

Red Bluff High School

CDS Code: 52-71639-5237201

1260 Union Street Red Bluff, CA 96080-3121 • Phone: (530) 529-8710 • Grades: 9-12
Ron Fisher, Principal • Email: rfisher@rbuhsd.org • www.rbuhsd.k12.ca.us



Red Bluff Joint Union High School District

Todd Brose, Superintendent
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Principal's Message

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 students. Red Bluff High School is quite proud of its rigorous academic programs, strong vocational 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.

Ron Fisher
Principal

Parental Involvement

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 reader board, 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 (RBJUHS) 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 Single Plan for Student Achievement (SPSA). The SSC has become an excellent mode of communication throughout the county.
- 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 Single 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.

Continued on page 2

District Mission Statement

The mission of RBJUHS is to inspire and support each student to achieve academic excellence in a safe, healthy, and respectful environment every day.



Governing Board

Lida Chase
Jack Hansen
Elsa Bautista
Barbara McIver
Marianne Willard

Strategic Goals

Goal 1:
Ensure all students learn

Goal 2:
Build professional collaboration and supportive relationships

Goal 3:
Build an effective data management system

2013-14 School Accountability Report Card — Published during the 2014-15 school year

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Parental Involvement

Continued from page 1

- 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 at events, such as our 9th Grade Parent Orientation and Welcome Breakfast, and 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 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 Michelle Ackley at (530) 529-8724 or mackley@rbuhsd.k12.ca.us; or Associate Principal Jody Brownfield at (530) 529-8728 or jbrownfi@rbhsd.org.



School Vision

*Graduates from
Red Bluff High School
will be well-prepared
for college,
career and life.*

School Mission Statement

We are committed to the following:

- Equitable access to a wide range of challenging classes and meaningful learning opportunities for students
- Bell-to-bell student engagement featuring relevant and challenging student learning every period, every day
- An environment that promotes and nurtures student learning and emotional and physical wellness
- A sense of belonging, respect and empowerment among staff, students and our community
- A school culture where diversity is accepted and respected
- A collaborative decision-making process involving staff, students and our community
- Students who graduate with a plan for success for their future

School Safety

Red Bluff Joint Union High School District has developed a safety plan that is reviewed annually. Fire drills are held on a regular basis, and bus safety is an ongoing program.

A school safety committee is composed of district staff, students and community partners. This committee meets quarterly and reports to the superintendent. All faculty and staff share the responsibility for the safety of our students and for maintaining an environment free of drugs and violence. A full-time campus supervisor is now in place. The supervisor is assigned to be out and about on campus from 7:30 a.m. to 4 p.m. In addition, teachers rotate checking hallways and bathrooms during their prep periods. There is also a rotating group of teachers supervising key areas of campus before and after school. Three administrators and the dean of students also supervise before school, at break, lunch and after school. All athletic and extracurricular activities on campus are also supervised. Identified problem areas receive increased supervision to assure school safety.

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.

The district has a full-time school resource officer (SRO) from the Red Bluff Police Department on-site, and there are surveillance cameras located throughout the school that are monitored by school administration and the SRO daily. The cameras have been an asset in crime prevention.

What makes RBHS so unique continues to be the many relationships we have with students, parents, staff and the community. Relationships are fostered through many different ways, including:

- Specific interventions
- Drills and training for staff
- School resource officer
- Challenge Day
- Girls Circles and Boys Councils
- Peer mentoring with middle schools
- After-School Safety and Enrichment for Teens (ASSETS Program)
- Student Government projects like Connect Crew
- Campus supervision by administration throughout the day
- Teachers' open-door policy during lunch
- Peer partners and peer counselors

Red Bluff High School will continue to review safety concerns in order to provide our students and staff with a safe and nurturing learning environment.

The School Safety Plan was last reviewed, updated and discussed with the school faculty in September 2014. A new School Safety Plan will be developed in the 2014-15 school year and reviewed by staff.

Crisis Counseling

In the event of a crisis, whether personal or schoolwide, the counseling department and administration coordinate an effort to serve all students in need. The school psychologist and outside agencies like ATV and youth groups can also be involved depending on the situation. Crisis counseling can be provided to individuals and small groups.

