

Richland Junior High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Richland Junior High School
Street	331 Shafter Ave.
City, State, Zip	Shafter, CA 93263
Phone Number	(661) 746-8630
Principal	Monica Garza
Email Address	mgarza@rsdshafter.org
Website	https://www.richlandtrojans.com/
County-District-School (CDS) Code	15-63578-6010003

Entity	Contact Information
District Name	Richland School District
Phone Number	(661)746-8600
Superintendent	Rosa Romero
Email Address	rsdinfo@rsdshafter.org
Website	www.rsdshafter.org

School Description and Mission Statement (School Year 2019-20)

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 transitional 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 (TK-6), Redwood Elementary School (TK-6), Sequoia Elementary School (TK-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 2018-19 school year, Richland Junior High School served approximately 748 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 2018-19)

Grade Level	Number of Students
Grade 6	2
Grade 7	394
Grade 8	354
Total Enrollment	750

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
Asian	1.3
Hispanic or Latino	93.2
Native Hawaiian or Pacific Islander	0.1
White	5.1
Socioeconomically Disadvantaged	81.7
English Learners	29.7
Students with Disabilities	10.3
Foster Youth	0.7
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	36.75	36.5	35.5	156
Without Full Credential	2	3	3	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: December 2019

Richland School District sets a high priority upon guaranteeing sufficiency of the most current state board adopted K-8th grades instructional materials are accessible to support the school's instructional program in all core subjects. The Richland School District held a Public Hearing on December 16, 2019, and determined each school within the district has sufficient and quality textbooks/instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are provided with a standards-aligned instructional materials in all core subjects to use in the classroom and to take home in all subjects. All instructional materials utilized within the school are aligned with the California State Content Standards and Frameworks.

Richland School District forms adoption committees whom utilize the California Department of Education approved guidelines to review, screen, and pilot instructional materials on the State Board of Education's Adopted Programs list. The adoption committees include representation from each school site - administrators, teachers, parents, union representatives and community members. The Adoption Committee utilizes the current Adoption Toolkit developed by the Curriculum and Instruction Steering Committee (CISC) to help guide the process. The Adoption Committee collaboratively establishes 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 in 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 for K-8th grades and 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. Through the RSD 1:1 Technology Initiative each student has access to a Chromebook throughout the school day. Software programs and other resources such as digital cameras, projectors, the internet, interactive white boards, and DVD players are utilized by teachers to enhance student learning.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education 2017 7-8 Study Sync Board adopted: June 26, 2017	Yes	0
Mathematics	2015 Houghton Mifflin Court 7-8 Big Ideas Board adopted: June 12, 2017	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Prentice Hall 2008 7-8 Focus on Science Board approved: June 25, 2008	Yes	0
History-Social Science	Pearson Education In. 2019 7-8 myWorld Interactive Board approved: January 14, 2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Richland Junior High provides a safe, clean environment for students, staff and volunteers. The school is situated on 13 acres. School facilities were built in 1934, with additions built in 1999. They span more than 55,900 square feet and include a cafeteria, library, 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

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	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 in urinals in boys restroom by 314,
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Leak by back window in room 250.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	30	29	32	36	50	50
Mathematics (grades 3-8 and 11)	21	21	24	28	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	735	731	99.46	0.54	29.00
Male	366	365	99.73	0.27	22.74
Female	369	366	99.19	0.81	35.25
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	27.27
Filipino					
Hispanic or Latino	684	680	99.42	0.58	29.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	36	36	100.00	0.00	27.78

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	631	627	99.37	0.63	26.00
English Learners	379	375	98.94	1.06	21.87
Students with Disabilities	75	75	100.00	0.00	6.67
Students Receiving Migrant Education Services	31	30	96.77	3.23	10.00
Foster Youth	--	--	--	--	--
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	735	733	99.73	0.27	21.17
Male	366	365	99.73	0.27	18.13
Female	369	368	99.73	0.27	24.18
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	18.18
Filipino					
Hispanic or Latino	684	682	99.71	0.29	20.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	36	36	100.00	0.00	25.71
Two or More Races					
Socioeconomically Disadvantaged	631	629	99.68	0.32	19.27
English Learners	379	378	99.74	0.26	16.14
Students with Disabilities	75	74	98.67	1.33	5.41
Students Receiving Migrant Education Services	31	31	100.00	0.00	12.90

