Red Bluff High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2023-24 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	Rich Hassay
Email Address	rhassay@rbhsd.org
School Website	www.rbhsd.org
County-District-School (CDS) Code	52-71639-0000000

2023-24 District Contact Information

District Name	Red Bluff Joint Union High School District
Phone Number	530-529-8700
Superintendent	Todd Brose
Email Address	tbrose@rbhsd.org
District Website	http://www.rbhsd.org/

2023-24 School Description and Mission Statement

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

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

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

Rich Hassay
Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	454
Grade 10	410
Grade 11	392
Grade 12	362
Total Enrollment	1,618

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6%
Male	51.9%
American Indian or Alaska Native	2.5%
Asian	1.4%
Black or African American	0.9%
Filipino	0.2%
Hispanic or Latino	37.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.8%
White	53.5%
English Learners	5.1%
Foster Youth	0.9%
Homeless	2.8%
Migrant	0.6%
Socioeconomically Disadvantaged	66.1%
Students with Disabilities	14.3%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	59.50	81.30	63.50	78.19	228366.10	83.12
Intern Credential Holders Properly Assigned	1.50	2.14	1.50	1.93	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.80	3.89	2.80	3.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.80	3.85	6.80	8.44	12115.80	4.41
Unknown	6.40	8.77	6.40	7.91	18854.30	6.86
Total Teaching Positions	73.20	100.00	81.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	65.30	83.52	71.00	79.67	234405.20	84.00
Intern Credential Holders Properly Assigned	1.30	1.70	1.30	1.49	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.80	6.17	4.80	5.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	2.70	7.30	8.25	11953.10	4.28
Unknown	4.60	5.88	4.60	5.16	15831.90	5.67
Total Teaching Positions	78.20	100.00	89.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	3.00
Misassignments	1.80	1.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.80	4.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.80	2.10
Total Out-of-Field Teachers	2.80	2.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.6	2.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.9	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Red Bluff 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 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 High School secures the highest quality instructional materials available for students and teachers. All core academic textbooks go through a rigorous adoption process. Departments review proposed textbooks and present their proposals to the SSC; then they make their recommendation to the board of trustees. Trustees review the textbooks and will then discuss and adopt the textbooks at an open session of a regular board meeting.
Every student, including English learners, has access to their own textbooks and instructional materials to use in class and to take home. Every student attending Red Bluff High School has been issued a Chromebook to provide technological access and enhance the learning process.

Year and month in which the data were collected	1/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CA Collections; Houghton, Mifflin, Harcourt Adoption Year 2018 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 Literature & Language Arts, Holt Adoption Year 2007	Yes	0%
Mathematics	Understanding Basic Statistics, Houghton Mifflin Adoption Year 2001 Algebra 1, Glencoe/McGraw-Hill Adoption Year 2005 Geometry, Glencoe/McGraw-Hill Adoption Year 2005 Algebra 2/FDWK Series, McDougal Littell Adoption Year 2007 Math Analysis: Precalculus 7th Edition, Pearson/Prentice Hall Adoption Year 2007 AP Calculus, 3rd Edition; Pearson/Prentice Hall	Yes	0%

	Adoption Year 2007		
	Math Analysis: Precalculus/FDWK Series, Prentice Hall Adoption Year 2007		
	Calculus/FDWK Series Adoption Year 2007		
	Integrated 1 CPM Educational Program Adoption Year 2015		
	Integrated 2 CPM Educational Program Adoption Year 2015		
Science	Environmental Science; Pearson Adoption Year 2018 Biology AP Edition 12th Ed. McGraw-Hill Education Adoption year 2016 Essentials of Human Anatomy and Physiology 11th Ed. Elaine N. Marieb Pearson Education Adoption year 2015 College Physics 10th Ed. Serway & Vuille, Cengage Learning Adoption year 2015 Chemistry 9th Ed. Zumdahl & Zumdahl, Cengage Learning Adoption year 2014 Environmental Science Withgott,Pearson Adoption year 2011 Earth Science Glencoe Adoption year 2008 Chemistry; by Wilbraham, Staley, Matta and Waterman; Prentice Hall Adoption year 2007 Pacemaker Biology, Third Edition; Pearson AGS Globe Adoption year 2006 Pacemaker General Science, Third Edition; Pearson AGS Globe Adoption year 2006	Yes	0%
History-Social Science	World History: World History: The Modern World, Prentice Hall Adoption year 2007	Yes	0%

	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		
Foreign Language	Realidades 1 Prentice Hall Adoption year 2008 Realidades 2 Prentice Hall Adoption year 2008 Realidades 3 Prentice Hall Adoption year 2008 Spanish Speakers 2 Sendas Literarias 1 Adoption Year 2008 Abienda Paso series Adoption year 2008		0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

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 28 and one Director of Maintenance and Operations. The campus and classrooms are cleaned on a daily basis. Janitorial staff cleans all classrooms during non-school hours. Red Bluff 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 High School. Long-term maintenance needs are regularly planned.

