrooms and campus grounds are kept clean and safe on a daily basis. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems.

Deferred Maintenance Projects

For the 2012-13 school year, the District's governing board approved deferred maintenance projects for this school . The District completed modernization of 18 classrooms. The District's complete deferred maintenance plan is available at the District office.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month in which data were collected: September 2014 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | |
| Interior: Interior Surfaces | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | |
| Electrical: Electrical | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [] | [] | |

Overall Facility Rating (Most Recent Year)

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| | [X] | [] | [] | [] |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 49 | 45 | 38 | 37 | 35 | 30 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 30 |
| All Student at the School | 38 |
| Male | 41 |
| Female | 35 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 38 |
| Native Hawaiian or Pacific Islander | |
| White | 38 |
| Two or More Races | |
| Socioeconomically Disadvantaged | 35 |
| English Learners | 5 |
| Students with Disabilities | |
| Students Receiving Migrant Education Services | 29 |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 30 | 37 | 34 | 34 | 36 | 36 | 54 | 56 | 55 |
| Mathematics | 39 | 46 | 51 | 50 | 54 | 54 | 49 | 50 | 50 |
| History-Social Science | 24 | 32 | 27 | 24 | 32 | 27 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | 1 | 2 | 2 |
| Similar Schools | 1 | 2 | 3 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students at the School | 27 | 32 | 13 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 28 | 29 | 14 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 35 | 32 | -1 |
| English Learners | 24 | -20 | 9 |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 17.7 | 20.5 | 7.7 |

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Richland Junior High School. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Paramount Farms
- Kiwanis Club
- Rotary Club
- Women's Club
- Shafter Historical Society
- PTO
- Healthy Start
- Chevron Corporation
- The City of Shafter

Parents who wish to participate in Richland Junior High School's leadership teams, committees, activities, or become volunteers may contact Principal Jason Hutchison at (661) 746-8630.

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 11.7 | 7.6 | 11.7 | 5.5 | 4.9 | 5.9 | 5.7 | 5.1 | 4.4 |
| Expulsions | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern at Richland Junior High School. All visitors must check in at the school office, which is the only entrance to the school (single point entry), and receive a visitor's pass to be permitted on campus.

The school complies with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis and earthquake and disaster drills are held annually. Safety kits are placed throughout school facilities to provide proper supplies during an emergency situation. Assigned staff members monitor school grounds before, during and after school. All visitors must check in at the front office and obtain a visitor's badge before entering the campus.

A Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy.

Richland Junior High School reviews and updates the plan annually. The plan was last updated and reviewed with school staff in August 2014. An updated copy of the plan is available to the public at the school office or the District office.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria | School | District |
|--|--------|----------|
| Made AYP Overall | | |
| Met Participation Rate: English-Language Arts | | |
| Met Participation Rate: Mathematics | | |
| Met Percent Proficient: English-Language Arts | | |
| Met Percent Proficient: Mathematics | | |

Federal Intervention Program (School Year 2014-15)

| Indicator | School | District |
|--|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2004-2005 | 2004-2005 |
| Year in Program Improvement* | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | --- | 4 |
| Percent of Schools Currently in Program Improvement | --- | 100.0 |

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 20.9 | 29 | 43 | 0 | 19 | 21 | 25 | | 20 | 23 | 17 | |
| Mathematics | 23.2 | 4 | 23 | 0 | 23 | 6 | 25 | | 22 | 11 | 23 | |
| Science | 21.3 | 14 | 16 | 0 | 22 | 9 | 22 | | 23 | 9 | 22 | |
| Social Science | 22.8 | 7 | 21 | 0 | 22 | 8 | 23 | | 23 | 9 | 22 | |

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 2013-14)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | 0 |
| Counselor (Social/Behavioral or Career Development) | 1.5 | --- |
| Library Media Teacher (Librarian) | .25 | --- |
| Library Media Services Staff (Paraprofessional) | 1 | --- |
| Psychologist | 1 | --- |
| Social Worker | 0 | --- |
| Nurse | .5 | --- |
| Speech/Language/Hearing Specialist | .5 | --- |
| Resource Specialist | .5 | --- |
| Other | 0 | --- |

Note: Cells with "----" 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 2012-13)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$6163.22 | \$1129.79 | \$5033.43 | \$68,742.00 |
| District | --- | --- | \$4252.90 | \$65,316 |
| Percent Difference: School Site and District | --- | --- | 18.4 | 5.4 |
| State | --- | --- | \$4,690 | \$67,289 |
| Percent Difference: School Site and State | --- | --- | -9.1 | 3.2 |

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Based on 2011-12 audited financial statements, the District spent an average of \$8,445.39 to educate each student. The previous chart provides a comparison of Richland Junior High School's per pupil funding (from both restricted and unrestricted sources) with district (unrestricted) sources for the 2012-2013 school year.

In addition to general fund State funding, Richland School District receives State and Federal categorical funding for the following categorical, special education, and support programs:

- Maintenance and Operations
- After School and Safety Education (ASES)
- Class Size Reduction
- Special Education
- Economic Impact Aid
- Title I, Title II, Title III
- Home-to-School Transportation
- Migrant Education
- Lottery
- QEIA

Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,802 | \$41,535 |
| Mid-Range Teacher Salary | \$63,981 | \$64,101 |
| Highest Teacher Salary | \$81,465 | \$82,044 |
| Average Principal Salary (Elementary) | \$99,343 | \$104,336 |
| Average Principal Salary (Middle) | \$101,428 | \$107,911 |
| Average Principal Salary (High) | \$0 | \$102,488 |
| Superintendent Salary | \$124,757 | \$155,309 |
| Percent of Budget for Teacher Salaries | 39 | 41 |
| Percent of Budget for Administrative Salaries | 4 | 6 |

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

Professional Development

All training and curriculum development at Richland Junior High School revolves around the Common Core State Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels.

The writing and implementation of Richland Junior High School’s curriculum is an ongoing process. The school’s plans for curriculum and instruction are updated regularly to align with the Common Core State Standards, District goals and the state-wide assessment program. Richland School District realizes the importance of a customized educational experience, addressing the specific needs of students.

During the 2012-13 school year, Richland Junior High’s teachers worked with students who were struggling in the area of reading and math, providing intervention and enrichment throughout the school day.

Professional development within the District addresses the individual needs of teachers, as well as broader school concerns. After-school workshops, in-services, summer institutes, and professional conferences with guest speakers and consultants are methods by which professional development is delivered. During the 2012-13 school year, staff development topics included Common Core State Standards, Smarter Balanced Assessment, 21st Century Learning Skills, Explicit Direct Instruction, Cycle of Inquiry, Project Lead the Way’s Gateway to Technology and Engineering, PEACH, and English Language Development.

The District participates in the State-sponsored Beginning Teachers Support and Assessment (BTSA) program. The goals of the BTSA program are to help new teachers succeed, foster increased retention within the teaching profession of quality teachers and improve instruction for students. For the 2012-13 school year, the District’s support provider assisted 8 participants.

Richland School District offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff and substitutes. School sites supplement District programs with training and activities specific to the needs of the school and its staff.

During the 2012-13 school year, Richland Junior High School’s school-based staff development topics included the following: Common Core State Standards, 21st Century Learning Skills, Student Safety, Smarter Balanced Assessment, English Language Development, Data Director, E-School Plus, Cycle of Inquiry, and Explicit Direct Instruction.