Suspension and Expulsion

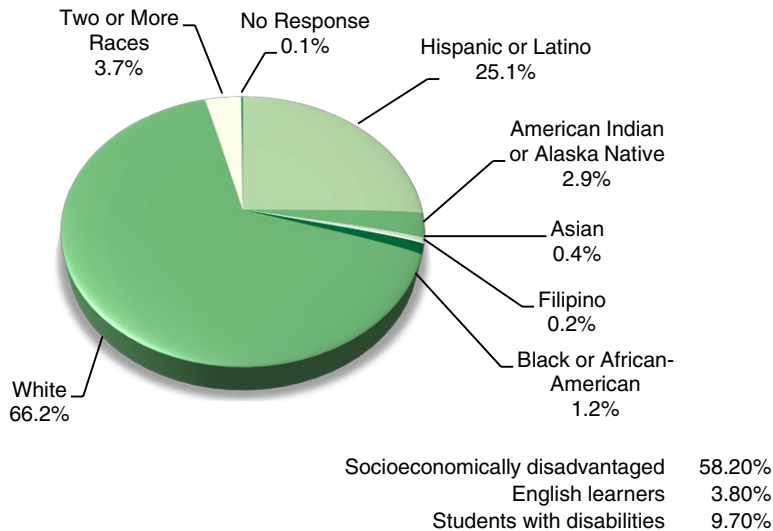
We believe that the best discipline is self-imposed and that each student should learn to assume responsibility for his or her actions. Our goal is to enhance each student's awareness of his or her personal responsibility by providing an orderly and predictable set of expectations, so each student can choose the course of action which is in his or her best personal interest. The development of responsible adults is a task that cannot be left solely to the school. We recognize that we are teammates with parents, counselors, and support services and outside agencies. When communicating with parents concerning unacceptable behavior, we attempt to create a plan, mutually agreed to, with timelines and benchmarks toward success. Such a plan has its greatest chance for success when it includes the student, the parent, the teacher and the administrator.

Enrollment by Student Group

The total enrollment at the school was 1,395 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2013-14 School Year

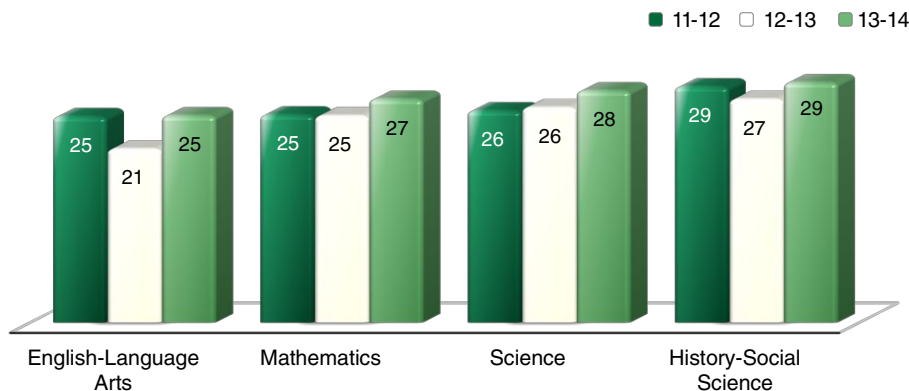


Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size.

Average Class Size

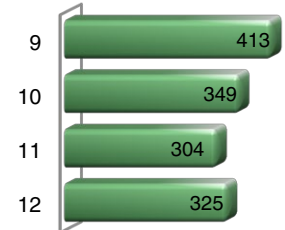
Three-Year Data Comparison



Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.

2013-14 Enrollment by Grade



"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."

Number of Classrooms by Size

Three-Year Data Comparison

	2011-12			2012-13			2013-14		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	18	28	10	20	25	13	12	43	3
Mathematics	12	35	2	13	33	3	5	41	2
Science	6	23	3	9	16	8	3	28	4
History/social science	8	18	10	11	20	8	5	18	11



California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	Red Bluff HS			Red Bluff JUHSD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	63%	53%	62%	55%	46%	58%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		Spring 2014 Results
Group	Science	
All students in the district	58%	
All students at the school	62%	
Male	70%	
Female	54%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	37%	
Native Hawaiian or Pacific Islander	❖	
White	71%	
Two or more races	67%	
Socioeconomically disadvantaged	57%	
English learners	9%	
Students with disabilities	35%	
Students receiving Migrant Education services	❖	

