



# 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/>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### William S. Hart Union High School District

21380 Centre Pointe Parkway  
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[www.hartdistrict.org](http://www.hartdistrict.org)

#### District Governing Board

Linda Storli

Bob Jenson

Dr. Cherise Moore

Steven M. Sturgeon

Joe Messina

Scott Watson, Student Board  
Member

#### District Administration

Vicki Engbrecht

**Superintendent**

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 to the district's Local Control and Accountability Plan:**

1. LCAP Goal 1: Academic Progress-For ELA, percentage of students met will remain at very high and increase from 79% met to 80%. For math, 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 2018 CAASPP and displayed on the Fall 2018 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 2018 CAASPP and displayed on the Fall 2018 California School Dashboard.
  
3. LCAP Goal: Technology- Increase Teacher use of technology to assess student learning  
By May 2018, teachers will report (through google survey) an increase in using technology tools to assess student learning (using Kahoot, etc)
  
4. LCAP Goal 4: Increase cultural awareness and sensitivity among staff and students  
The annual number of incidents of cultural insensitivity and/or bias will decrease from twelve (12) incidents in 2016-17 to six (6) incidents in 2017-18.

This year our staff has committed ourselves to examining our mission and vision on a regular basis. 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 <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	618
Grade 8	686
<b>Total Enrollment</b>	<b>1,304</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0
Asian	13.4
Filipino	7.7
Hispanic or Latino	19.2
Native Hawaiian or Pacific Islander	0.1
White	48.4
Two or More Races	7.4
Socioeconomically Disadvantaged	4.6
English Learners	2.8
Students with Disabilities	8.1
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Rio Norte Junior High School	15-16	16-17	17-18
With Full Credential	53	52	53.6
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	972.6
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Rio Norte Junior High School	15-16	16-17	17-18
Teachers of English Learners	1	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2016	
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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Math 7 - Glencoe Math Course 2 - Glencoe McGraw-Hill Adopted 2014  Math 7 - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014  Math 8 - Glencoe Math Course 3 - Glencoe McGraw-Hill Adopted 2014  Algebra - Hart Interactive Adopted 2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006  Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: December 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006  Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Grade 8 - Spanish 1 – Descubre’ 1 – Vista Higher Learning Adopted 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 14th 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 1/9/2018 there are currently 8 work requests in process.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 6/20/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Several plumbing work orders were noted during the inspection. Leaking toilet valves and inoperative drinking fountains. Work orders have been issued.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	76	75	67	68	48	48
Math	56	57	47	48	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	14			

\* 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. 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 for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	86		75	69	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.4	20.5	52

\* 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.

**School Year 2016-17 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	1,299	1,275	98.15	75.37
Male	632	616	97.47	68.02
Female	667	659	98.8	82.25
Black or African American	47	47	100	70.21
Asian	178	177	99.44	89.83
Filipino	97	97	100	80.41
Hispanic or Latino	252	247	98.02	60.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	625	609	97.44	75.53
Two or More Races	99	97	97.98	82.47
Socioeconomically Disadvantaged	101	98	97.03	57.14
English Learners	112	111	99.11	53.15
Students with Disabilities	185	168	90.81	27.38
Foster Youth	--	--	--	--

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

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

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

**School Year 2016-17 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	1,299	1,273	98	57.19
Male	632	614	97.15	57.82
Female	667	659	98.8	56.6
Black or African American	47	47	100	38.3
Asian	178	177	99.44	87.01
Filipino	97	97	100	62.89
Hispanic or Latino	252	245	97.22	40
Native Hawaiian or Pacific Islander	--	--	--	--
White	625	608	97.28	54.61
Two or More Races	99	98	98.99	65.31
Socioeconomically Disadvantaged	101	98	97.03	35.71
English Learners	112	111	99.11	42.34
Students with Disabilities	185	168	90.81	12.5
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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

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

The Rio Norte PTSA supports teachers and students at Rio Norte. 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 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 multiple 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	2014-15	2015-16	2016-17
Suspensions Rate	0.4	0.2	1.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.5	1.3	1.5
Expulsions Rate	0.1	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

<b>Academic Counselor</b>	3
<b>Counselor (Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	1
<b>Psychologist</b>	1
<b>Social Worker</b>	1
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	3
<b>Resource Specialist</b>	
<b>Other</b>	

**Average Number of Students per Staff Member**

<b>Academic Counselor</b>	430
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\* 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.

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>English</b>	54	52	46	8	9	11			2	13	15	15
<b>Mathematics</b>	53	25	19		1	6		2	4	2	2	2
<b>Science</b>	60	54	49	6	8	10		1		13	14	16
<b>Social Science</b>	59	50	47	6	8	10		3	1	13	14	16

\* 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**

Professional Development for this school year, as well as the past three school years, has focused on the implementation of the Common Core State Standards, while improving best practices for instruction and student learning. Our professional development takes place during our early release Wednesdays from 1pm-2pm.

In 2015-16, our staff has followed a workshop model that aligned to our school wide goals: Assessments, Creating Structured Movement in the Classroom, Critical Thinking, Finding and Citing Evidence, Online Resources, Writing Structures for all Content Areas. In addition, our professional development team utilized the Lesson Study process to increase their knowledge of differentiation, as this will be a focus for professional development in upcoming years. In 2016-2017, our staff participated in two of the following four workshops: Differentiation, Flipping the Classroom, Structured Movement, and Online Resources. These topics have been presented previously, however this year the focus was on implementation of the strategies, with an optional Lesson Study for staff to participate in provided for each workshop.

For this year, our staff Professional Development focus has been Differentiation and Lesson Study. Teachers attend three small group workshops each semester that focus on the Common Core State Standards and Differentiation. Each small group incorporated using technology in the classroom to assess student learning. We are also focusing on Hattie's Mindframes, homework and grading practices and strategies for EL students.



FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,400	\$50,221
Mid-Range Teacher Salary	\$73,675	\$83,072
Highest Teacher Salary	\$95,863	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$128,094
Average Principal Salary (HS)	\$143,879	\$146,114
Superintendent Salary	\$224,700	\$226,121
Percent of District Budget		
Teacher Salaries	34%	34%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

### 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10932	2945	7987	81960
District	♦	♦	8020	78175
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-0.4	4.7
Percent Difference: School Site/ State			19.4	-1.0

\* Cells with ♦ do not require data.