

Richland Junior 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	Richland Junior High School
Street	331 Shafter Ave.
City, State, Zip	Shafter, CA 93263
Phone Number	(661) 746-8630
Principal	Rosa A. Romero
E-mail Address	rromero@rsdshafter.org
Web Site	https://www.richlandtrojans.com/
CDS Code	15-63578-6010003

District Contact Information	
District Name	Richland School District
Phone Number	(661)746-8600
Superintendent	Dr. Dagoberto Garcia
E-mail Address	rsdinfo@rsdshafter.org
Web Site	www.rsdshafter.org

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

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

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
- Analyze data to guide instruction
- 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 seventh through eighth. In the 2017-2018 school year, Richland Junior High School served approximately 722 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 2017-18)

Grade Level	Number of Students
Grade 5	2
Grade 6	3
Grade 7	352
Grade 8	365
Total Enrollment	722

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	1.5
Filipino	0.0
Hispanic or Latino	93.2
Native Hawaiian or Pacific Islander	0.1
White	4.4
Socioeconomically Disadvantaged	92.1
English Learners	27.3
Students with Disabilities	13.2
Foster Youth	0.3

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	38.6	36.75	36.5	158.5
Without Full Credential	3	2	3	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

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

Year and month in which data were collected: January 2019

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 in core subjects. Richland School District held a Public Hearing on October 8, 2018, 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 provided with a standards-aligned textbook or instructional materials, or both, to use in the classroom and to take home in core subjects. All textbooks and instructional materials utilized within the school are aligned with the California State Content Standards and Frameworks.

Richland School District selects instructional materials from the most current State Board of Education’s programs adopted list. An adoption committee is established by the district which includes representation from each school site. Member of the committee are administrators, teachers, parents, union representatives and community members. The Adoption Committee utilizes the current Adoption Toolkit that is developed by the Curriculum and Instruction Steering Committee (CISC) for core subjects to help guide the process. The Adoption Committee collaboratively established the district lens, analyzes state and local data, and reviews program components and pilots instructional materials.

The district formed the Next Generation Science Standards (NGSS) Committee on April, 2018 to begin the process of adopting science materials that are aligned to the Next Generation Science Standards and the newly adopted NGSS Framework. Furthermore, on January 14, 2019 the board of trustees approved the purchase of myWorld Interactive by Pearson which is aligned to the new History-Social Science Framework.

English Language Arts classrooms visit the library at least once every third week. In addition, the library is open to students before school, during recess, at lunch, and after school. The library is staffed by a full-time library assistant and a part-time credentialed librarian. The library assistant is available to help students with library usage and research techniques and delivers lessons aligned to support content standards and the Model School Library Standards for California Public Schools: Kindergarten Through Grade Twelve. Students may check out a growing collection of books, magazines and MP3 players loaded with audiobooks, anytime within the library’s hours of operation. Multilingual resources are available online and in print. Students and teachers have 24/7 access to databases, ebooks and digital audiobooks both at school and remotely. The library contains presentation equipment, computers, professional materials, and magazines for student and staff use as well as books and resources that support the curriculum and meet the various learning needs and recreational reading interests of the diverse student population. The library also supports site based efforts to promote reading. Games, puzzles and various crafts are utilized by students inside the library, and an additional shaded and supervised outdoor area is provided to increase student access to games.

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
Reading/Language Arts	Study Sync 2017 McGraw Hill Education 7-8 Board adopted: June 26, 2017	Yes	0
Mathematics	Big Ideas 2015 Houghton Mifflin Court 7-8 Board adopted: June 12, 2017	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, 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 2018-2019 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)

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: August 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Low water pressure Girls RR building A. Corrected pressure adjusted, verified 10/26/18
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2017	
Overall Rating	Exemplary

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)	24.0	30.0	28.0	32.0	48.0	50.0
Mathematics (grades 3-8 and 11)	16.0	21.0	23.0	24.0	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	711	705	99.16	29.50
Male	386	381	98.70	23.36
Female	325	324	99.69	36.73
Black or African American	--	--	--	--
Asian	11	11	100.00	9.09

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	657	653	99.39	28.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	35	94.59	48.57
Socioeconomically Disadvantaged	658	652	99.09	28.07
English Learners	331	330	99.70	12.42
Students with Disabilities	91	88	96.70	5.68
Students Receiving Migrant Education Services	28	28	100.00	17.86
Foster Youth	--	--	--	--

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	711	706	99.3	20.54
Male	386	382	98.96	19.9
Female	325	324	99.69	21.3
Black or African American	--	--	--	--
Asian	11	11	100	9.09
Hispanic or Latino	657	654	99.54	20.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	35	94.59	34.29
Socioeconomically Disadvantaged	658	653	99.24	19.6
English Learners	331	331	100	7.55
Students with Disabilities	91	88	96.7	3.41
Students Receiving Migrant Education Services	28	28	100	10.71
Foster Youth	--	--	--	--

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.