Year and month of the most recent FIT report	11/09/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	49	49	45	43	47	46
Mathematics (grades 3-8 and 11)	21	27	17	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	364	351	96.43	3.57	49.43
Female	184	181	98.37	1.63	60.00
Male	177	168	94.92	5.08	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	144	140	97.22	2.78	46.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	61.54
White	192	183	95.31	4.69	53.01
English Learners	14	13	92.86	7.14	7.69
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	249	242	97.19	2.81	47.72
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	41	87.23	12.77	12.20

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	368	354	96.20	3.80	26.84
Female	185	182	98.38	1.62	25.82
Male	180	170	94.44	5.56	28.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	146	142	97.26	2.74	20.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	30.77
White	194	184	94.85	5.15	32.61
English Learners	15	13	86.67	13.33	0.00
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	8.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	251	243	96.81	3.19	24.28
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	42	89.36	10.64	9.52

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.69	27.65	22.66	23.84	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	683	659	96.49	3.51	27.81
Female	334	324	97.01	2.99	29.32
Male	345	331	95.94	4.06	26.36
American Indian or Alaska Native	17	16	94.12	5.88	25.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	274	267	97.45	2.55	18.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	25	96.15	3.85	32.00
White	354	339	95.76	4.24	34.81
English Learners	22	21	95.45	4.55	0.00
Foster Youth	--	--	--	--	--
Homeless	21	20	95.24	4.76	30.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	446	430	96.41	3.59	27.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	90	78	86.67	13.33	7.69

2022-23 Career Technical Education Programs

Our mission for building a high-quality Career Technical Education (CTE) 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 CTE in their identified career pathway.

Red Bluff High School is committed to CTE and has incorporated specific goals within the LCAP to improve, support, and sustain a successful CTE Career Pathway Program: 1. Implement CTE career pathway program with the support of state grant money. 2. Maintain CTE course offerings with priority given to dual enrolled and a-g courses. 3. Provide CTE classes to Salisbury. 4. Align Professional Learning Communities with specific pathways

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

Our campus encompasses 45 acres and is reflective of a community college where students have an opportunity to experience real-world industrial environments. Our mission is to continue to expand and strengthen career technical education for all students. Red Bluff High School offers approximately 54 sections of CTE programs with an enrollment of 1,350 students.

Ag Leadership
Ag Biology
Ag Natural Resources
Ag Mechanics I
Ag Mechanics II
Ag Mechanics III
Ag Mechanics IV
Animal Science
Ag Vet Technician
Ag Earth Science
Ag Biology
Ag system Management
Floral Design
Advanced Floral Design
Broadcast Technologies I
Broadcast Technologies II
Art I
Art II
Art III
Computer Graphics
Intro to Communications
Yearbook
Dance I
Dance II
Dance III
Theater Arts I
Theater Arts II
Introduction to Business
Personal Finance/Business Finance
Child Development
Child Care Occupations
Introduction To Medical Careers
Patient Care Health Occupation

2022-23 Career Technical Education Programs

Patient Care Therapeutic Services
Firefighting I
Firefighting II
EMT
Computer Aided Drafting
Environmental Science
NASA Astrobiology Internship Yr I
NASA Astrobiology Internship Yr 2
Exploring Computer Science
Cisco A+ Certification
Robotics & Engineering
Computer Science A
Introduction to Manufacturing
Machine Forming Technologies
CNC Machining
Introduction to Building & Constr.Trades
Residential & Comm. Construction
Construction Technology
Automotive Services I
Automotive Services II (DE)
Automotive Technician

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. Juniors and seniors of this population may have the opportunity to receive 80 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 dual enrollment agreements. Currently, ten of our CTE pathways have dual enrolled classes through Shasta College. The number of dual enrolled classes across the various pathways are sixteen.

Workforce Innovation and Opportunity Act (WIOA); DBA Job Training Center of Tehama County (JTC): Red Bluff Joint Union High School District has maintained a long-standing relationship with JTC. In the past our District has served on the WIOA Youth Advisory Committee as well as writing letters of support for multiple grants that provided training for young adults. JTC regularly shares appropriate local job announcements with our CTE Office in the effort to provide local and current employment and labor market information to interested students. A JTC representative has been an ongoing business partner on the CTE Advisory Board and has worked with staff to recruit businesses for our annual student Job and Career Fair. We plan to continue a strong partnership with JTC in providing career programs and opportunities for our students.

Red Bluff Joint Union High School District refers WIOA eligible students (especially at-risk populations) to JTC after high school for assistance with CTE postsecondary training, supportive services, and career coaching.

Prime Representative of Career Technical Education: Mitzi LoPiccolo, CTE Director

It is essential that CTE teachers have the opportunity to collaborate with our stakeholders, including Job Training Center (WIOA), 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1220
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	51.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	89.93
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	31.34

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	84.9	84.4	84.0	84.7	84.8

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

During a typical school year, the following paragraphs represent the different opportunities that parents and community members have to engage in the school. Beginning in March 2021, we have resumed in-person engagement opportunities for our community in accordance with State and local health guidelines. As we continue to monitor the current conditions, we have

2023-24 Opportunities for Parental Involvement

resumed all of our parental involvement opportunities for the 2022-2023 school year.

