

Red Bluff High School

1260 Union Street • Red Bluff, CA 96080 • 530-529-8710 • Grades 9-12

Rich Hassay, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Red Bluff Joint Union High School

District

1525 Douglass St.

Red Bluff, CA,

530-529-8700

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

District Governing Board

Kathy Brandt

Eric Forsberg

Rod Thompson

Shelley MacDonald

Seth Lawrence

District Administration

Superintendent

Todd Brose

School Description

I invite you to explore Red Bluff High School's annual School Accountability Report Card (SARC), which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities and staff. Understanding our educational program, student achievement and curriculum development can assist both our school and the community in ongoing program improvement. Red Bluff High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable expectations for all students.

Red Bluff High School is quite proud of its rigorous academic programs, strong career technical education programs, great athletic programs and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

If you would like to know more about our school and programs, please contact our office at (530) 529-8710 to schedule an appointment or tour.

Rich Hassay

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	422
Grade 10	409
Grade 11	381
Grade 12	320
Total Enrollment	1,532

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	2.7
Asian	1.1
Filipino	0.1
Hispanic or Latino	30.4
Native Hawaiian or Pacific Islander	0.3
White	61.4
Two or More Races	3.1
Socioeconomically Disadvantaged	60.2
English Learners	3.1
Students with Disabilities	12.2
Foster Youth	0.8
Homeless	7.8

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 for Red Bluff High School	17-18	18-19	19-20
With Full Credential	81	83	
Without Full Credential	2	2	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Red Bluff Joint Union	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Red Bluff High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	2	
Total Teacher Misassignments*	1	4	
Vacant Teacher Positions	0	0	

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Red Bluff Union High School attempts to take advantage of adopting the latest materials for use in the classrooms. All instructional materials are carefully selected to align with the State of California Frameworks and requirements. The focus and emphasis of instruction and counseling is to encourage students to graduate from Red Bluff Union High School.

The selection of instructional materials involves the School Site Council, parents, teachers, community members and students. The board of trustees plays an integral role in ensuring Red Bluff Union High School secures the highest quality instructional materials available for students and teachers. All core academic textbooks go through a rigorous adoption process. Departments review proposed textbooks and present their proposals to the SSC; then they make their recommendation to the board of trustees. Trustees review the textbooks and will then discuss and adopt the textbooks at an open session of a regular board meeting.

Every student, including English learners, has access to their own textbooks and instructional materials to use in class and to take home.