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	Red Bluff HS			Red Bluff JUHSD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	48%	47%	54%	43%	42%	48%	54%	56%	55%
Mathematics	28%	28%	33%	27%	27%	32%	49%	50%	50%
History/social science	45%	46%	49%	39%	39%	43%	48%	49%	49%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	6	6	6
Similar Schools API Rank	3	4	5

Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group				2013 Growth API and Three-Year Data Comparison		
Group	2013 Growth API			Red Bluff HS – Actual API Change		
	Red Bluff HS	Red Bluff JUHSD	California	10-11	11-12	12-13
All students	774	746	790	20	11	3
Black or African-American	818	818	707	■	■	■
American Indian or Alaska Native	775	733	742	■	■	■
Asian	❖	❖	906	■	■	■
Filipino	❖	❖	867	■	■	■
Hispanic or Latino	753	724	743	23	14	27
Native Hawaiian or Pacific Islander	❖	❖	773	■	■	■
White	778	751	852	15	10	-5
Two or more races	833	795	845	■	■	■
Socioeconomically disadvantaged	730	704	742	14	15	-6
English learners	732	699	717	■	■	■
Students with disabilities	506	491	616	■	■	■

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2013-14 School Year	
Grade 9	
Four of six standards	19.40%
Five of six standards	18.10%
Six of six standards	41.00%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2013-14 School Year
	Red Bluff HS	Red Bluff JUHSD
Met overall AYP	No	No
Met participation rate		
English language arts	Yes	Yes
Mathematics	Yes	Yes
Met percent proficient		
English language arts	No	No
Mathematics	No	No
Met graduation rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2014-15 School Year	
	Red Bluff HS	Red Bluff JUHSD	
Program Improvement status	In PI	In PI	
First year of Program Improvement	2009-2010	2009-2010	
Year in Program Improvement*	Year 5	Year 3	
Number of schools identified for Program Improvement		1	
Percent of schools identified for Program Improvement		100.00%	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

✧ Not applicable.

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	English Language Arts			Mathematics		
	11-12	12-13	13-14	11-12	12-13	13-14
Red Bluff HS	58%	51%	43%	66%	64%	60%
Red Bluff JUHSD	52%	48%	41%	58%	58%	58%
California	56%	57%	56%	58%	60%	62%

California High School Exit Exam Results

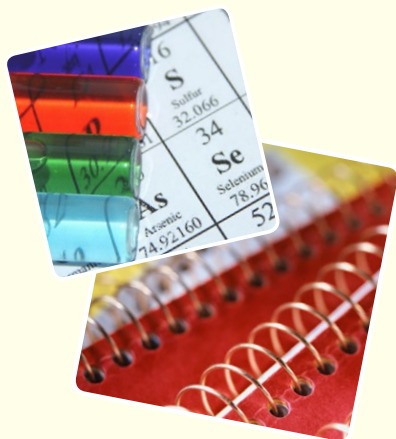
The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient.

CAHSEE Grade 10 Results by Student Group: English Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit www.cahsee.cde.ca.gov.

Students Achieving at Each Performance Level	2013-14 School Year					
	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All students in the district	59%	21%	20%	42%	40%	18%
All students at the school	57%	21%	21%	40%	42%	19%
Male	62%	25%	13%	34%	49%	17%
Female	53%	18%	28%	45%	35%	20%
Black or African-American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	77%	17%	5%	52%	42%	6%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	49%	24%	27%	36%	41%	23%
Two or more races	52%	22%	26%	32%	41%	27%
Socioeconomically disadvantaged	65%	21%	14%	44%	42%	14%
English learners	93%	0%	7%	85%	15%	0%
Students with disabilities	86%	10%	5%	70%	20%	10%
Students receiving Migrant Education services	❖	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



"The community has developed a sense of ownership and responsibility in the education of our students."

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Red Bluff HS	
2013-14 Participation	
Number of pupils participating in CTE	1,965
Percentage of pupils who completed a CTE program and earned a high school diploma	99.8%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	20.0%

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information Web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU Web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC and CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission		2012-13 and 2013-14 School Years
		Red Bluff HS
Percentage of students enrolled in courses required for UC or CSU admission in 2013-14		52.49%
Percentage of graduates who completed all courses required for UC or CSU admission in 2012-13		25.32%

Career Technical Education Programs

Our mission for building a Career Technical Education program is to provide all students with an opportunity to experience a rigorous program where they acquire the technical, academic, employability, social, and decision-making skills to successfully transition into postsecondary training/education. We recognize the importance of CTE be woven into the fabric of our educational system. Our CTE programs reflect the collaboration of our staff and community partners in providing our students with real-world experiences.

