# Red Bluff High School

## School Accountability Report Card

## Principal's Message

Our goal at Red Bluff Union High School is to create an environment that provides students with access to a challenging and rewarding high school experience, which includes quality academic, vocational, visual and performing arts, and extracurricular programs. In doing so, we feel that students should be empowered, respected, and trusted.

Thanks to a high energy, student-oriented staff, and a tremendously supportive community, our students are provided with vast opportunities to take positive risks, learn more about themselves and others, and experience success or failure while having a safety net of caring adults to guide them through their experience.

While we recognize that we are an academic institution, we strive to create a community atmosphere that operates on a basis of strong personal relationships among all stakeholders—students, parents, staff, and our community.

The staff of Red Bluff High School is facing a tremendous challenge as we navigate the gauntlet of budget cuts, declining enrollment, a dismal local, state, and national economy, and the ever-increasing (and sometimes unrealistic) expectations of state and federal educational policy makers.  Because we are the hub of our community, providing our populace with its primary source of academics, athletics, performing and visual arts, and various other curricular and co-curricular opportunities, we carry a tremendous responsibility to somehow maintain programs during these most difficult times.

In recent years, we have made significant progress in aligning curriculum, assessing student achievement, and providing interventions to students who are struggling; and we recognize that our efforts in these areas will always be a work in progress as we look to improve student performance.  Particular focus continues to be on our Latino and socio-economically disadvantaged student populations as we look to close the achievement gap.

Thanks to our highly committed, student-centered staff, we are confident that we will continue to improve in the areas we can control – taking care of kids, improving classroom instructional practices, and improving student achievement.

The information that follows is intended to provide interested people with an idea of what our school is like. However, to truly understand the uniqueness of Red Bluff High, one must visit our campus while school is in session. We welcome pre-arranged visits to our campus and will willingly provide tours for prospective students, parents, and interested community members.

Patrick Gleason, Principal

## School Safety

Red Bluff Joint Union High School District has developed a safety plan that is reviewed annually. Fire drills are held on a regular basis and bus safety is an ongoing program. Red Bluff Union High School video production class developed a safety video, which is presented to students in their second period classrooms on a bi-monthly basis.

A school safety committee is composed of District staff, students, parents, and community partners. 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 and the administrative team supervise the grounds and parking area—before school, during breaks and lunch, and after school—to guarantee the safety of all students. All school activities are well attended, and supervised by administration and faculty. Identified problem areas receive increased supervision to assure school safety. Additionally, the plan is designed to affect school culture beyond the physical safety of the students and staff, and to include the emotional and social safety of everyone.

There are surveillance cameras located throughout the school district that are monitored by school administration daily.  The cameras have been an asset in crime prevention.

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### Red Bluff Joint Union High School District

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Red Bluff, CA 96080
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**Fax:** (530) 529-8709
www.rbuhsd.k12.ca.us

**Jack Hansen**
Superintendent

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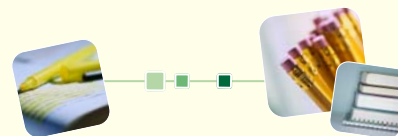
### District Mission Statement

1. To treat each student as an individual with unique needs and potential.
2. To promote a feeling of "belonging to" or "connecting with" school and beyond.
3. To focus on future needs; technological, societal, and cultural.
4. To value parental and community involvement.
5. To expect each student to succeed.

**RBJUHSD**

## School Safety

*Continued from page 1*

In addition, the district has a full-time school resource officer from the Red Bluff Police Department on site.

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

- Interventions
- Drills and training for staff
- School Resource Officer
- Challenge Day
- Youth Services Agency
- Girls Circles and Boys Councils
- Peer Mentoring with Middle Schools
- After-School Safety and Enrichment for Teens (ASSETS Program)
- Student Government Projects
- Campus Supervision by Administration throughout the day
- Teachers' Open Door Policy during Lunch
- Peer Partners & Peer Counselors