It is the philosophy of Red Bluff 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, post-secondary 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.rbhsd.org), school Facebook and Instagram pages, 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.
- The District English Learner Advisory Committee (DELAC) is another supportive group of staff and parents who advise the principal and staff on programs and services for English Language Learners and the SSC on the development of the SPSA. DELAC collaborates with teachers and counselors in providing Latino students with the greatest learning environment and opportunities. The DELAC committee has provided a Parent Academy in an effort to inform, include and value parental involvement of ELLs. The Parent Academy meets every two weeks and provides ELL parents with literacy components that will help them navigate our school system and be better equipped to support their students
- Parent Partnership Team was created to help parents, staff and community collaborate on improving parent involvement and creating a family-friendly environment. Our Parent Partnership Team helps with increasing parent participation.
- Parent Orientation and the Welcome Breakfast helps recruit parent volunteers. The Parent Partnership Team is currently in progress of developing a Parent Resource Center where parents will have a place on campus to have access to the Internet to use their Parent Portal and obtain knowledge of school resources and opportunities for their students.

For more information on how to become involved, contact Parent Partnership Coordinator, Mitzi LoPiccolo at (530) 529-8905 or mlopicco@rbhsd.org

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.1	1.4	1.7	5.3	3.9	5.2	9.4	7.8	8.2
Graduation Rate	91.8	96.6	95.4	85.5	93.8	91.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	346	330	95.4
Female	173	167	96.5
Male	171	161	94.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	137	131	95.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	11	11	100.0
White	185	175	94.6
English Learners	21	20	95.2
Foster Youth	--	--	--
Homeless	25	22	88.0
Socioeconomically Disadvantaged	266	252	94.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	52	42	80.8

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1731	1677	360	21.5
Female	823	797	172	21.6
Male	899	871	184	21.1
Non-Binary	9	9	4	44.4
American Indian or Alaska Native	44	41	16	39.0
Asian	22	22	0	0.0
Black or African American	15	15	2	13.3
Filipino	4	4	0	0.0
Hispanic or Latino	644	627	122	19.5
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	69	66	16	24.2
White	927	896	202	22.5
English Learners	96	89	16	18.0
Foster Youth	29	25	13	52.0
Homeless	115	100	46	46.0
Socioeconomically Disadvantaged	1195	1154	286	24.8
Students Receiving Migrant Education Services	17	14	2	14.3
Students with Disabilities	268	254	84	33.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	4.30	5.89	4.62	4.30	5.79	4.87	0.20	3.17	3.60
Expulsions	0.23	0.06	0.29	0.21	0.05	0.27	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.62	0.29
Female	3.16	0.12
Male	6.01	0.44
Non-Binary		
American Indian or Alaska Native	9.09	0
Asian	0	0
Black or African American	20	0
Filipino	0	0
Hispanic or Latino	3.73	0.47
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.35	1.45
White	4.85	0.11
English Learners	3.13	0
Foster Youth	0	0
Homeless	11.3	0
Socioeconomically Disadvantaged	5.52	0.25
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.07	0.75

2023-24 School Safety Plan

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

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

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	64	30	6
Mathematics	16	65	19	7
Science	18	40	17	5
Social Science	19	40	26	6

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	25	38	2
Mathematics	22	24	37	
Science	24	12	30	1
Social Science	26	12	30	3

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	23	40	11
Mathematics	23	20	31	9
Science	23	16	27	3
Social Science	20	35	26	9

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	404.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,441	$3,613	$6,828	$68,768
District	N/A	N/A	$6,261	$76,609
Percent Difference - School Site and District	N/A	N/A	8.7	-12.0
State	N/A	N/A	$7,607	$85,804
Percent Difference - School Site and State	N/A	N/A	3.5	-21.0

Fiscal Year 2022-23 Types of Services Funded

Title I
Edgenuity
Tech Staff Development
Title II—Teacher & Principal Training & Recruiting
Title IV—Student Support
Career Pathways
Special Education
Perkins-Career Technical Programs
Workability I
Drug/Alcohol Intervention/ Prevention Counseling
Empower Tehama Counseling
RISE Program
FOCUS Program
K12 Strong Workforce
Ag Incentive Grant
Learning Communities for School Success
Learning Loss
Lottery Instructional Material

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,789	$53,824
Mid-Range Teacher Salary	$76,701	$84,312
Highest Teacher Salary	$103,000	$104,930
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	
Average Principal Salary (High)	$146,299	$148,501
Superintendent Salary	$166,742	$199,596
Percent of Budget for Teacher Salaries	30.92%	28.73%
Percent of Budget for Administrative Salaries	5.65%	5.39%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	9.6

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	2
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	9

Professional Development

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

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

Social emotional learning has become a focus of the district. Administration and staff utilize some Wednesday afternoons to focus on the effects of early childhood trauma and how to improve practices to support students in this population. Data indicates that our student population continues to have increased numbers of students who require additional emotional support to be successful on a daily basis.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9