

Richland Junior High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (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	Kenneth Wright
E-mail Address	kwright@rsdshafter.org
Web Site	http://rjhs.richland.k12.ca.us/
Grades Served	7-8
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 believe that students can learn, and 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."

Richland strives to provide the best education to all students. Richland uses data from local and state measures to drive instruction and to provide staff development. Staff development is provided through staff development meeting on the first Tuesday of each month. Staff development is also provided before the school year begins and substitutes are provided throughout the year so teachers can go to district staff development meetings. Teachers can also attend conferences throughout the year to learn the latest teaching strategies to bring back to share with the rest of the staff. Teachers are supported during the implementation of new concepts and strategies by collaborating with their peers, conferencing with administration, and classroom walkthroughs.

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 2014-15 school year, Richland Junior High School served approximately 750 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 2014-15)

Grade Level	Number of Students
Grade 7	386
Grade 8	365
Total Enrollment	751

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.3
Asian	0.8
Hispanic or Latino	94.7
White	3.9
Socioeconomically Disadvantaged	88.1
English Learners	30.8
Students with Disabilities	9.2
Foster Youth	0.3

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	36	37	38.5	
Without Full Credential	3	3	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

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 2015-16)

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. All classrooms are equipped with at least four computers connected to the Internet. Software programs and other resources such as digital cameras, projectors, the internet, and DVD players 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
Foreign Language			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)

Year and month in which data were collected: September 2014				
Overall Rating	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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	17	18	44
Mathematics	14	13	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	399	383	96.0	59	25	14	1
	8	374	361	96.5	47	33	16	3
Male	7		176	44.1	68	20	10	1
	8		185	49.5	52	31	14	3
Female	7		207	51.9	51	29	17	1
	8		176	47.1	41	35	19	3
Black or African American	7		1	0.3	--	--	--	--
	8		2	0.5	--	--	--	--
American Indian or Alaska Native	8		2	0.5	--	--	--	--
Asian	7		3	0.8	--	--	--	--
	8		3	0.8	--	--	--	--
Filipino	7		1	0.3	--	--	--	--
Hispanic or Latino	7		367	92.0	58	25	14	1
	8		336	89.8	47	35	15	2
White	7		11	2.8	64	27	9	0
	8		18	4.8	44	11	33	6
Two or More Races	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	7		342	85.7	60	24	13	1
	8		316	84.5	51	33	14	2
English Learners	7		90	22.6	97	1	0	0
	8		78	20.9	83	15	1	0
Students with Disabilities	7		35	8.8	91	6	3	0
	8		31	8.3	97	0	3	0
Students Receiving Migrant Education Services	7		10	2.5	--	--	--	--
	8		13	3.5	31	54	8	8
Foster Youth	7		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	399	385	96.5	58	23	12	5
	8	374	362	96.8	57	31	9	2
Male	7		177	44.4	62	21	8	6
	8		186	49.7	60	29	9	1
Female	7		208	52.1	56	25	15	4
	8		176	47.1	54	33	10	3
Black or African American	7		1	0.3	--	--	--	--
	8		2	0.5	--	--	--	--
American Indian or Alaska Native	8		2	0.5	--	--	--	--
Asian	7		3	0.8	--	--	--	--
	8		3	0.8	--	--	--	--
Filipino	7		1	0.3	--	--	--	--
Hispanic or Latino	7		369	92.5	59	24	12	5
	8		336	89.8	58	30	9	1
White	7		11	2.8	36	27	27	0
	8		19	5.1	37	47	11	5
Two or More Races	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	7		344	86.2	58	24	12	5
	8		316	84.5	60	29	9	1
English Learners	7		90	22.6	90	7	0	0
	8		79	21.1	90	8	1	0
Students with Disabilities	7		35	8.8	86	6	3	0
	8		31	8.3	90	6	0	0
Students Receiving Migrant Education Services	7		11	2.8	73	18	0	0
	8		13	3.5	69	15	8	8
Foster Youth	7		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	44	37	50	34	29	37	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	37
All Students at the School	50
Male	52
Female	47
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	48
White	72
Two or More Races	--
Socioeconomically Disadvantaged	5
English Learners	11
Students with Disabilities	46
Students Receiving Migrant Education Services	53
Foster Youth	--

Note: 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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.50	13.70	9.90

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
- ELAC
- 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 Kenneth Wright 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	7.60	11.67	8.20	4.92	5.88	4.09	5.07	4.36	3.80
Expulsions	0.00	0.00	0.12	0.00	0.00	0.03	0.13	0.10	0.09

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				Avg. Class Size	2013-14			Avg. Class Size	2014-15				
	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	19	21	25		20	23	17		21	20	26			
Mathematics	23	6	25		22	11	23		23	10	27			
Science	22	9	22		23	9	22		23	10	23			
Social Science	22	8	23		23	9	22		23	9	23			

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 2014-15)

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	N/A
Library Media Teacher (Librarian)	.25	N/A
Library Media Services Staff (Paraprofessional)	.875	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.30	N/A
Resource Specialist	1.5	N/A
Other	.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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,531.40	\$912.15	\$4,619.25	\$63,622.66
District	N/A	N/A	\$4,651.82	\$66,167
Percent Difference: School Site and District	N/A	N/A	-0.7	-3.8
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-13.6	-7.9

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

Types of Services Funded (Fiscal Year 2014-15)

Based on 2013-14 audited financial statements, the District spent an average of \$8,762.60 to educate each student. The table provides a comparison of Richland Junior High's School's per pupil funding (both restricted and unrestricted sources) with district (unrestricted) sources for the 2014-15 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:

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:

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,506	\$42,723
Mid-Range Teacher Salary	\$66,719	\$65,936
Highest Teacher Salary	\$84,951	\$84,545
Average Principal Salary (Elementary)	\$102,039	\$106,864
Average Principal Salary (Middle)	\$103,457	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$127,252	\$159,133
Percent of Budget for Teacher Salaries	41%	40%
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 (Most Recent Three Years)

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 2013-14 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 2013-14 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, English Language Development, CAFE (California Association for Bilingual Education) conference, and CUE (Computer Using Educators) conference.

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 2013-14 school year, the District's support provider assisted 12 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 2013-14 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, Edcaliber, Illuminate, Google Docs for Education, E-School Plus, Cycle of Inquiry, and Explicit Direct Instruction.