

# Richland Junior High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Richland Junior High School
<b>Street</b>	331 Shafter Ave.
<b>City, State, Zip</b>	Shafter, CA 93263
<b>Phone Number</b>	(661) 746-8630
<b>Principal</b>	Kenneth Wright
<b>E-mail Address</b>	<a href="mailto:kwright@rsdshafter.org">kwright@rsdshafter.org</a>
<b>Web Site</b>	<a href="http://rjhs.richland.k12.ca.us/">http://rjhs.richland.k12.ca.us/</a>
<b>CDS Code</b>	15-63578-6010003

<b>District Contact Information</b>	
<b>District Name</b>	Richland School District
<b>Phone Number</b>	(661)746-8600
<b>Superintendent</b>	Patricia Alexander (Interim)
<b>E-mail Address</b>	rsdinfo@rsdshafter.org
<b>Web Site</b>	www.rsdshafter.org

### School Description and Mission Statement (School Year 2016-17)

Mission Statement: Provide all students with the skills to reach their potential through rigorous instruction and character development in a positive atmosphere.

Vision Statement: We believe that the most promising strategy for achieving the mission of our Richland Junior High School is to develop our capacity to function as a professional learning community. We envision a school in which staff:

- Narrow the achievement gaps
- Work together in collaborative teams
- Seek parent and community partnerships
- Implement strategic intervention/enrichment strategies for improving student achievement on a continuing basis
- Create a climate where good character thrives

School Slogan "Cultivating Seeds of Knowledge"

School Motto: Believe. . . Achieve. . . Succeed

Core Instructional Commitment: In order to raise the achievement of all students and close the achievement gaps, the Richland School District shall deeply implement a high-quality instructional core curriculum where there is a tight alignment and mastery of Common Core Standards, high-leverage instructional practices, purposeful formative and summative assessment, appropriate curricular materials/resources, and timely, focused professional development. Professional Learning Communities shall effectively operate at all levels of the system, including parents and the community, using timely, relevant data to drive the next steps that accelerate student learning and educate every student to achieve at proficiency and above.

#### 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 2015-16 school year, Richland Junior High School served approximately 778 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 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 7</b>	402
<b>Grade 8</b>	392
<b>Total Enrollment</b>	794

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	0.8
Filipino	0
Hispanic or Latino	95.5
Native Hawaiian or Pacific Islander	0
White	3.1
Two or More Races	0.1
Socioeconomically Disadvantaged	92.3
English Learners	27.5
Students with Disabilities	9.1
Foster Youth	0.5

**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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	37	38.5	36.5	162.5
Without Full Credential	3	0	2	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014-15	2015-16	2016-17
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 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	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 2016-17)**

**Year and month in which data were collected:** January 2017

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Treasures, 2010 McMillan/McGraw Hill K-8	Yes	0
<b>Mathematics</b>	Holt Rinehart & Winston, California Math , 2008	Yes	0
<b>Science</b>	Prentice Hall Focus on Science c.2008	Yes	0
<b>History-Social Science</b>	Holt California Middle School Social Studies c.2006	Yes	0
<b>Foreign Language</b>			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 four 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 contributes to the deferred maintenance fund (Fund 14) to cover annual maintenance costs that occur through-out the year or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. These maintenance costs are typically for major repairs.

**Deferred Maintenance Projects**

For the 2016-2017 school year the district completed several projects at the Junior High, Redwood, Sequoia, and Golden Oak sites. 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 of the most recent FIT report: August 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Elevator out of order: Activity Center: Elevator Repaired & Placed back in service 8/30/16.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: August 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	17	24	18	26	44	48
Mathematics	14	15	13	18	34	36

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 Test Results in ELA by Student Group**