Textbooks and Instructional Materials

Year and month in which data were collected: 9/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>CA Collections; Houghton, Mifflin, Harcourt Adoption Year 2018</p> <p>Literature & Language Arts, Third Course; Holt, Rinehart and Winston Adoption Year 2007</p> <p>The Bedford Reader; Kennedy, Kennedy and Aaron; Bedford/St. Martin's Adoption Year 2007</p> <p>AP English: The Language of Composition: Reading, Writing, Rhetoric; by Shea, Scanlon and Dissin Aufses Adoption Year 2013</p> <p>SRA REACH System, McGraw-Hill Adoption Year 2002</p> <p>SRA Direct Instruction Corrective Reading Decoding, McGraw-Hill Adoption Year 2002</p> <p>Literature & Language Arts, Holt Adoption Year 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	<p>Pacemaker Practical Mathematics for Consumers, Third Edition; Pearson Education Adoption Year 2004</p> <p>Mathematics: Applications & Concepts, Course 2; Glencoe/McGraw-Hill Adoption Year 2004</p> <p>Pacemaker Basic Mathematics, Third Edition; Pearson Education Adoption Year 2000</p> <p>Mathematics 4, Preliminary Edition; CPM Educational Program Adoption Year 1999</p> <p>Mathematics 3, Second Edition; CPM Educational Program Adoption Year 2000</p> <p>Understanding Basic Statistics, Houghton Mifflin Adoption Year 2001</p> <p>Algebra 1, Glencoe/McGraw-Hill Adoption Year 2005</p> <p>Geometry, Glencoe/McGraw-Hill Adoption Year 2005</p> <p>Algebra 2/FDWK Series, McDougal Littell Adoption Year 2007</p> <p>Math Analysis: Precalculus 7th Edition, Pearson/Prentice Hall Adoption Year 2007</p> <p>AP Calculus, 3rd Edition; Pearson/Prentice Hall Adoption Year 2007</p> <p>Math Analysis: Precalculus/FDWK Series, Prentice Hall Adoption Year 2007</p> <p>Calculus/FDWK Series Adoption Year 2007</p> <p>Integrated 1 CPM Educational Program Adoption Year 2015</p> <p>Integrated 2 CPM Educational Program Adoption Year 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Environmental Science; Pearson Adoption Year 2018</p> <p>Biology AP Edition 12th Ed. McGraw-Hill Education Adoption year 2016</p> <p>Essentials of Human Anatomy and Physiology 11th Ed. Elaine N. Marieb Pearson Education Adoption year 2015</p> <p>College Physics 10th Ed. Serway & Vuille, Cengage Learning Adoption year 2015</p> <p>Chemistry 9th Ed. Zumdahl & Zumdahl, Cengage Learning Adoption year 2014</p> <p>Environmental Science Withgott, Pearson Adoption year 2011</p> <p>Earth Science Glencoe Adoption year 2008</p> <p>Chemistry; by Wilbraham, Staley, Matta and Waterman; Prentice Hall Adoption year 2007</p> <p>Biology, by Campbell, Reece, Mitchell; Addison Wesley Longman, Inc. Adoption year 2001</p> <p>Modern Biology; Holt, Rinehart and Winston Adoption year 1994</p> <p>Physics: Principles and Problems, Merrill Adoption year 1995</p> <p>Modern Chemistry; Holt, Rinehart and Winston Adoption year 1999</p> <p>Pacemaker Biology, Third Edition; Pearson AGS Globe Adoption year 2006</p> <p>Pacemaker General Science, Third Edition; Pearson AGS Globe Adoption year 2006</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>Pacemaker World History, Third Edition; Pearson Education Adoption year 2002</p> <p>World History: World History: The Modern World, Prentice Hall Adoption year 2007</p> <p>World History: Connections to Today, the Modern Era; Prentice Hall Adoption year 2003</p> <p>U.S. History: The Americans: Reconstruction to the 21st Century, Rand McNally Adoption year 2003</p> <p>U.S. Government: American Government, California Edition; Prentice Hall Adoption year 2007</p> <p>Magruder's American Government, Prentice Hall Adoption year 2003</p> <p>Economics: Economics: Principles in Action, California Edition; Prentice Hall Adoption year 2007</p> <p>AP World History: The Earth and Its Peoples: A Global History, Wadsworth/Cengage Learning Adoption year 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Realidades 1 Prentice Hall Adoption year 2008</p> <p>Realidades 2 Prentice Hall Adoption year 2008</p> <p>Realidades 3 Prentice Hall Adoption year 2008</p> <p>Spanish Speakers 2 Sendas Literarias 1 Adoption Year 2008</p> <p>Abienda Paso series Adoption year 2008</p> <p>Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The maintenance and safety of the school facility is of the utmost concern. Surveillance cameras are located strategically around the campus and monitored on a daily basis. Red Bluff High School has a maintenance and operations staff of 18 and one Director of Maintenance, Operations and Transportation. The campus and classrooms are cleaned on a daily basis. Janitorial staff cleans all classrooms during non-school hours. Red Bluff Union High School provides a safe, clean learning and working environment.

To maintain a safe and healthy environment, the maintenance staff receives training in general maintenance procedures, handling hazardous materials, safety procedures, equipment safety checks and work safety. This plan can be found at the district office as part of our Comprehensive School Improvement Plan. Designated individuals within the district perform periodic inspections; annual inspections are done by outside agencies. Safety, cleanliness and maintenance of facilities are high priorities at Red Bluff Union High School. Long-term maintenance needs are regularly planned. Recent facility improvements include, remodeling of our special-day class, parking-lot maintenance/repair, roofing on the main office, and upgrade of school pool. Fencing around the perimeter of the school is also a long-term plan and will be completed in phases.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/28/2019

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	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	47	45	42	41	50	50
Math	29	23	26	20	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	17.6	21.3	37.6