Our CTE Advisory Committee strongly supports the guiding principles of our commitment to provide all students career technical education in their identified career pathway. The CTE Committee is a representation of industry, school administration, community college, CSU, parents, and teachers. We have approximately 100 community members serving on the committee that represent industry in our six career pathways. In addition to their annual general meeting, committee members serve on round table discussions in their respective career pathways.

Freshman students receive career awareness through their FROSH Success course. This is a year-long program where students are able to develop their 10-year career plan. Research-based Career Choices curriculum is infused in the course.

Our administration and school board highly support CTE in a period where many schools concentrate on CAHSEE and their Academic Performance Index and require students to be enrolled in double math and English courses. RBHS administration and board members realize that many of our students become successful in academic programs through their experiences in CTE courses that are aligned with the core academic standards. It is our belief students are more successful when they can apply their learning to real-world tasks that require critical thinking and problem solving. Our CTE programs are aligned with industry, foundational, academic, and Common Core standards.

Our mission is to continue to expand and strengthen CTE for all students. Our primary focus is to ensure CTE is woven into the very fabric of our educational system.

RBHJHS District offers 32 sections of career technical programs with an enrollment of approximately 1,200 students. All career technical programs are taught by highly qualified teachers. Teachers have the opportunity to collaborate on Monday afternoons in their Professional Learning Communities. Teachers are able to utilize this time for curriculum development, cross-curricular projects, literacy, data analysis, industry job shadowing, and business collaboration. Teachers have an opportunity to showcase their programs during the Eighth Grade Career Day. This event provides middle-grade students an awareness of the many career technical programs RBHJHS District offers.

Special attention is placed on enrolling students of special populations into career technical courses. Teachers and counselors encourage students to enroll into nontraditional occupations. Ninety-seven percent of our students with disabilities are enrolled in at least one CTE course.

Continued on page 9

Career Technical Education Programs

Continued from page 8

With the passage of the Local Control Funding Formula (LCFF) the previous model for operating ROP programs no longer exists. LCFF now streams funding to operate career technical directly to the district. Our board and administration highly value these programs and are committed to continue offering these enriched programs to all students. Through the CTE experience, students are able to clarify their career goals, reinforce academic skills, build on workplace competencies and technical skills and assist in transitioning into employment.

CTE Programs and Sequences Offered:

Information Technology & Network Systems Sequence:

- Electronics I
- Electronics II
- Computer Literacy
- Webpage Design
- Advanced Desktop Publishing
- Broadcast Technology
- A+ Certification & CISCO Systems
- Computer Aided Drafting (CAD)

Manufacturing & Product Development Sequence:

- Introduction to Ag Mechanics
- Agriculture Welding
- Metals I
- Metals II
- Beginning Metal Fabrication
- Advanced Metal Fabrication

Agriculture & Natural Resources Sequence:

- Animal Science
- Introduction to Agriculture
- Floral Design
- Agriculture Biology
- Agricultural Business Management
- Veterinary Technician

Hospitality, Tourism, and Recreation Sequence:

- Home Economics (Skills for Everyday Living)
- Nutritional Science
- Culinary Arts

Building Trades & Construction Sequence:

- Introduction to Woods
- Woods I
- Woods II
- Computer Aided Drafting (CAD)
- Cabinetry

Arts, Media, and Entertainment Sequence:

- Theatre Production
- Advanced Theatre Production
- Transportation Industry Sequence:
- Basic Automotive
- Automotive

Finance and Business Sequence:

- Computer Literacy
- Keyboarding
- Recordkeeping
- Personal Finance
- Desktop Publishing
- Webpage Design

Literacy in CTE: Our CTE teachers collaborate with core-academic teachers to develop strategies for integrating content Standards into the CTE curriculum. A major focus is on literacy and the adoption of the Common Core. A literacy coach works with CTE teachers to develop new strategies for improving student writing and integrating writing standards into the CTE curriculum.

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. Instructors from Shasta College also serve on Red Bluff High School's CTE and ROP Advisory Committees.

