



Rio Norte Junior High School

28771 Rio Norte Drive • Santa Clarita, CA 91354 • (661) 295-3700 • Grades 7-8

Audrey Asplund, Principal

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<http://www.rionortejuniorhigh.org/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



William S. Hart Union High School District

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District Governing Board

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Bob Jenson

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Member

District Administration

Vicki Engbrecht
Superintendent

Dr. Michael Vierra
Assistant Superintendent, Human
Resources

Mike Kuhlman
Assistant Superintendent,
Educational Services

Mission

The Rio Norte Junior High School community is dedicated to providing a safe, flexible, positive, and nurturing learning environment, in which all its members have the opportunity to experience a sense of belonging and personal growth, and all students have the opportunity to develop academic excellence.

Vision

Rio Norte Junior High School is committed to:

- providing the tools, technology, environment, and motivation to facilitate high academic achievement and the essential skills required to be successful in our society
- teaching students respect and tolerance through school and community by providing suitable role models and opportunities for students to interact positively with one another
- providing a supportive and caring atmosphere for all members of the Rio Norte community and for our unique groups of students in transition
- developing small, creative learning environments which encourage intellectual, social, physical, and emotional growth fostering an environment in which expectations of continuous improvement permeate the school
- flexible scheduling to meet rigorous academic standards
- cultivating an atmosphere where the voice of each member of the Rio Norte Community is heard, acknowledged, and respected

Principal's Message

Our hope for each student who enters our doors is that they will leave us better prepared and equipped to meet the challenges and opportunities they will face in their futures. We are committed to helping each student achieve academic excellence, as well as personal growth.

Here at Rio Norte each student is a member of an interdisciplinary team that facilitates a sense of belonging and community. Our vision consists of a team approach: administrators, counselors, support staff and teachers working together with students, parents and our community to help students succeed.

Rio Norte's schedule provides students with an opportunity to complete assignments or receive assistance during homeroom each day. Our early release schedule allows teachers to collaborate and implement the best practices in education today. Our expectations are high for student behavior and academic success. We encourage mutual respect, consideration for others, hard work, and teamwork. We welcome everyone to our River Hawk family. Our doors are open and we are excited to partner with our students and families. The path to the future continues and thrives here, at the North River.

This year, our staff is focused on four goals that align with the district's Local Control and Accountability Plan:

1. LCAP Goal 1: Academic Progress-For ELA, the percentage of students met will remain at very high and increase from 79% met to 80%.

For math, the percentage of students will remain at high and increase from 59% met to 63% met, increasing by 7 points.

2. LCAP Goal 2: Equity-Narrow the Achievement Gap For English Learners, Special Education Students and the general population. English Learners, specifically students who have been reclassified as fluent English proficient, will increase their scores in ELA by 4 points and in Math by 2 points as measured by the Spring 2019 CAASPP and displayed on the Fall 2019 California School Dashboard. Special Education students will increase their scores in ELA by 4 points and in math by 8 points, as measured by the Spring 2019 CAASPP and displayed on the Fall 2019 California School Dashboard.

3. LCAP Goal: Technology- Increase Teacher use of technology to assess student learning

By May 2019, teachers will report (through google survey) an increase in using technology tools to assess student learning (using Kahoot, etc)

4. LCAP Goal 4: Increase positive school culture and encourage student personal and academic growth through CKH strategies and tools.

This year our staff has committed ourselves to implement Capturing Kids' Hearts practices. We will also continue to examine our mission and vision. We are committed to examining what great teachers do, and what are the best practices that great teachers implement on a daily basis.

Audrey Asplund, Principal

About the SARC

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.

2017-18 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	647
Grade 8	662
Total Enrollment	1,309

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.0
Asian	14.9
Filipino	7.3
Hispanic or Latino	18.9
Native Hawaiian or Pacific Islander	0.2
White	47.8
Socioeconomically Disadvantaged	11.8
English Learners	2.8
Students with Disabilities	14.3
Foster Youth	0.1

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			
Rio Norte Junior High School	16-17	17-18	18-19
With Full Credential	52	53.6	55
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Rio Norte Junior High School	16-17	17-18	18-19
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grade 7 - Collections - Houghton Mifflin Adopted 2016 Grade 8 - Collections - Houghton Mifflin Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Math 7 - Carnegie Math Course 2 - Carnegie Learning Adopted 2018 Math 7 Accelerated - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014 Math 8 - Carnegie Math Course 3 - Carnegie Learning Adopted 2018 Algebra - Hart Interactive Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006 Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: December 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006 Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Grade 8 - Spanish 1 – Descubre’ 1 – Vista Higher Learning Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Rio Norte is in its 15th year of operation. Visitors to our campus often comment that the school still looks brand-new. The school has 40 classrooms, nine portable classrooms, one main computer lab, an Internet research lab with 24 computers, seven smaller computer labs that are part of the core to regular classrooms, a library, a gym, locker rooms, a multipurpose room, and a staff room.

Rio Norte is a clean, well-landscaped school that is visually welcoming and functional. Any malfunctions or needed repairs are quickly handled by a responsive maintenance department at the district level.

