Richland 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)

School Contact Information	
School Name	Richland High School
Street	615 North Lemon St.
City, State, Zip	Orange, CA 92867
Phone Number	(714) 997-6167
Principal	Elsie Briseno Simonovski, Ph.D.
E-mail Address	esimonovski@orangeusd.org
Web Site	http://www.orangeusd.k12.ca.us/richland/index.asp
CDS Code	30-66621-3035748

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

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

Richland High School is the only continuation high school for the Orange Unified School District. The district high school enrollment is approximately 9,000 students while the enrollment at Richland High School is 297. In the 1960's Richland High School was located in an industrial facility which now houses the maintenance department for the school district. The school opened at its current location in 1962. The school itself is located in a suburban industrial/residential area of Orange, serving students from the communities of Anaheim, Garden Grove, Orange, Santa Ana and Villa Park.

The school community mirrors the district's widely diverse socio-economic population as evidenced by the communities we serve. The ethnic distribution of the school is as follows: 73% Hispanic, 21% white not Hispanic, 6% other.

Statistics show that, in terms of education level of our student's parents, 36% of the parents have not graduated from high school, 27% are high school graduates, 18% have had some college, 9% are college graduates, and 6% have attended graduate school. The gender distribution is 64% male and 36% female. Approximately 30% of the Richland student population are English Learners at the intermediate to advanced levels. Our special education population is approximately 8% RSP and 5% SDC. Students enrolled in special education are placed at Richland with input from the IEP team. Special education students are mainstreamed and provided with the least restrictive learning environment. These statistics at this time reflect the current number of students enrolled and given the design of the program, statistics will be updated as needed based on active student enrollment.

Richland High School is staffed with a principal, an academic counselor, a 2 days per week mental health counselor, 17 certificated teachers (3 Career Technical Education teachers, 2 assigned to Special Education). Additionally, the school is staffed with several classified support staff positions and an Orange Police Department Community Resource Officer. The district supplies one Library Media Technician, two part-time food service position, one part-time psychologist, one part-time nurse.

Richland High School is viewed by the community and the district as a source of pride and respect. For the past several years the school has worked closely with the local Rotary International to enhance the educational opportunities of our students. Students have participated in leadership conferences as well as other service tasks. In turn, Rotary provides scholarship opportunities for students wishing to further their education. The district office is equally supportive of our programs. This year, the district is looking towards building out its Career and Technical Education Program with a focus on the Arts, Media and Film program.

Following the district-wide traditional calendar, Richland High School offers a traditional bell schedule with every student enrolled in 6 periods and 1 intervention period for level 1 students. Each period is 48 minutes in length. The school day also includes a 10 minute break and a 30 minute lunch. Students are also encouraged to enroll in a CTE class held on our campus. Students are also informed of CTE classes offered at the traditional high school campuses. Any off site CTE classes that students participate in are provided as an 8th period course.

Vision:
Richland is dedicated to providing a disciplined and nurturing environment to teach students to be Personally and Socially Responsible, a Skilled Communicator, and Academically Prepared for the 21st Century.

Mission:
Our Mission is for the staff, students and parents to work in collaboration for the purpose of helping students graduate from Richland or return to their traditional high schools to graduate with enhanced credits.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	3
Grade 11	139
Grade 12	166
Total Enrollment	308

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.3
Asian	1.6
Filipino	0.3
Hispanic or Latino	84.1
Native Hawaiian or Pacific Islander	0.3
White	10.4
Two or More Races	1.6
Socioeconomically Disadvantaged	74.7
English Learners	32.8
Students with Disabilities	9.4
Foster Youth	1.6

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	23	17	17	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

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
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	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: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Timeless Voices, Timeless Themes for Grades 9-12 ©2002; Hampton Brown Edge ©2009 for ELD Grades 9-12. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Mathematics	Holt California Mathematics Algebra I adopted 2008; Glencoe/McGraw Hill Geometry adopted in 2005; Geometry: Concepts & Applications adopted in 2001. All were selected from the most recent list of standards-based materials adopted by the local governing board. In addition, new Mathematics materials are being piloted at all Secondary sites.	Yes	0%
Science	Holt Earth Science ©2006; Glencoe Life Science ©2002. All were selected from the most recent list of standards based materials adopted by the local governing board.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	McDougal Littell Modern World History adopted 2002; McDougal Littell The Americans: Reconstruction to the 21st Century adopted 2005; Prentice Hall Macgruder's American Government adopted 2003; Prentice Hall Economics: Principles in Action adopted 2003. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Foreign Language	N/A	Yes	0%
Health	Prentice Hall Health: Skills For Wellness ©2001, was selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	Sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9 - 12, inclusive, is available to pupils.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

There is a Quarterly Facilities Report that is completed by the Principal and Head Custodian. As updates and repairs are needed, work orders and support is provided by the appropriate district divisions. On a daily basis, the Principal and Campus Security walk the grounds to ensure the safety and security of the school grounds and facility.

