

Red Bluff High School

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

Michael Tambini, Principal

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Red Bluff Joint Union High School District

1525 Douglass St.

Red Bluff, CA

96080-2599

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

District Governing Board

James Keffer

Rod Thompson

Chris Hurton

Lida Chase

Kathy Brandt

District Administration

Todd Brose

Superintendent

School Description

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

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

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

Mike Tambini

Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

| 2015-16 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 382 |
| Grade 10 | 382 |
| Grade 11 | 388 |
| Grade 12 | 331 |
| Total Enrollment | 1,483 |

| 2015-16 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.9 |
| American Indian or Alaska Native | 3.2 |
| Asian | 0.6 |
| Filipino | 0.3 |
| Hispanic or Latino | 27.7 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 64.1 |
| Two or More Races | 2.7 |
| Socioeconomically Disadvantaged | 59.6 |
| English Learners | 5.7 |
| Students with Disabilities | 10 |
| Foster Youth | 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 | | | |
|---|-------|-------|-------|
| Red Bluff High School | 14-15 | 15-16 | 16-17 |
| With Full Credential | 78 | 84 | 84 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Red Bluff Joint Union High School District | 14-15 | 15-16 | 16-17 |
| With Full Credential | ♦ | ♦ | 84 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Red Bluff High School | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 5 | 3 | 5 |
| Total Teacher Misassignments | 5 | 3 | 5 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 98.8 | 1.2 |
| Districtwide | | |
| All Schools | 98.8 | 1.2 |
| High-Poverty Schools | 98.8 | 1.2 |
| Low-Poverty Schools | 0.0 | 0.0 |

* 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 2016-17)

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

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

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

| Textbooks and Instructional Materials Year and month in which data were collected: 1/2017 | |
|--|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

| | |
|---------------------------|--|
| <p>Mathematics</p> | <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> <p>Integrated 2 CPM Educational Program Adoption year 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| <p>Science</p> | <p>Biology AP Edition 12th Ed. McGraw-Hill Education</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: 1/2017

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

Textbooks and Instructional Materials
Year and month in which data were collected: 1/2017

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

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 19 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, , parking-lot maintenance/repair, roofing on the main office, and upgrade of school pool. Fencing around the perimeter of the school is also a long-term plan and will be completed in phases.

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|------------------|-------------|-------------|---|
| Year and month in which data were collected: 07/18/15 | | | | |
| 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 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2015-16 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 52 | 40 | 47 | 36 | 44 | 48 |
| Math | 30 | 23 | 27 | 21 | 34 | 36 |

* 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 Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 61 | 43 | 46 | 57 | 41 | 44 | 60 | 56 | 54 |

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 19.3 | 21.1 | 40.4 |

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

| 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | | |
|--|--------------------|-------------------|---------------------|------------------------|
| Group | Number of Students | | Percent of Students | |
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 380 | 345 | 90.8 | 46.1 |
| Male | 174 | 158 | 90.8 | 48.1 |
| Female | 206 | 187 | 90.8 | 44.4 |
| American Indian or Alaska Native | 11 | 11 | 100.0 | 54.6 |
| Hispanic or Latino | 113 | 103 | 91.2 | 29.1 |
| White | 240 | 217 | 90.4 | 53.5 |
| Socioeconomically Disadvantaged | 234 | 208 | 88.9 | 39.9 |
| English Learners | 21 | 17 | 81.0 | 11.8 |
| Students with Disabilities | 31 | 25 | 80.7 | 16.0 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | |
|----------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 386 | 339 | 87.8 | 39.5 |
| Male | 11 | 178 | 153 | 86.0 | 34.7 |
| Female | 11 | 208 | 186 | 89.4 | 43.6 |
| American Indian or Alaska Native | 11 | 14 | 12 | 85.7 | 8.3 |
| Hispanic or Latino | 11 | 101 | 91 | 90.1 | 27.6 |
| White | 11 | 255 | 221 | 86.7 | 45.6 |
| Socioeconomically Disadvantaged | 11 | 228 | 197 | 86.4 | 34.0 |
| English Learners | 11 | 21 | 18 | 85.7 | |
| Students with Disabilities | 11 | 43 | 39 | 90.7 | 12.8 |

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | |
|----------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 386 | 337 | 87.3 | 22.7 |
| Male | 11 | 178 | 155 | 87.1 | 24.3 |
| Female | 11 | 208 | 182 | 87.5 | 21.4 |
| American Indian or Alaska Native | 11 | 14 | 12 | 85.7 | 8.3 |
| Hispanic or Latino | 11 | 101 | 92 | 91.1 | 8.6 |
| White | 11 | 255 | 218 | 85.5 | 28.7 |
| Socioeconomically Disadvantaged | 11 | 228 | 196 | 86.0 | 15.0 |
| English Learners | 11 | 21 | 19 | 90.5 | |
| Students with Disabilities | 11 | 43 | 39 | 90.7 | 2.6 |

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 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.