Community Involvement: Living in a rural area, all stakeholders have a unique ownership of our school district and students. We are a true reflection of the "village" in providing the support in order for our students to experience a quality education and career technical experience. Our CTE Advisory Committee is comprised of over 100 stakeholders, all having a vested interest in supporting CTE programs. When teachers and stakeholders are empowered to work together in a nurturing and supportive environment, collaborative sessions bring synergy where the "whole is truly greater than the sum of its parts." Collaboration in this Standards-based culture also includes CTE teachers meeting with academic teachers to discuss effective methods for teaching core Content Standards with the goal of reducing, or even eliminating, the separation between academic and career technical programs of study and recognizing the value they both bring to one another in order to build a stronger integrated approach to learning.

Prime Representative of Career Technical Education: Jody Brownfield says, "career technical education engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society." It is our plan that by raising higher academic expectations for our students, we will be preparing them for success in the future.

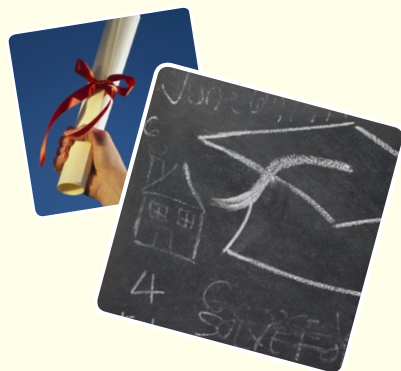


Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Red Bluff HS			
	11-12	12-13	13-14
Suspension rates	5.9%	5.7%	9.0%
Expulsion rates	0.1%	0.1%	0.2%
Red Bluff JUHS			
	11-12	12-13	13-14
Suspension rates	7.3%	5.9%	9.3%
Expulsion rates	0.2%	0.2%	0.2%
California			
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%





"Red Bluff Union High School provides a safe, clean learning and working environment."

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2013-14 School Year	
Percent of total enrollment enrolled in AP courses	1.10%
Number of AP courses offered at the school	17
Number of AP Courses by Subject	
Computer Science	0
English	4
Fine and performing arts	0
Foreign language	0
Mathematics	4
Science	3
Social science	6



Completion of High School Graduation Requirements

This table displays school, district and California data for the percentage of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2013	
Group	Red Bluff HS	Red Bluff JUHSD	California
All students	95.36%	92.76%	84.56%
Black or African-American	100%	100%	75.90%
American Indian or Alaska Native	112.50%	76.92%	77.82%
Asian	100%	100%	92.94%
Filipino	100%	100%	92.20%
Hispanic or Latino	97.44%	88.89%	80.83%
Native Hawaiian or Pacific Islander	100%	150%	84.06%
White	94.17%	93.31%	90.15%
Two or more races	75%	122.22%	89.03%
Socioeconomically disadvantaged	93.59%	84.26%	82.58%
English learners	66.67%	71.43%	53.68%
Students with disabilities	84.38%	88.10%	60.31%

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. See www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates				Three-Year Data Comparison		
	Graduation Rate			Dropout Rate		
	10-11	11-12	12-13	10-11	11-12	12-13
Red Bluff HS	92.55%	96.89%	95.36%	5.30%	1.20%	3.10%
Red Bluff JUHSD	78.86%	85.62%	80.29%	16.10%	10.30%	13.40%
California	77.14%	78.87%	80.44%	14.70%	13.10%	11.40%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, roofs
- **External:** Windows, doors, gates, fences, playgrounds, school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Fair
Interior	Poor	Safety	Good
Cleanliness	Good	Structural	Fair
Electrical	Fair	External	Good
Overall summary of facility conditions			Fair
Date of the most recent school site inspection			5/28/2014
Date of the most recent completion of the inspection form			5/28/2014

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2014-15 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Interior	Classroom lighting is outdated and unsupported. Flooring is nearing the end of useful life in most classrooms. Repairs will be made utilizing Proposition 39 funds over the next four years.	
Electrical	Power availability to classrooms is inadequate for current technology needs. Repairs will be made as funds become available. In long-range facility plan	
Restrooms/fountains	All restrooms in need of rehab and Americans with Disabilities Act (ADA) updates. Repairs will be made as funds become available. In long-range facility plan	
Structural	Main Gym and HS Admin building are in need of roof recoating. Repairs will be made as funds become available. In long-range facility plan	