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: 8/3/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Rm 3: 2: Exhaust fan in restroom is inoperable
Interior: Interior Surfaces		X		Library: 4: Floor tiles cracked at West entry; ceiling tile at South sagging Rm 11 Portable: 4: Ceiling tiles stained and missing; carpet stained and splitting at seam; wall covering torn on East wall Rm 14: 4: Carpet stained and dirty; wall tiles above
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Attendance & Counseling: Rm 5 Portable: Data box on East wall needs to be re-attached 12: Skirting on Northwest corner is curling and warped Rm 8: 7: Electrical box in A/C cabinet needs cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/3/2016				
System Inspected	**Repair Status**			**Repair Needed and** **Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Rm 1 Portable: 12: Exterior wood curling and warped in several locations; paint cracking Rm 5 Portable: Data box on East wall needs to be re-attached 12: Skirting on Northwest corner is curling and warped Rm 6 Portable: 4: Wall covering torn at entry 12
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rm 13: 15: Wooden ramp at threshold has damage Rm 14: 4: Carpet stained and dirty; wall tiles above white board damaged 15: Wooden ramp at threshold has some damage Rm 2 Portable: 15: Door drags upon opening

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/3/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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	9	9	50	53	44	48
Mathematics	0		38	40	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	11	158	140	88.6	9.5
Male	11	97	86	88.7	6.0
Female	11	61	54	88.5	15.1
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	128	114	89.1	9.0
White	11	20	16	80.0	6.3
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	125	110	88.0	8.4
English Learners	11	42	37	88.1	2.8
Students with Disabilities	11	13	11	84.6	10.0
Foster Youth	11	--	--	--	--

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	11	158	140	88.6	
Male	11	97	86	88.7	
Female	11	61	54	88.5	
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	128	114	89.1	
White	11	20	16	80.0	
Two or More Races	11	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	11	125	110	88.0	
English Learners	11	42	37	88.1	
Students with Disabilities	11	13	11	84.6	
Foster Youth	11	--	--	--	--

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)		--	--		68	64		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				

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.

Career Technical Education Programs (School Year 2015-16)

The Career Technical Program at Richland High School is offered through the Regional Occupation Program. The school ROP classes are offered as elective credits for a high school diploma. All students take ROP classes. The following are classes offered at Richland High School:

Business Office Skills
Business Technology
Protective Services
Graphic Design
Career focus Art, media, entertainment
Web design
Videography

Photography

Student can also take additional ROP courses and programs at the ROP Center located at 250 South Yorba in Orange or at other high school sites after school hours.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	262
% of pupils completing a CTE program and earning a high school diploma	NA
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	92.25
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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**

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 are involved in every phase of student progress and decision-making. The school promotes parents and guardians use of "Parent Portal" a web-based tool to access student records of attendance and grades. All parents meet with the principal in small groups or on a one by one basis prior to the student enrolling through the Student/Parent Orientation Meeting. Additional parent meetings are added to increase the amount of information and access shared with parents regarding alternative learner settings in a continuation high school campus. Additional Parent Stakeholder Meetings are new to the school this year. In addition, parents are invited to be part of our School Site Council. Richland High School has Back to School Family Night in the Fall and Open House in the Spring, where parents and students can visit their child's classrooms and meet their teachers. Additional student-centered events and activities have emerged this year as a result of raising student awareness in a 21st century environment. These activities are posted on the school website and are updated regularly. Parents of seniors participate in a senior meeting two times a year.

Richland hosts parent workshops quarterly. Professionals are brought in to talk to parents about mental health, mindset, data, and other pressing teen parenting issues.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.40	5.20	4.80	4.40	5.20	4.80	11.40	11.50	10.70
Graduation Rate	93.92	92.71	93.60	93.92	92.71	93.60	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	48	90	86
Black or African American	60	85	78
American Indian or Alaska Native	0	70	78
Asian	50	94	93
Filipino	100	98	93
Hispanic or Latino	45	89	83
Native Hawaiian/Pacific Islander	33	85	85
White	59	91	91
Two or More Races	0	92	89
Socioeconomically Disadvantaged	63	62	66
English Learners	30	50	54
Students with Disabilities	33	59	78

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
Suspensions	5.8	15.2	18.1	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Child Welfare and Attendance. The office of Child Welfare and Attendance provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted each semester. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster. In compliance with SB187, the safety committee has prepared a Safe School's Plan, which is (on file) in the school office and is available for perusal upon request. Providing a safe environment for our students is a major goal at Richland High School.

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
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				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	11	36	3		12	31	5		12	31	5	
Mathematics	11	15	1		12	16			12	16		
Science	12	7	2		10	7	1		10	7	1	
Social Science	11	18	4		17	5	9		17	5	9	

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	1	350
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	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	6980.33	781.47	6198.86	49756.46
District	N/A	N/A	$3,840	$78,819
Percent Difference: School Site and District	N/A	N/A	61.4	-28.6
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	15.9	-27.8

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

Types of Services Funded (Fiscal Year 2015-16)

Richland utilizes the opportunities for local control funding via LCFF. Through the district, Richland High School provides students the opportunity to participate in credit recovery and original credit opportunities. Students are allowed to participate in Career Technical Education classes during the school day and after school. In addition, students are allowed to take Career Technical Education classes that allow them to participate in a Tech Certification class. Depending on the goal of our students, the counseling office and administration work in conjunction with the families to extend additional after school college classes through Rancho Santiago Canyon College. Students who participate in this program are given the opportunity to earn college credits while enrolled at Richland High School. Students are also allowed an opportunity to participate in Power Reading classes that allow students to earn 5 elective credits outside their regularly scheduled day.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,270	$45,092
Mid-Range Teacher Salary	$74,538	$71,627
Highest Teacher Salary	$100,322	$93,288
Average Principal Salary (Elementary)	$122,017	$115,631
Average Principal Salary (Middle)	$123,406	$120,915
Average Principal Salary (High)	$143,744	$132,029
Superintendent Salary	$240,000	$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Teachers will be given professional development with the focus on collaborative inquiry and 21st century skills to target all students including but not limited to English Language learners and the socioeconomically disadvantaged. All teachers are given two hours of planning time after the six part training. We are also focusing on English teachers and writing through the use of Thinking Maps. Another major area of focus is blending in the current use of technology into the daily lessons and activities that are completed.

Professional Development focus was determined by low passage rates of the California High School Exam and the change to Common Core State Standards and the OUSD movement towards 21st century learning.

Funds have been allocated to teachers to attend offsite workshops and conferences as well as the use of district personnel on site.