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 (School Year 2016-17)

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 (RBUHSD) 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.

1. 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.
2. 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.
3. 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
4. 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, which helps recruit parent volunteers. The Parent Partnership Team is currently in progress of developing a Parent Resource Center where parents will have a place on campus to have access to the Internet to use their Parent Portal; knowledge of school resources and opportunities for their students.
5. 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: 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.

School Safety Plan

A school safety committee is composed of District staff, students, SRO, and campus supervisors. This committee meets quarterly and reports to the superintendent. All faculty and staff share the responsibility of guaranteeing the safety of our students and for maintaining an environment free of drugs and violence. Faculty, 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

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 9.0 | 5.2 | 4.3 |
| Expulsions Rate | 0.2 | 0.0 | 0.0 |
| District | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 9.3 | 6.5 | 5.5 |
| Expulsions Rate | 0.2 | 0.0 | 0.0 |
| State | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| 2016-17 Federal Intervention Program | | |
|---|-----------|-----------|
| 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 | 1 | |
| Percent of Schools Currently in Program Improvement | 100.0 | |

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 4.0 |
| Counselor (Social/Behavioral or Career Development) | .5 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | .5 |
| Psychologist | 1 |
| Social Worker | |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | .5 |
| Resource Specialist | |
| Other | 7 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 348 |

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

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| English | 25 | 22 | 22 | 12 | 27 | 27 | 43 | 41 | 41 | 3 | 3 | 3 |
| Mathematics | 27 | 23 | 23 | 5 | 15 | 15 | 41 | 36 | 36 | 2 | 7 | 7 |
| Science | 28 | 24 | 24 | 3 | 12 | 12 | 28 | 28 | 28 | 4 | 2 | 2 |
| Social Science | 29 | 25 | 25 | 5 | 10 | 10 | 18 | 26 | 26 | 11 | 6 | 6 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

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

All staff participates in weekly Professional Development. 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?

| FY 2014-15 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$39,181 | \$45,265 |
| Mid-Range Teacher Salary | \$63,722 | \$72,281 |
| Highest Teacher Salary | \$82,546 | \$94,342 |
| Average Principal Salary (ES) | | |
| Average Principal Salary (MS) | | |
| Average Principal Salary (HS) | \$125,308 | \$127,317 |
| Superintendent Salary | \$130,000 | \$168,625 |
| Percent of District Budget | | |
| Teacher Salaries | 35% | 34% |
| Administrative Salaries | 8% | 6% |

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

Types of Services Funded

Title I
 PLATO
 Cyber High
 Accellus
 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

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$10,441 | \$3,613 | \$6,828 | \$68,768 |
| District | ♦ | ♦ | \$6,261 | \$71,455 |
| State | ♦ | ♦ | \$5,677 | \$75,859 |
| Percent Difference: School Site/District | | | 9.1 | -0.4 |
| Percent Difference: School Site/ State | | | 27.7 | -5.5 |

* Cells with ♦ do not require data.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|----------------|----------------|----------------|
| Red Bluff High School | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 3.10 | 0.70 | 2.20 |
| Graduation Rate | 95.36 | 98.03 | 96.56 |
| Red Bluff Joint Union High School | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 13.40 | 11.70 | 6.80 |
| Graduation Rate | 80.29 | 84.58 | 90.34 |
| California | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 80.44 | 80.95 | 82.27 |

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

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2015-16 Students Enrolled in Courses Required for UC/CSU Admission | 92.3 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 28.7 |

* Where there are student course enrollments.

| 2015-16 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students in AP Courses |
| Computer Science | 0 | ♦ |
| English | 2 | ♦ |
| Fine and Performing Arts | 1 | ♦ |
| Foreign Language | 1 | ♦ |
| Mathematics | 1 | ♦ |
| Science | 3 | ♦ |
| Social Science | 3 | ♦ |
| All courses | 11 | .19 |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2015 | | |
| | School | District | State |
| All Students | 95 | 92 | 86 |
| Black or African American | 100 | 100 | 78 |
| American Indian or Alaska Native | 57 | 60 | 78 |
| Asian | 100 | 100 | 93 |
| Filipino | 100 | 100 | 93 |
| Hispanic or Latino | 95 | 95 | 83 |
| Native Hawaiian/Pacific Islander | 100 | 100 | 85 |
| White | 96 | 92 | 91 |
| Two or More Races | 89 | 82 | 89 |
| Socioeconomically Disadvantaged | 100 | 100 | 66 |
| English Learners | 75 | 80 | 54 |
| Students with Disabilities | 96 | 90 | 78 |
| Foster Youth | 3 | | |

Career Technical Education Programs

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

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

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

All freshmen students receive curriculum and instruction in career exploration in their Frosh Success course. Through career assessments, freshmen discover career 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.