School Facilities

Red Bluff High School opened its doors in September 1897. Since that time, the high school has gone through many transformations and expansions. Red Bluff High School is located in Northern California, 120 miles north of Sacramento on the Interstate 5 corridor. The 145-acre campus serves the city of Red Bluff, with a population of about 14,050 residents, in addition to the many surrounding rural communities. As the only comprehensive high school in the 2,600-square mile district, the school serves a diverse ethnic, social and economic enrollment of about 1,380 students in grades 9, 10, 11 and 12. The school serves nine different feeder districts. Red Bluff High School serves as the social and cultural hub of the community, with many students and adults participating in school functions. Red Bluff High School is a well-established high school that has enjoyed more than 100 years of interactive relationships with the community.

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 16, with one maintenance supervisor, and one director of maintenance, operations and transportation. The campus and classrooms are cleaned on a daily basis. Janitorial staff cleans all classrooms during nonschool hours.

Red Bluff Union High School provides a safe, clean learning and working environment. The district grounds and maintenance staff maintain the pristine campus and buildings. 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.

High school campuses reflect the communities of which they are a part. Due to the dedication of the staff and students, the school continues to convey a sense of community and beauty.

Safety, cleanliness and maintenance of facilities are high priorities at Red Bluff Union High School. Long-term maintenance needs are regularly planned for each year in the budget process.

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School Facilities

Continued from page 11

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.

In addition to regular classrooms, Red Bluff Union High School has a first-class Performing Arts Center, a well-equipped weight-training facility, a field house, an all-weather track and football field, 17 modular classrooms, four satellite food facilities, four modular special-program classrooms, and a modular independent-study/adult-education building.

Most recently, through a grant from the Shasta Regional Community Foundation, we were able to replace the large Acousti-Seal Modernfold operable wall system for our performing arts center that enabled us to maximize the use of the facility. Shasta Regional Community Foundation has also been generous in donating funds in order for us to replace the entire theatrical light system in our performing arts center. Our community continues to be very supportive in providing in-kind and financial donations to assist in maintaining the beauty and functionality of the school.



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2014-15 School Year	
Data collection date	8/2014

Textbooks and Instructional Materials

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, achieving the 220 credits necessary for graduation.

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; they then make their recommendation to the board of trustees. Trustees review the textbooks and then will 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 List		2014-15 School Year
Subject	Textbook	Adopted
English language arts	<i>Literature & Language Arts</i> , Third Course; Holt, Rinehart and Winston	2007
English language arts	<i>The Bedford Reader</i> ; Kennedy, Kennedy and Aaron; Bedford/St. Martin's	2007
English language arts	AP English: <i>The Language of Composition: Reading, Writing, Rhetoric</i> ; by Shea, Scanlon and Dissin Aufses	2013
English language arts	SRA REACH System, McGraw-Hill	2002
English language arts	SRA Direct Instruction Corrective Reading Decoding, McGraw-Hill	2002
English language arts	<i>Literature & Language Arts</i> , Holt	2007
Mathematics	<i>Pacemaker Practical Mathematics for Consumers</i> , Third Edition; Pearson Education	2004
Mathematics	<i>Mathematics: Applications & Concepts</i> , Course 2; Glencoe/McGraw-Hill	2004
Mathematics	<i>Pacemaker Basic Mathematics</i> , Third Edition; Pearson Education	2000
Mathematics	Mathematics 4, Preliminary Edition; CPM Educational Program	1999
Mathematics	Mathematics 3, Second Edition; CPM Educational Program	2000
Mathematics	<i>Understanding Basic Statistics</i> , Houghton Mifflin	2001
Mathematics	<i>Algebra 1</i> , Glencoe/McGraw-Hill	2005
Mathematics	Math A: <i>Gateways to Algebra and Geometry</i> , McDougal Littell	1993
Mathematics	<i>Algebra 2</i> , Saxon	1989
Mathematics	<i>Geometry</i> , Glencoe/McGraw-Hill	2005
Mathematics	Algebra 2/FDWK Series, McDougal Littell	2007
Mathematics	Math Analysis: Precalculus 7th Edition, Pearson/Prentice Hall	2007
Mathematics	AP Calculus, 3rd Edition; Pearson/Prentice Hall	2007
Mathematics	Math Analysis: Precalculus/FDWK Series, Prentice Hall	2007
Mathematics	Calculus/FDWK Series	2007