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	19	17.2	7.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

The parents of Richland Junior High students support their children and the school community by monitoring their children's attendance, helping their children at home with school work, providing a caring environment, and encouraging their children to display positive P.R.I.D.E. attributes. Parents are invited to attend Back-to-School Night, Parent-Teacher conferences, Spirit Assemblies, academic and athletic events, and other school activities. Opportunities for parental involvement may include, but are not limited to, School Site Council, English Learner Advisory Committee, LCAP stakeholder meetings, Parent Teacher Organization, and parent educational trainings. The Richland Junior High website provides access to news, announcements, and student activities at www.richlandtrojans.com.

In addition, the community of Shafter plays a role in enhancing the education of our students. The City of Shafter, Kiwanis Club, Rotary Club, Chevron Inc, and Shafter High School provide additional opportunities for student to receive support in academics, athletics, innovative 21st Century Learning programs, vocational education, student recognition for outstanding character, and Civic and Leadership roles. Students are able to participate in community service through food, toy, and clothing drives and by mentoring younger students.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.7	3.4		2.7	2.2	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0		0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The 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 Raptor Visitor Management System is in place to screen visitors, flagging registered sex offenders and unsafe visitors.

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 to 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 current plan was last updated in 02-04-2019. 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	9	24		21	17	24		21	31	48	
Mathematics	23	14	28		21	18	25		21	19	28	
Science	24	8	24		22	13	19		23	10	22	
Social Science	24	6	26		21	12	22		23	9	23	

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	500.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.1
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,922.76	\$160.65	\$5,726.10	\$66,000.84
District	N/A	N/A	\$9,802.98	\$71,603.47
Percent Difference - School Site and District	N/A	N/A	-52.5	-8.1
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-26.9	-16.2

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

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

Types of Services Funded (Fiscal Year 2018-19)

Based on 2018-2019 audited financial statements, the District spent an average of \$13,276.34 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:

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,484	\$49,378
Mid-Range Teacher Salary	\$74,721	\$77,190
Highest Teacher Salary	\$95,563	\$96,607
Average Principal Salary (Elementary)	\$116,638	\$122,074
Average Principal Salary (Middle)	\$113,482	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$145,000	\$189,346
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	3%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	21	26	20

Professional development at Richland Junior High centers on the Common Core State Standards and Frameworks. Teachers update the instructional plans regularly using formative, interim and summative data to customize the educational experience for unduplicated students with the intent to continuously provide quality first instruction.

During the 2017-2018 school year, the following professional development was provided: English Language Arts and mathematics adoptions, Designated and Integrated ELD, Renaissance Learning Data on how to use data to group students, set goals, monitor progress to intervene as necessary, use learning progressions to identify skill gaps, plan targeted instruction to meet individualized learning needs and interpret advanced data and dashboards to ensure instruction is accelerating student growth. 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 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 Principals 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.

In 2019-2020, teachers and administration received continuous professional development on the following: Designated & Integrated ELD with a focus on language objectives, inquiry, text reconstruction, and sentence unpacking (following up coaching and lesson modeling by ELD consultants throughout the school year), History-Social Science Integration into ELA with a focus on the identified ELD strategies, myWorld Interactive by Pearson Year one of Implementation training by Pearson consultants, Illuminate training on gradebook, attendance and assessments, instructional plan roll out by grade level including collaborative time.

The District participates in the State-sponsored Induction Program. The goals of the Induction Program are to help new teachers succeed, foster increased retention within the teaching profession of quality teachers and improve instruction for students. For the 2017-2018, 2018-19 and 2019-2020 school year, the District's support provider assisted all eligible participants with program completion.