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
7	14.6	12.2	4.1

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)

Parents have various ways to participate at RJH. We, as parents, will support our children’s learning in the following ways:

- Monitor my child’s attendance; send my child to school daily and on time.
- Make sure that homework is completed.
- Monitor the amount of television my child watches.
- Volunteer in my child’s classroom.
- Participate, as appropriate, in decisions relating to my children’s education.
- Promote positive use of my child’s extracurricular time. I will have my child read at least 30 min. daily
- Stay informed about my child’s education and communication with the school by promptly reading all notices from the school or the school district either received by my child in the Weekly Take Home Folder or by mail and responding, as appropriate. I will attend Open House, Parent-Teacher conferences, Back-to-School night, Parent Trainings, Spirit Assemblies (if my child is being recognized) and other school activities.
- Support appropriate student behavior at school and at all student activities by recognizing and enforcing the Positive Pride attributes.
- Serve, to the extent possible, on district and/or site school advisory committees such as the School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, or other policy groups and attend parent education sessions that are offered.

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

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	4.9	5.7	3.4	2.5	2.7	2.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 after school begins (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. AED's were purchased and placed in the Office, Activity Center, SSC / Nurse Office. The staff has been notified of locations.

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 is updated and reviewed by school staff annually. An updated copy of the plan is available to the public at the school office or the District office.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				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	21.0	21	26		24.0	9	24		21.0	17	24	
Mathematics	24.0	12	30		23.0	14	28		21.0	18	25	
Science	25.0	5	24		24.0	8	24		22.0	13	19	
Social Science	26.0	5	26		24.0	6	26		21.0	12	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 2017-18)

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)	1	N/A
Psychologist	.75	N/A
Social Worker	1	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.1	N/A
Resource Specialist (non-teaching)	1.75	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,235.80	\$78.20	\$5,157.60	\$67,040.22
District	N/A	N/A	\$6,714.52	\$71,534.49
Percent Difference: School Site and District	N/A	N/A	-26.2	-6.5
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-32.0	-12.6

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)

Based on 2017-2018 audited financial statements, the District spent an average of \$11,140.04 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 2017-2018 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$48,064
Mid-Range Teacher Salary		\$75,417
Highest Teacher Salary		\$94,006
Average Principal Salary (Elementary)		\$119,037
Average Principal Salary (Middle)		\$123,140
Average Principal Salary (High)		\$135,974
Superintendent Salary		\$183,692
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	3.0	6.0

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, ELD, and 21st Century learning. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. Richland Junior High uses local benchmarks and state data results to determine what professional development is needed for its site. Professional development is provided by our site coach, county workshops, staff meetings, and conference attendance.

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, 2016-17, and 2017-18 school years, 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, 2016-17, and 2017-18 school years, 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, 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, 2016-17, and 2017-18 school years, 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, 2016-17, and 2017-18 school years, 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.

During the 2017 - 2018 school year, the Richland School District provided district wide professional development for the implementation of the new adopted core curriculum for: English Language Arts and mathematics for students in kindergarten through eighth grade. Secondly, professional learning was correspondingly provided for TK - 8th grade teachers on the following: Designated and Integrated ELD instruction in order for teachers to have a clear understanding of the instructional differences in regards to the time (specific protected time and within regular classes in all content area), focus (content of lesson with language support) and standards (state content standards in tandem with ELD Standards).

Subsequently, teachers in TK -8th grade received professional learning in writing using the Step Up to Writing instructional materials to continue to establish a common writing language across grade levels and content areas. Hence, students continue to be explicitly instructed and practice each phase of the writing process with a focus in three types of writing: informational and explanatory, opinion/argument and narrative. Furthermore, new teachers were provided with an orientation on district wide and school site systems.

Renaissance Learning Data professional development was delivered to leadership teams for each school site. The training consisted of using data to group students, set goals, monitor progress to intervene as necessary, use learning progressions to identify skill gaps, find instructional resources and plan targeted instruction to meet individualized learning needs and interpret advanced data and dashboards to ensure instruction is accelerating student growth.

Professional Development with a focus on English Learners was provided to teachers. The ELPAC Academy focused on the implications for classroom instruction and student learning. Teachers developed formative assessments based on the ELPAC task types. In collaboration with Kern High School District, teachers were trained on teacher created lessons to meet the instructional needs of Newcomers.

In 2018-2019 the Richland School District provided professional learning opportunities for teachers and instructional aides including support in the classroom in the area of literacy using the 95% instructional materials to support students. Teachers participate in data analysis, classroom observations, modeling of effective strategies and grouping of students in a professional learning community. Furthermore, teachers were provided with training on the History-Social Science Framework, Next Generation Science Framework, Saturday professional learning on the NGSS 5 E's Lesson Development & Progression Practice through Hands on Learning, the California Environmental Principles and Concepts, Science and Engineering Practice, NGSS Crosscutting Concepts, Access and Equity in Science Education, Forces and Interactions, Mathematics Performance TASK and Number Talks, Integrated and Designated ELD and the administration of the Interim Assessment Blocks for both ELA and Mathematics and strategies for differentiation for all students in mathematics using the Big Ideas curriculum for students in 7th & 8th grade.

2017-2018 Staff development provided by Richland Junior High Included:

Young Author Fair

National History Day California

Understanding and Treating Non-Suicidal Self Injury in Adolescent

Motivating Hard to Reach Uninterested and Disruptive Students Training.

Kelly Gallagher Workshop

Literacy in the HSS Framework

California History-Social Science Framework

Project Lead the Way Conference

Interim Assessment Hand Scoring

PBIS Refresher Training

CAHPERD State Conference

Academic Language & Literacy Expert Speaker

ELPAC Administration and Scoring Training

Close Reading

KCSOS EL Network

ACSA - Foundation for Educational Administration

Tools for Teaching Workshop

Kern Cue Tech Fest

Tulare County - "Fake News"

Foundational Reading Skills