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Textbooks and Instructional Materials

Continued from page 12

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
Science	<i>Chemistry</i> ; by Wilbraham, Staley, Matta and Waterman; Prentice Hall	2007
Science	<i>Biology</i> , by Campbell, Reece, Mitchell; Addison Wesley Longman, Inc.	2001
Science	<i>Modern Biology</i> ; Holt, Rinehart and Winston	1994
Science	<i>Physics: Principles and Problems</i> , Merrill	1995
Science	<i>Modern Chemistry</i> ; Holt, Rinehart and Winston	1999
Science	Pacemaker Biology, Third Edition; Pearson AGS Globe	2006
Science	Pacemaker General Science, Third Edition; Pearson AGS Globe	2006
History-Social Science	<i>Pacemaker World History</i> , Third Edition; Pearson Education	2002
History-Social Science	<i>World History: World History: The Modern World</i> , Prentice Hall	2007
History-Social Science	<i>World History: Connections to Today, the Modern Era</i> ; Prentice Hall	2003
History-Social Science	<i>U.S. History: The Americans: Reconstruction to the 21st Century</i> , Rand McNally	2006
History-Social Science	<i>U.S. Government: American Government</i> , California Edition; Prentice Hall	2007
History-Social Science	<i>Magruder's American Government</i> , Prentice Hall	2003
History-Social Science	<i>Economics: Economics: Principles in Action</i> , California Edition; Prentice Hall	2007
History-Social Science	<i>AP World History: The Earth and Its Peoples: A Global History</i> , Wadsworth/Cengage Learning	2011

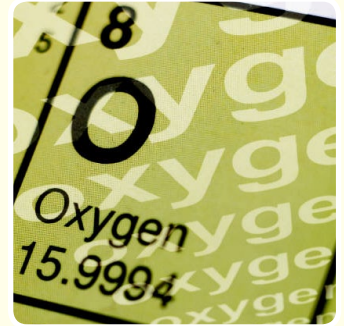
Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2014-15 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2014-15 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%



Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I
- College Options
- Study Island
- Tobacco Use Prevention Education
- Accelerated Reader
- Accelerated Math
- Tech Staff Development
- Title II — Teacher & Principal Training & Recruiting
- Title IV — Safe and Drug Free Schools
- Title V — Innovative Programs
- Career Technical Education
- Special Education
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- High School Exit Exam Remediation Classes
- School Library Grant
- AB1113 School Safety & Violence Prevention
- Perkins-Career Technical Programs
- After School Safety and Enrichment for Teens (ASSETS Program)
- Workability I
- Drug/Alcohol Intervention/Prevention Counseling
- Girls Circles/Boy's Council
- AB 3632 Counseling
- Love & Logic Parenting
- White House Program
- NASA Research Student Interns



Professional Development

A districtwide comprehensive Staff Development Plan is reviewed each year. Input is solicited from departments, individual staff, and the School Site Council. Special attention is given to schoolwide goals, helping students attain State Standards, our Schoolwide Learning Outcomes (SLOs), and teacher training that helps students prepare for and pass the California High School Exit Exam (CAHSEE).

Staff development activities are based on district and school goals as set by the School Site Council and Governing Board. Individual staff have also taken their own professional development in order to meet their growth goals in their evaluations. All staff participates in weekly Professional Development Mondays with extensive training focused on student achievement. Particular emphasis has been placed on areas of Program Improvement outlined in the LEA Goal Plan.

There has been a shift in RBHS District's focus on teaching to a focus on learning. This has become our pledge to ensure the success of each student. Teachers are collaborating through Professional Learning Communities (PLCs) during Professional Development Monday afternoons. In developing PLCs, teachers are 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 common formative assessments can we develop in order to monitor our teaching strategies?

RBHS District has created 10 PLCs facilitated by teacher leaders. These leaders have experienced extensive training in order to engage all colleagues in the ongoing exploration of three crucial questions that drive the work of our school:

1. What do we want each student to learn?
2. How will we know when each student has learned it?
3. How will we respond when a student experiences difficulty in learning?

Red Bluff High School District has appointed veteran teacher/counselor Wendy Drury as our academic intervention specialist. Her role is to assist teachers in monitoring struggling students on a timely basis and ensure every student who experiences academic difficulty will receive extra time and support for learning. This year Mrs. Drury's focus is assisting teachers in analyzing data and developing an assessment that will become the baseline data for all students. Her goal is to have a solid intervention system in place for next year.

