

Red Bluff High School

School Accountability Report Card Reported Using Data from the 2014-15 School Year Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Red Bluff High School
Street	1260 Union Street
City, State, Zip	Red Bluff, CA 96080
Phone Number	530-529-8710
Principal	Ron Fisher
E-mail Address	rfisher@rbhsd.org
Web Site	http://rbhs.rbhsd.org/
Grades Served	9-12
CDS Code	52716395237201

District Contact Information	
District Name	Red Bluff Joint Union High School District
Phone Number	96080-2599
Superintendent	Todd Brose
E-mail Address	tbrose@rbhsd.org
Web Site	http://www.rbhsd.org/

School Description and Mission Statement (Most Recent Year)

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	397
Grade 10	420
Grade 11	354
Grade 12	334
Total Enrollment	1,505

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	3.2
Asian	0.5
Filipino	0.3
Hispanic or Latino	25.2
Native Hawaiian or Pacific Islander	0.2
White	66.4
Two or More Races	3.1
Socioeconomically Disadvantaged	60.2
English Learners	4.5
Students with Disabilities	9
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	81	78	84	92
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	5	5	3
Total Teacher Misassignments *	5	5	3
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 1/2016

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; 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature & Language Arts, Third Course; Holt, Rinehart and Winston Adoption Year 2007 The Bedford Reader; Kennedy, Kennedy and Aaron; Bedford/St. Martin's Adoption Year 2007 AP English: The Language of Composition: Reading, Writing, Rhetoric; by Shea, Scanlon and Dissin Aufses Adoption Year 2013 SRA REACH System, McGraw-Hill Adoption Year 2002 SRA Direct Instruction Corrective Reading Decoding, McGraw-Hill Adoption Year 2002 Literature & Language Arts, Holt Adoption Year 2007	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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>Math A: Gateways to Algebra and Geometry, McDougal Littell Adoption Year 1993</p> <p>Algebra 2, Saxon Adoption Year 1989</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>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Integrated 2 CPM Educational Program Adoption year 2015		
Science	<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>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Pacemaker World History, Third Edition; Pearson Education Adoption year 2002 World History: World History: The Modern World, Prentice Hall Adoption year 2007 World History: Connections to Today, the Modern Era; Prentice Hall Adoption year 2003 U.S. History: The Americans: Reconstruction to the 21st Century, Rand McNally Adoption year 2003 U.S. Government: American Government, California Edition; Prentice Hall Adoption year 2007 Magruder’s American Government, Prentice Hall Adoption year 2003 Economics: Economics: Principles in Action, California Edition; Prentice Hall Adoption year 2007 AP World History: The Earth and Its Peoples: A Global History, Wadsworth/Cengage Learning Adoption year 2011	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

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 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. 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, removal of 14 modular classrooms, 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)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 07/01/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 07/01/15				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	51	46	44
Mathematics	30	26	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	331	276	83.4	16	30	29	22
Male	11		123	37.2	19	34	30	16
Female	11		153	46.2	14	27	27	27
Black or African American	11		3	0.9	--	--	--	--
American Indian or Alaska Native	11		7	2.1	--	--	--	--
Asian	11		2	0.6	--	--	--	--
Hispanic or Latino	11		68	20.5	19	41	25	12
White	11		182	55.0	15	27	29	26
Two or More Races	11		14	4.2	7	21	43	29
Socioeconomically Disadvantaged	11		158	47.7	17	38	25	16
English Learners	11		3	0.9	--	--	--	--
Students with Disabilities	11		21	6.3	43	33	10	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	331	276	83.4	45	25	21	10
Male	11		125	37.8	40	31	20	9
Female	11		151	45.6	48	20	21	11
Black or African American	11		4	1.2	--	--	--	--
American Indian or Alaska Native	11		7	2.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	11		1	0.3	--	--	--	--
Hispanic or Latino	11		70	21.1	57	26	14	3
White	11		180	54.4	42	25	21	13
Two or More Races	11		14	4.2	29	14	50	7
Socioeconomically Disadvantaged	11		158	47.7	51	25	18	6
English Learners	11		5	1.5	--	--	--	--
Students with Disabilities	11		21	6.3	81	14	5	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	53	61	43	45	57	41	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	41
All Students at the School	43
Male	47
Female	42
Black or African American	--
American Indian or Alaska Native	28
Asian	--
Hispanic or Latino	24
White	51
Two or More Races	--
Socioeconomically Disadvantaged	5
English Learners	4
Students with Disabilities	35
Students Receiving Migrant Education Services	--
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

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 pathway 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
Recordkeeping
Finance (Pers/Bus)
Computer Drafting
Computer Science Engineering (PLTW)
Environmental Science
NASA Intern I
NASA Intern II
Art I
Art II AP Studio Art
Intro to Mass Media
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
Nutritional Science
Cake Decorating
Culinary Arts I
Culinary Arts II
Exploring Children's Lit. & Storytelling
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.