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

**School Year 2018-19 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	369	361	97.83	45.43
Male	192	188	97.92	42.55
Female	177	173	97.74	48.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	114	112	98.25	34.82
White	222	217	97.75	50.69
Two or More Races	12	12	100.00	50.00
Socioeconomically Disadvantaged	228	222	97.37	40.99
English Learners	33	33	100.00	18.18
Students with Disabilities	35	35	100.00	11.43
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	43	42	97.67	2.33

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 2018-19 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	368	360	97.83	22.50
Male	192	188	97.92	25.53
Female	176	172	97.73	19.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	113	111	98.23	17.12
White	222	217	97.75	23.96
Two or More Races	12	12	100.00	25.00
Socioeconomically Disadvantaged	227	221	97.36	16.29
English Learners	33	33	100.00	3.03
Students with Disabilities	35	35	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	43	42	97.67	2.33

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 2019-20)

It is the philosophy of Red Bluff Union High School to develop and maintain strong ties to the community and to students and their families. Many of the faculty members serve on county and city boards and committees, as well as community service organizations. It is through this close connection with the community that open lines of communication are maintained, and school programs supported. The community has developed a sense of ownership and responsibility in the education of our students. Parents are encouraged to attend all school functions and special events. Several student/parent nights are provided throughout the school year by our counseling and academic departments. These nights focus on curriculum, assessment, postsecondary educational opportunities, financial aid, eighth grade student/parent information, student and parent orientation, athletic banquets, Future Farmers of America (FFA) banquets/family nights, Back-to-School Night, etc. These events provide an excellent opportunity for parents and the community to be involved with faculty and staff.

To provide effective communication with families, Red Bluff High School utilizes multiple means to help parents be aware of current information and events. Notices are placed on the school's electronic readerboard, school website (www.rbuhsd.k12.ca.us), school Facebook page, and Daily Bulletin. The school also utilizes an automated caller to dial all parents regarding special events and notifications. Red Bluff Joint Union High School District (RBUJHSD) website is continually updated with current information regarding curriculum assessment, extracurricular activities, career pathways, and programs that support student learning. The counseling department has a link on the website, which provides updated information on guidance services with email links to staff and counselors. With Parent Portal, parents are able to log in to a secured link and check their student's daily attendance, current grades, and teachers' homework and daily assignments. Parents are able to access teachers' voicemail during the school day. All teachers are accessible by email, and an email directory is listed on the school's website.

Red Bluff High School provides parents with opportunities to be involved and informed with their student's education. The following are various groups that help foster parental engagement.

- The School Site Council (SSC) is a vital group consisting of parents, students, business partners and faculty/staff that develop the School Plan for Student Achievement (SPSA). The SSC has become an excellent mode of communication throughout the county.
- Several Parent meetings with the Superintendent have been held throughout the year. Dinner, childcare and translation services are provided for parents in order to participate in these interactive meetings to discuss and gather input on the various components of our district LCAP.
- English Learner Advisory Committee (ELAC) is another supportive group of staff and parents who advise the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA). ELAC collaborates with teachers and counselors in providing Latino students with the greatest learning environment and opportunities. The ELAC committee has provided a Parent Academy in an effort to inform, include and value parental involvement of English language learners (ELLs). The Parent Academy meets every two weeks and provides ELL parents with literacy components that will help them navigate our school system and be better equipped to support their students
- Parent Partnership Team was created to help parents, staff and community collaborate on improving parent involvement and creating a family-friendly environment. Our Parent Partnership Team helps with increasing parent participation.
- Parent Orientation and Welcome Breakfast helps recruit parent volunteers. The Parent Partnership Team is currently in progress of developing a Parent Resource Center where parents will have a place on campus to have access to the Internet to use their Parent Portal; knowledge of school resources and opportunities for their students.
- The Parent Institute for Quality Education (PIQE) in partnership with California State University, Chico is a free nine-week program for parents to learn how to create a positive and lasting educational environment at home and create a bridge between home and school.