SHS Professional Learning Communities focus around powerful teacher collaboration that is a systematic process in which teachers work together to analyze and improve their classroom practice. At the beginning of the school year, PLC teams developed norms to clarify expectations regarding teacher roles, responsibilities and relationships. Teams are currently collaborating on the task of developing common formative assessments to monitor each student's mastery of the essential outcomes. The entire team gains insight as to what strategies are working and what are not working, and members discuss new strategies that they can implement in their classrooms to raise student achievement. Ongoing conversations enable team members to share their goals, strategies, materials, pacing guides, questions, concerns and results. PLCs have provided teachers a supportive team that focuses on student learning.

Principal Barbara Thomas has empowered all PLC teams to create their weekly PLC agendas. They have been provided with the guidance to focus on formative assessments, pacing guides and Common Core standards. A common formative assessment process provides information needed to adjust teaching and learning. The formative assessment process guides teachers in making decisions about future instruction. Examples of formative assessment include: observations, questioning, discussion, graphic organizers, peer/self assessments, practice presentations, and think-pair-share. When PLCs develop common formative assessments throughout the school year, each teacher can identify how his or her students performed on each skill compared with other students. Teachers can call on their PLC team colleagues to help them reflect on areas of concern. PLC teams review all students' test data and share these results with colleagues. Through this practice, teachers can quickly learn if a teacher has been particularly effective in teaching a certain skill. PLC team members consciously look for successful practice and attempt to replicate it in their own teaching. They also identify areas of the curriculum that will need more attention. Each teacher has access to the ideas, materials, strategies, and talents of the entire PLC team.

The PLC model has proven to be an effective and powerful new way of working together that profoundly affects the practice of Salisbury High School education. PLCs have required our teachers to invest in hard work, and the commitment to focus on learning rather than teaching, work collaboratively, and hold SHS accountable for continual improvement. SHS teachers are committed to the PLC movement and to diligently supporting the vision of the school: "Each student graduates as a life-long learner prepared for the challenges of a changing world."

Professional Development Days

Three-year Data Comparison

	2012-13	2013-14	2014-15
Red Bluff HS	3 days	3 days	3 days

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data Comparison			
	Red Bluff JUHSD	Red Bluff HS		
Teachers	14-15	12-13	13-14	14-15
With full credential	82	82	79	73
Without full credential	0	0	0	0
Teaching outside subject area of competence	2	11	2	2

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Red Bluff HS		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	3	3	1
Total teacher misassignments	3	3	1
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Red Bluff HS	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	✧	✧

✧ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	4.0
Ratio of students per academic counselor	348:1
Support Staff	FTE
Social/behavioral or career development counselors	0.5
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.5
Psychologist	1.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	0.5
Resource specialist (non-teaching)	0.0
Other	FTE
School resource officer	1.0
Nurse aide	1.0
Licensed Vocational Nurse (LVN)	1.0
Campus security officer	2.0
Gear-up counselor	1.0
College options counselor	1.0



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2012-13 Fiscal Year	
Total expenditures per pupil	\$11,440
Expenditures per pupil from restricted sources	\$3,903
Expenditures per pupil from unrestricted sources	\$7,537
Annual average teacher salary	\$66,032



Financial Data

The financial data displayed in this SARC is from the 2012-13 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		2012-13 Fiscal Year
	Red Bluff JUHSD	Similar Sized District
Beginning teacher salary	\$38,040	\$42,325
Midrange teacher salary	\$61,866	\$66,555
Highest teacher salary	\$80,142	\$86,253
Average high school principal salary	\$125,833	\$117,349
Superintendent salary	\$136,990	\$154,891
Teacher salaries — percent of budget	37%	36%
Administrative salaries — percent of budget	7%	6%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2012-13 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Red Bluff HS	\$7,537	\$66,032
Red Bluff JUHSD	\$7,142	\$70,551
California	\$4,690	\$70,245
School and district — percent difference	+5.5%	-6.4%
School and California — percent difference	+60.7%	-6.0%

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils 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. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit <http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp>.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.



Data for this year's SARC was provided by the California Department of Education (CDE), school, and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners. For further information regarding the data elements and terms used in the SARC see the *Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. Per *Education Code* Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2014.

School Accountability Report Card

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