

Richland High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Richland High School
Street	615 North Lemon Street
City, State, Zip	Orange, CA 92867
Phone Number	(714) 997-6167
Principal	Maureen P Eckholdt
Email Address	meckholdt@orangeusd.org
Website	https://www.orangeusd.org/richland-continuation-high-school
County-District-School (CDS) Code	30-66621-3035748

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
Website	www.orangeusd.org

School Description and Mission Statement (School Year 2020-2021)

Richland High School is the only continuation high school for the Orange Unified School District. The district school enrollment is approximately 27,000 students while the enrollment at Richland High School is approximately 220. Throughout the year, RHS services approximately 550 students. 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 and opened as a continuation high school in 1968. 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. As of January 2020, RHS will serve students in grades 10, 11 and 12.

The school community mirrors the district's widely diverse socio-economic population, as evidenced by the communities we serve. Although all students may come on referral from any of the four traditional high schools, most students come from our closest sister high schools, Orange High School, Villa Park High School and El Modena High School. The ethnic distribution of the school is as follows: African American 3.7%, Asian 1.8%, Hispanic 79.8%, Two or more Races 1.4%, Pacific Islander .5%, and White 12.8%.

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 67% male and 33% female. Based on reported data, 31.2% of the Richland student population are English Language Learners. Our special education population for all students in grades 11 and 12 is approximately 12%. 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. Students with a 504 plan are accommodated and supported based on needs and on-going communication with stakeholders to support student learning. To date, 2.3% of the student population are Foster Youth, 1.8% of students are homeless, and 80% of the student body identified as Socio-Economically Disadvantaged.

Richland High School is staffed with a principal, an academic counselor, a 1.5 days per week mental health counselor, a 1.5 school psychologist, 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 Specialist, two part-time food service positions, and a one day a week 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 and maintaining its strong partnership with Santiago Community College and our Dual Enrollment Course offering and our SCC College Rep support at RHS

Following the district-wide traditional calendar, Richland High School offers a traditional bell schedule with every student enrolled in 7 periods, with one period serving as an Advisement Class. Each period is 52 minutes in length. The school day also includes a 10 minute break and a 30 minute lunch. Students are all allowed the access and opportunity to explore pathways and careers via CTE. There are a total of 10 CTE classes held on campus, depending on the time of year. All CTE classes are 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.

Richland High School emphasizes a credit recovery campus that prepares students for access to college and career opportunities. This includes engaging students in a wide variety of learning experiences. The campus includes a technology enhanced learning center with two Mac Labs, several PC classrooms. A Paxton Patterson STEM Lab, 21st century graphic design, photo and video production classroom. a college and career center, library media services, and 1:1 chromebooks for the iDevice program. In addition to credit recovery classes, Richland High School challenges its students to participate in A-G courses, Dual Enrollment classes, AP courses and online learning. Richland offers the following specialized programs:

- * STEM Program
- * Arts, Media & Entertainment Pathways
- * Information, Communication & Technology Pathways
- * College courses offered on site by a college instructor

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 11	49
Grade 12	110
Total Enrollment	159

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.6
Asian	1.3
Hispanic or Latino	83
Native Hawaiian or Pacific Islander	0.6
White	11.9
Socioeconomically Disadvantaged	78
English Learners	47.8
Students with Disabilities	13.2
Foster Youth	2.5
Homeless	6.3

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	18	16	18	1033
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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. 9-20-21 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 September 10, 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson myPerspectives ELA/ELD ©2017; The Bedford Reader, 12th Edition ©2014; Language & Composition: The Art of Voice, AP Edition ©2014; Literature: An Introduction to Reading and Writing, 22e ©2012; Hampton Brown Edge ©2009. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Mathematics	Pearson Integrated Mathematics I, II, II ©2014; Trigonometry ©2009; Financial Algebra: Advanced Algebra with Financial Applications 1st Edition ©2014; Pearson PreCalculus 6th Edition ©2018; Pearson Calculus: Graphical, Numerical, Algebraic 5th Edition ©2016; The Practice of Statistics ©2015. All were selected from the most recent list of standards-based materials adopted by the local governing board.	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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	World History: Modern World ©2019 Savvas; Western Civilization, Since 1300 Updated AP Edition ©2016; Ways of the World, 3rd Edition ©2016; Cengage U.S. History America Through the Lens 1877 to the Present ©2019; American History: Connecting with the Past 15th Edition ©2015; Pearson Macgruder's American Government, CA Edition ©2019; McGraw Hill AP American Democracy ©2019; Pearson Economics: Principles in Action, CA Edition ©2019; Principles of Economics AP*, 8th Edition ©2018; Thinking About Psychology, 3rd Edition ©2013; Myer's Psychology for AP, 1st Edition ©2011. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Foreign Language	Abriendo paso: Temas y lecturas ©2014; Reflexiones de la literatura hispánica AP® Edition ©2014; Galeria I and II, Vista Higher Learning ©2020	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%
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%

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

School Facility Conditions and Planned Improvements

There is a Quarterly Facilities Report that is completed by the Principal and Head Custodian.

On a weekly basis, the Principal, Head Custodian and Campus Security walk the grounds to ensure the safety and security of the school grounds and facility.

Communication (including work orders) is made regularly with the district regarding needs to promote student safety, cleanliness and adequacy of resources to support student success.