**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	404	401	99.3	24.4
	8	389	385	99.0	24.4
Male	7	201	199	99.0	19.1
	8	176	175	99.4	18.3
Female	7	203	202	99.5	29.7
	8	213	210	98.6	29.5
Black or African American	7	--	--	--	--
	8	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	383	380	99.2	24.5
	8	373	369	98.9	24.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	7	13	13	100.0	38.5
	8	13	13	100.0	15.4
Two or More Races	7	--	--	--	--
Socioeconomically Disadvantaged	7	376	373	99.2	23.6
	8	362	358	98.9	23.7
English Learners	7	121	120	99.2	3.3
	8	90	89	98.9	
Students with Disabilities	7	32	32	100.0	
	8	43	43	100.0	
Students Receiving Migrant Education Services	7	12	12	100.0	
	8	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	404	399	98.8	17.5
	8	389	385	99.0	12.2
Male	7	201	199	99.0	16.1
	8	176	175	99.4	12.0
Female	7	203	200	98.5	19.0
	8	213	210	98.6	12.4
Black or African American	7	--	--	--	--
	8	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	7	383	378	98.7	17.5
	8	373	369	98.9	12.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	7	13	13	100.0	23.1
	8	13	13	100.0	15.4
Two or More Races	7	--	--	--	--
Socioeconomically Disadvantaged	7	376	371	98.7	16.4
	8	362	358	98.9	11.4
English Learners	7	121	120	99.2	1.7
	8	90	89	98.9	
Students with Disabilities	7	32	32	100.0	
	8	43	43	100.0	
Students Receiving Migrant Education Services	7	12	12	100.0	8.3
	8	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	37	50	40	29	37	34	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	389	383	98.5	40.2
Male	176	174	98.9	40.8
Female	213	209	98.1	39.7
Hispanic or Latino	373	367	98.4	39.8
White	13	13	100.0	61.5
Socioeconomically Disadvantaged	362	356	98.3	39.3
English Learners	90	87	96.7	8.1
Students with Disabilities	43	43	100.0	18.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**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 physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.5	19.7	12.5

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 (School Year 2016-17)**

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	11.7	8.2	4.9	5.9	4.1	2.5	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

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.

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 2016. 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.

**Federal Intervention Program (School Year 2016-17)**

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2004-2005	2004-2005
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	4
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14			Avg. Class Size	2014-15			Avg. Class Size	2015-16					
	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	23	17	21	20	26		24	6	26				
Mathematics	22	11	23	23	10	27		23	8	24				
Science	23	9	22	23	10	23		24	6	26				
Social Science	23	9	22	23	9	23		24	6	26				

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 2015-16)**

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	.85	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.1	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,586.42	\$1,450.19	\$4,136.23	\$76,809.42
District	N/A	N/A	\$5,253.33	\$74,376.53
Percent Difference: School Site and District	N/A	N/A	-21.3	3.3
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-27.1	7.3

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

**Types of Services Funded (Fiscal Year 2015-16)**

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) AKA CHAMPS  
 Class Size Reduction  
 Special Education  
 Title I, Title II, Title III  
 Home-to-School Transportation  
 Migrant Education  
 Lottery  
 CTEIG (Grant)

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$43,166	\$44,507
<b>Mid-Range Teacher Salary</b>	\$69,388	\$68,910
<b>Highest Teacher Salary</b>	\$88,349	\$88,330
<b>Average Principal Salary (Elementary)</b>	\$109,368	\$111,481
<b>Average Principal Salary (Middle)</b>	\$100,959	\$115,435
<b>Average Principal Salary (High)</b>		\$113,414
<b>Superintendent Salary</b>	\$137,800	\$169,821
<b>Percent of Budget for Teacher Salaries</b>	40%	39%
<b>Percent of Budget for Administrative Salaries</b>	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 2015-16 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 trainings, and professional conferences with guest speakers and consultants are methods by which professional development is delivered. During the 2015-16 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, CABE (California Association for Bilingual Education) conference, STEAM, GATE, English 3D, PBL (Project Base Learning, 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 2015-16 school year, the District’s support provider assisted all first and second year teachers.

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 2015-16 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, Step Up to Writing , Illuminate, Google Docs for Education, E-School Plus, Cycle of Inquiry, and Explicit Direct Instruction.