Career Technical Education Participation (School Year 2014-15)

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 and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	92.3
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	32.57

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	51	43	58	48	41	56	57	56	58
Mathematics	64	60	58	58	58	55	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	44	24	32	45	35	20
All Students at the School	42	24	34	42	36	21
Male	44	29	26	39	37	24
Female	40	19	42	46	36	19
American Indian or Alaska Native	50	14	36	60	27	13
Hispanic or Latino	58	20	22	61	28	11
White	37	25	38	36	39	25
Socioeconomically Disadvantaged	47	26	28	48	36	16
English Learners	92		8	92		8

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.00	23.90	45.20

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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 (RBJUHSD) 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.
- 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 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
- 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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	1.20	3.10	0.70	10.30	13.40	11.70	13.10	11.40	11.50
Graduation Rate	96.89	95.36	98.03	85.62	80.29	84.58	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	93.54	92.87	84.6
Black or African American	100	100	76
American Indian or Alaska Native	90.91	93.75	78.07
Asian	100	100	92.62
Filipino	100	200	96.49
Hispanic or Latino	94.87	88.46	81.28
Native Hawaiian/Pacific Islander			83.58
White	92.69	93.54	89.93
Two or More Races	100	100	82.8
Socioeconomically Disadvantaged	94.12	81.4	61.28
English Learners	80	62.5	50.76
Students with Disabilities	92.27	94.05	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.69	8.96	5.22	5.91	9.27	6.54	5.07	4.36	3.80
Expulsions	0.13	0.20	0.00	0.16	0.23	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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, two 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 CrisisGo 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

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	No	No	Yes
Met Participation Rate: Mathematics	No	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
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 Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	20	25	13	25	12	43	3	22	27	41	3
Mathematics	25	13	33	3	27	5	41	2	23	15	36	7
Science	26	9	16	8	28	3	28	4	24	12	28	2
Social Science	27	11	20	8	29	5	18	11	25	10	26	6

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	348
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist		N/A
Other	7	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,441	\$3,613	\$6,828	\$68,768
District	N/A	N/A	\$6,261	\$69,015
Percent Difference: School Site and District	N/A	N/A	9.1	-0.4
State	N/A	N/A	\$5,348	\$72,798
Percent Difference: School Site and State	N/A	N/A	27.7	-5.5

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

Types of Services Funded (Fiscal Year 2014-15)

Title I
 PLATO
 Accelerated Reader
 Accelerated Math
 Edmentum credit recovery
 Susan Barton Reading
 Read Right Program
 Tech Staff Development
 Title II—Teacher & Principal Training & Recruiting
 Title IV—Safe and Drug Free Schools
 Title V—Innovative Programs
 Career Pathways
 Regional Occupation Programs
 Special Education
 Economic Impact Aid/Limited English Proficient (EIA/LEP)
 Gifted and Talented Education (GATE)
 High School Exit Exam Afternoon Remediation Classes
 School Library Grant
 AB1113 School Safety & Violence Prevention
 School Community Violence Prevention Grant
 Perkins-Career Technical Programs
 Challenge Day
 After School Safety and Enrichment for Teens (ASSETS Program)
 Workability I

Drug/Alcohol Intervention/ Prevention Counseling
 Alternatives to Violence Counseling
 Girls Circles
 Achieve Program

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,040	\$43,455
Mid-Range Teacher Salary	\$61,866	\$69,035
Highest Teacher Salary	\$80,142	\$89,886
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$120,158	\$121,551
Superintendent Salary	\$136,990	\$158,898
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	8%	6%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All courses	10	19

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

A districtwide comprehensive Staff Development Plan is reviewed each year. Input is solicited from departments, individual staff, and the SSC. Special attention is given to schoolwide goals, helping students attain State Standards, 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. Mondays with extensive training focused on student achievement. Particular emphasis has been placed on areas of Program Improvement outlined in the LEA Goal Plan. 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?