Overall good ratings throughout the school with minor exterior repairs required and painting needed in the front office. Work orders have been created/addressed for all items noted as fair/poor and in need of repair with our custodial staff and/or the district maintenance department.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/15/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Office: Missing ceiling tile main office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Broken exterior spotlight
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room 10: Rotted Fascia on front of the building Room 9: Falling Fascia board back of building -
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Front Parking Lot: Roots lifting up sidewalk in front of campus
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	7	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	1	N/A	32	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

The Career Technical Education (CTE) Program at Richland High School is offered on site and students have the opportunity to take courses off site as well. The CTE classes are offered as elective credits for a high school diploma. All students take CTE classes. The following are classes offered at Richland High School:

Tech Certification with Microsoft Office Software (MOS)
 Principles of Business
 Graphic Design I and II
 Video Production I and II
 Digital Photography I and II
 Media Design

Student can also take additional CTE courses and programs at all four traditional high schools after school hours.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	212
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	53.8

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.37
2018-19 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents are involved in every phase of student progress and decision-making. The school promotes parents and guardians use of the AERIES "Parent Portal" a web-based tool to access student records of attendance and grades. All parents meet with the principal or counselor 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 Workshop meetings are held to help increase parent involvement and awareness of supporting student learning and success. In addition, parents are invited to be part of our School Site Council and the English Learner Advisory Committee. 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. During the winter, parents and families are invited to an annual Winter Arts Exhibition that promotes the Visual and Performing Arts programs on our site. 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, through social media and are updated regularly.

Richland hosts Coffee with the Principal on a quarterly basis. Professionals are brought in to talk to parents about mental health, drug/alcohol awareness, mindset, data, and other pressing teen parenting issues.

State Priority: Pupil Engagement

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

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

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

Indicator	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
Dropout Rate	12.2	12.7	14.3	5.1	5.3	4.1	9.1	9.6	9
Graduation Rate	75	81.3	69.7	91.3	93.8	94.5	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	15.6	23.6	2.8	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	18.68	0.003%	
Expulsions	0.0	2.027%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 it reviewed, and if necessary, update 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. The last safety plan was reviewed by the School Site Council and English Learner Advisory Committee in March of 2019. The mission of Richland High School is to provide a student-centered and nurturing environment for students to improve specifically in the areas of credits, attendance and punctuality, building positive classroom behavior, study skills, character development and academic development. The ultimate goal is for staff, students, and parents to work together to help students return to the traditional high school for graduation or graduate at Richland High School with a plan for post-high school options of college and/or career readiness.

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Richland High School promotes educationally and psychologically healthy environments for all children and youth. Richland High School recognizes there are comprehensive, broad factors directly related to a safe school environment, such as the school facility, school programs, staff, parents and the community. Richland High School further recognizes that safe school practices make major contributions to academic and school improvement efforts. Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking. Richland High School's efforts to broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan are described below. 1) Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable asking others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall work with the community to assist parents/students with issues, prevention and intervention. The school uses a variety of methods to communicate to pupils, parents and the greater community that all children are valued and respected. 2) Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status or other relevant characteristics. The school provides a way for each pupil to safely report and be protected after reporting troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence. 3) Richland High School's administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse and other at-risk concerns. 4) Plan(s) and method(s) are available to identify isolated and troubled pupils, helping foster positive relationships between school staff and pupils. These plan(s) and method(s) will promote meaningful parental and community involvement.

Leadership at Richland High School through Department Chairs is focused on becoming a shared process. A proactive role is assumed in all phases of the school operation. Currently, the Administration, School Counselor, Campus Security, staff and support personnel are committed to maintaining Richland High School's excellence in the areas of academic and social behavior. The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning. The school continuously reviews and discusses needs as identified by the team. Professional Development and training are provided to staff regarding the legal mandates, rules and laws that impact the safety and security of all members of the school community. Richland High School teachers provide a varied learning environment in their classrooms to promote and raise awareness to socio-emotional learning. Four staff members have attended SEL training through AVID for the last three years. There is a high level of cohesiveness among the staff members at Richland High School. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils. All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, counselor, teachers and other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern. The academic and behavior efforts of pupils are recognized and rewarded. Cultural diversity is celebrated throughout the year through ASB and other avenues such as the library to promote a growth mindset and celebrate diversity and appreciation.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	10	31			15	19			13	16	1	
Mathematics	11	8			18	5	1		10	7		
Science	6	12			7	12			4	12		
Social Science	14	12	2		14	11	1		17	7	3	1

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12759.88	\$23.12	\$12736.76	\$80260.23
District	N/A	N/A	\$6616.90	\$86,774
Percent Difference - School Site and District	N/A	N/A	63.2	-7.8
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	48.7	-3.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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. 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 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.

Students with Disabilities are provided with services aligned to needs based on their IEP. Inclusive learning opportunities for students with an IEP include Co-teaching and participation in CTE classes during the school day. Para-professionals support students with an IEP in core subject areas, as needed and determined by the IEP.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,446	\$50,029
Mid-Range Teacher Salary	\$83,885	\$77,680
Highest Teacher Salary	\$109,082	\$102,143
Average Principal Salary (Elementary)	\$129,252	\$128,526

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$131,552	\$133,574
Average Principal Salary (High)	\$153,039	\$147,006
Superintendent Salary	\$256,476	\$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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	1	N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	5.7

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Three full day staff development days are allocated to certificated staff for training related to district and/or site initiatives. 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 training themes and topics are aligned to WASC goals set forth until 2021. All teachers participate in Professional Development, Collaborative Learning Time (PLCs) and Independent Learning Time with a focus on Instructional Technology and Assessment. We are also focusing on English teachers and writing through the use of Thinking Maps and GLAD strategies to promote student learning and achievement. A major area of focus is blending in the current use of technology into the daily lessons and activities that are completed and implementing the state and district adopted materials that align with local, common formative assessments designed every quarter.

Professional Development focus was determined by SBAC and EL Reclassification Criteria. Additional data such as College and Career interests and survey data are used to inform professional development.

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