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in a timely manner. As of 11/30/18 there are currently 22 work requests in process.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/15/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Foods room appliances left dirty, need daily cleaning
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	P-5,6 show stained tiles, roof drains may be clogged. Work Order issued
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	75.0	83.0	68.0	69.0	48.0	50.0
Math	57.0	65.0	48.0	50.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1226	1205	98.29	82.99
Male	605	599	99.01	79.63
Female	621	606	97.58	86.30
Black or African American	44	44	100.00	70.45
Asian	187	187	100.00	93.05
Filipino	87	86	98.85	90.70
Hispanic or Latino	222	217	97.75	74.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	589	574	97.45	81.71
Two or More Races	95	95	100.00	88.42
Socioeconomically Disadvantaged	119	119	100.00	73.11
English Learners	89	86	96.63	62.79
Students with Disabilities	123	117	95.12	39.32
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14.9	17.1	61.7

* 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: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,227	1,204	98.13	64.62
Male	605	599	99.01	65.94
Female	622	605	97.27	63.31
Black or African American	44	44	100	45.45
Asian	187	187	100	89.84
Filipino	87	87	100	70.11
Hispanic or Latino	222	217	97.75	49.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	590	572	96.95	61.71
Two or More Races	95	95	100	69.47
Socioeconomically Disadvantaged	119	117	98.32	51.28
English Learners	89	87	97.75	47.13
Students with Disabilities	124	118	95.16	23.73
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Rio Norte PTSA
President, Elie Jetter
ellejett4@gmail.com

The Rio Norte PTSA supports teachers and students at Rio Norte. The Rio PTSA holds 3-4 meetings a semester for any parent or student. The Executive board meets monthly to organize events. The PTSA helps organize Student of the Month luncheons, Academic Awards Assemblies, Reflections Art Program, dances and many other activities to support staff and students at Rio Norte.

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.

School Safety Plan

Rio Norte Junior High School has a comprehensive School Safety Plan that includes procedures in the following areas: Child Abuse Reporting, Emergency Disasters, Suspensions and Expulsions, Notification to Teachers of Dangerous Students, Safe Ingress and Egress and Hate Crime Reporting. It also includes polices for Sexual Harassment Prevention, Dress Code, and School Discipline.

Staff and students practice Fire Drills and Active Lockdown drills at least four times during the school year. There are two Lockdown drills a year that take place during brunch. We also participate in two versions of a "High Alert" Drill. In the first drill, advisory classrooms are provided points of discussion, via an all-call by the principal. Students and staff consider options for hiding, fleeing, or fighting back, should they need to. In the second drill, we imitate a high alert situation while students are at brunch or lunch. Students are asked to find shelter quickly, and to secure their location.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	1.2	0.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.5	1.6
Expulsions Rate	0.1	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	430

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	52.0	46.0	57.0	9	11	6		2	2	15	15	15
Mathematics	25.0	19.0	40.0	1	6	7	2	4	5	2	2	20
Science	54.0	49.0	59.0	8	10	6	1			14	16	16
Social Science	50.0	47.0	56.0	8	10	6	3	1		14	16	17

* 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.

Professional Development provided for Teachers

The Director of Professional Development at the Administrative Center oversees the professional development structure for the William S. Hart School District consisting of a school site Administrator, a school site Instructional Coach, and a school site Professional Development Team. Professional Development for the 2018-19 school years focuses on the implementation of the Common Core State Standards, the California ELA / ELD Framework. Content teams are developing resources, refining curriculum guides, and designing rigorous units supported by Teachers on Special Assignment and Curriculum Specialists. Instructional Coaches support all teachers as they teach literacy across the curriculum, differentiate instruction, develop best practices for student engagement, and implement strategies for increasing student achievement. Annually, teachers participate in Lesson Study as a means of systematically examining successful teaching strategies to increase student learning, and improve effective methods of instruction. Teachers also focus on ways to apply the Common Core Anchor Standards which identify reading, writing, listening and speaking skills that students utilize across all content areas in all grade levels, and how to increase critical thinking through depth of knowledge. All teachers participate in site and district level professional development centered around strengthening and supporting core instruction of subject-specific content and common literacy practices. After school workshops are available for teachers to attend on a myriad of additional contemporary topics related to student engagement, positive school culture, instructional and assessment strategies, wellness, and curriculum mapping. School site PD teams are responsible for providing personalized professional development - meeting the needs of teachers individually and collectively, supporting the school site goals and plans. PD teams also provide professional learning opportunities to teachers on PD days and minimum days, during site-based collaboration time, and at staff meetings according to their annual PD plan. All teachers are also provided with mobile technology to support and enhance instruction and increase the effective use of technology in the classroom.

Professional Development is focused on implementing common core development and creating Our professional development takes place during our early release Wednesdays from 1:00 p.m. to 2:00 p.m. Staff has followed a workshop model that aligned to our school wide goals including: Assessments, Creating Structured Movement in the Classroom, Critical Thinking, Finding and Citing Evidence, Online Resources, Writing Structures for all Content Areas. Our professional development team utilized the Lesson Study process to increase their knowledge of differentiated instruction. Staff also participated in workshops on the implementation of Differentiation, Flipped Classrooms, Structured Movement, and Online Resources. Each small group also incorporated the effective use of technology in the classroom to assess student learning. We have also focused on Hattie's Mindframes, evaluating homework and grading practices, and implementing successful learning strategies for English Learners.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,400	\$50,747
Mid-Range Teacher Salary	\$73,675	\$86,127
Highest Teacher Salary	\$95,863	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$129,725	\$136,636
Average Principal Salary (HS)	\$143,879	\$150,286
Superintendent Salary	\$244,088	\$238,058
Percent of District Budget		
Teacher Salaries	35.0	34.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses are funded out of the district's general budget as described in the Local Control Accountability Plan (LCAP). Additional programs and services to support students are funded through State supplemental funds for parallel support intervention classes, after-school intervention time, increased parent engagement, bilingual instructional assistance, translating for family participation, and professional development for staff in intentional teaching practices to increase student learning. Federal categorical funds are used to provide additional support for English Learners, Homeless students, Foster Youth, Students with Disabilities, and counseling services focused on overall student wellness.

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,657	\$3,116	\$7,541	\$84,324
District	◆	◆	\$7,734	\$78,175
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-2.5	7.6
Percent Difference: School Site/ State			5.7	-1.8

* Cells with ◆ 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.