For more information on how to become involved, contact Counselor and Parent Partnership Coordinator, Darbie Andrews at (530) 529-8716 or dandrews@rbhsd.org

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

A school safety committee is composed of District staff, students, SRO, and campus supervisors. This committee meets quarterly and reports to the superintendent. All faculty and staff share the responsibility of guaranteeing the safety of our students and for maintaining an environment free of drugs and violence. Faculty, three campus supervisors and the administrative team supervise the grounds and parking areas—before school, during breaks and lunch, and after school—to help provide a safe campus for all students. All school activities are well attended, and supervised by administration and faculty. Identified problem areas receive increased supervision to assure school safety. There is also a full time school resource officer from the Red Bluff Police Department on site. Additionally, the plan is designed to affect school culture beyond the physical safety of the students and staff, and to include the emotional and social safety of everyone.

We have extensive surveillance camera coverage and have implemented the Catapult mobile application for better communication in the event of an emergency. Red Bluff Joint Union High School District has developed a safety plan that is reviewed annually. Fire and intruder drills are held on a regular basis and school provided transportation safety is an ongoing program.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.3	5.1	3.9
Expulsions Rate	0.1	0.0	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.8	5.6	4.9
Expulsions Rate	0.1	0.0	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

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

Title	Ratio
Academic Counselor*	306.4

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23	27	40	4	24	20	42	4	26	18	39	5
Mathematics	19	16	14	1	24	16	38	4	23	17	38	4
Science	25	11	24	6	26	7	32		26	11	21	6
Social Science	26	14	17	12	27	6	28	8	27	7	30	3

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

A district wide comprehensive Staff Development Plan is reviewed each year. Input is solicited from departments, individual staff, and the SSC. Special attention is given to school wide goals, helping students attain State Standards, and our Expected Schoolwide Learning Results (ESLRs). Aligned with District and departmental goals, particular emphasis has been placed on implementing common core curriculum. All departments have been given time to collaborate and develop action plans, based on methods supporting assessment programs through their specific curriculum. Staff has been involved in numerous presentations and activities dealing with multicultural and at-risk populations. Many of RBJUHS's most impressive in-service trainings have been presented by our own faculty.

All staff participates in weekly Professional Development on Wednesdays with extensive training focused on student achievement. Particular emphasis has been placed on areas of Program Improvement outlined in the LEA Goal Plan. The district is utilizing 3 development teams to drive the district. Those include: Leadership, Academic, and Behavioral. In those groups ,staff is asking: What are research-based best practices and strategies that have been successful in helping students achieve at high levels? How can we implement these practices into our school culture? What commitments will we make to one another in order to support our teaching? What data will we monitor to support our teaching? What support systems will we have in place to implement the Common Core? What can we do better for social and emotional learning of our students?

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,553	\$48,684
Mid-Range Teacher Salary	\$68,882	\$78,920
Highest Teacher Salary	\$89,230	\$99,844
Average Principal Salary (ES)	\$0	\$137,288
Average Principal Salary (MS)	\$0	\$135,905
Average Principal Salary (HS)	\$123,542	\$134,157
Superintendent Salary	\$143,384	\$185,654

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	31%
Administrative Salaries	6%	6%

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

Types of Services Funded

- Title I
- Achieve 3000
- Acellus Learning Platform
- Edgenuity
- Edmentum credit recovery
- Read Right Program
- Tech Staff Development
- Title II—Teacher & Principal Training & Recruiting
- Title IV—Safe and Drug Free Schools
- Career Pathways
- Special Education
- Perkins-Career Technical Programs
- After School Safety and Enrichment for Teens (ASSETS Program)
- Workability I
- Drug/Alcohol Intervention/ Prevention Counseling
- Alternatives to Violence Counseling
- Girls Circles
- Achieve Program

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

Rate for Red Bluff High School	2015-16	2016-17	2017-18
Dropout Rate	5.8	2.2	1.7
Graduation Rate	91.1	93.1	94.2

Rate for Red Bluff Joint Union High	2015-16	2016-17	2017-18
Dropout Rate	6.4	0.7	2.8
Graduation Rate	90.1	86.8	88.5

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,441	\$3,613	\$6,828	\$68,768
District	N/A	N/A	\$6,261	\$71,935.00
State	N/A	N/A	\$7,506.64	\$79,737.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	8.7	-4.5
School Site/ State	-9.5	-14.8

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

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

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1,690
% of pupils completing a CTE program and earning a high school diploma	51%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	70%

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	94.39
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	29.72

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	2	N/A
All courses	10	12.1

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

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

Career Technical Education Programs

Our mission for building a high-quality Career Technical Education Program is to provide all students with an opportunity to have a hands on experience learning technical skills as well as providing students with career development skills. This mission will assist our students to successfully transition into post-secondary training/education and the labor force. We recognize the importance of CTE to be woven into the fabric of our overall educational system.

Our CTE programs reflect a collaboration of industry, school administration, community colleges, CSU, parents, and staff. Our CTE Advisory Committee reflects this collaboration and strongly supports the guiding principles of our commitment to provide all students career technical education in their identified career pathway.

Red Bluff High School is committed to Career Technical Education and has incorporated specific goals within the LCAP to improve, support, and sustain a successful Career Technical Education (CTE) Career Pathway Program: 1. Implement CTE pathway program with the support of state grant money. 2. Integrate CTE and a-g courses. 3. Partner with Project Lead the Way to develop a Computer Science pathway. 4. Provide CTE classes to Salisbury. 5. Align Professional Learning Communities with specific pathways

All freshmen students receive curriculum and instruction in career exploration in their Frosh Success course. Through career assessments, freshmen discover career pathways that best correlates with their interests. Special attention is placed on enrolling students of special populations into career technical courses. Teachers and counselors encourage students to enroll into non-traditional occupations. Ninety seven percent of our students with disabilities are enrolled in at least one CTE course.

Our campus encompasses 45 acres and is reflective of a community college where students have an opportunity to experience real-world industrial environments. Our mission is to continue to expand and strengthen career technical education for all students

RBJUHS District offers 60 sections of career technical programs with an enrollment of approximately 1,200 students.

- Ag Biology
- Animal Science
- Equine Science
- Veterinary Tech
- Ag Sales & Mkt
- Ag Earth Science
- Ag & Soil Chemistry
- Ag Farm Class/Intern
- AG Mechanics
- Ag Mechanics I
- Ag Mechanics II
- Ag Mechanics III
- Ag Mechanics IV
- Floral Design
- Natural Resources
- Firefighting I
- Firefighting II
- Finance (Pers/Bus)
- Computer Drafting
- Computer Science Engineering (PLTW)
- Environmental Science
- NASA Intern I
- NASA Intern II
- Art I
- Art II
- Advanced Journalism
- Yearbook
- Dance I
- Dance II
- Dance III
- Theater Arts I
- Theater Arts II
- Broadcast Technologies I
- Broadcast Technologies II
- Anatomy & Phys.
- Healthcare Occupations
- Child Development
- Childcare Occupation
- Technology I
- Exploring Computer Science
- Cisco A+ Cert
- Metals I
- Metals II
- Woods I
- Woods II
- Small Engines
- Auto Upkeep
- Automotive Svs. I
- Automotive Svs. II
- Automotive Comm. Classroom

Workability I: Every student with a disability in the RBJUHS District receives career counseling, work-based and school-based learning opportunities, job shadowing, and employability skills training. Fifty percent of this population also experiences 100 hours of paid work experience. A large majority of these students also attend CTE programs within the District.

Shasta Community College: Career technical teachers meet annually with Shasta College career technical teachers to review existing articulation agreements. Currently, five of our programs have articulation programs with Shasta College.

Workforce Investment Act (WIA) Job Training Centers of Tehama County: Red Bluff Joint Union High School District has maintained a long-standing relationship with the Job Training Center of Tehama County. Our District has served on the WIA's Youth Advisory Committee for the past ten years. We will continue to have a strong partnership with JTC in providing career programs and opportunities for our students.

Students of special populations, especially those most at-risk, have received additional supportive services and training in career technical fields. In addition to providing CTE training for adults in our county, Job Training Center has assisted many of our students in attending post-secondary training and work-based learning opportunities.

Prime Representative of Career Technical Education: Lynette Corning, CTE Director

It is essential that CTE teachers have the opportunity to collaborate with our stakeholders, including Job Training Center (WIA), business and industry partners, students, parents, and staff in order to effectively plan, implement and evaluate our CTE programs. Our CTE Advisory Committee is the oversight committee for all CTE programs.

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.