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

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in March 2011.
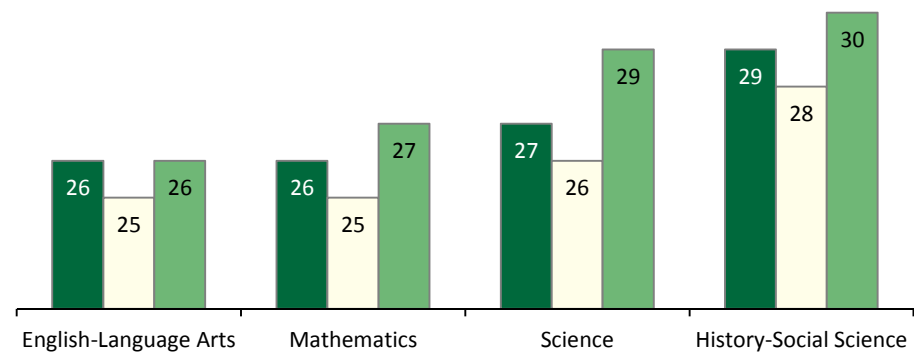
### Student Enrollment by Group

| Red Bluff HS | |
|---|---|
| **Socioeconomically Disadvantaged** | 48.4% |
| **English Learners** | 8.4% |
| **Students with Disabilities** | 9.0% |

## Class Size

Legend: ■ 08-09  □ 09-10  ■ 10-11

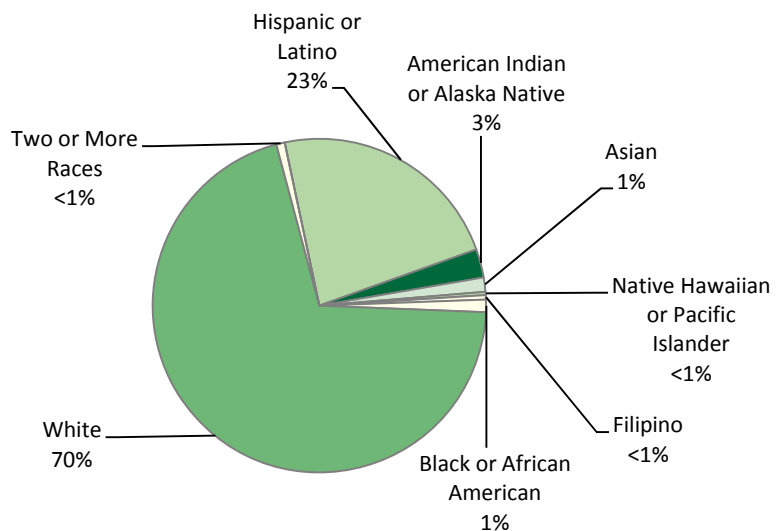The bar graph displays the three-year data for average class size.



| Subject | 08-09 | 09-10 | 10-11 |
|---|---|---|---|
| English-Language Arts | 26 | 25 | 26 |
| Mathematics | 26 | 25 | 27 |
| Science | 27 | 26 | 29 |
| History-Social Science | 29 | 28 | 30 |

### Class Size Distribution — Number of Classrooms By Size

| Subject | 08-09 | | | 09-10 | | | 10-11 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
| **English-Language Arts** | 15 | 41 | 7 | | 57 | | 16 | 33 | 14 |
| **Mathematics** | 14 | 37 | 5 | | 48 | | 12 | 23 | 14 |
| **Science** | 11 | 20 | 8 | | 35 | | 4 | 23 | 6 |
| **History-Social Science** | 6 | 24 | 9 | | 36 | | 5 | 17 | 15 |

## Enrollment and Demographics

The total enrollment at the school was 1,592 students for the 2010-11 school year.*



- Hispanic or Latino 23%
- American Indian or Alaska Native 3%
- Two or More Races <1%
- Asian 1%
- Native Hawaiian or Pacific Islander <1%
- Filipino <1%
- Black or African American 1%
- White 70%

* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

## Career Technical Education Participation

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

| Career Technical Education Data | |
| --- | --- |
| | **2010-11 Participation** |
| **Number of Pupils Participating in CTE** | 2,235 (Some students take more than one course) |
| **Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma** | 100.0% |
| **Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education** | 70.0% |

## Career Technical Education Programs

Our mission for building a high-quality Career Technical Education Program is to provide all students with an opportunity to experience high-quality CTE programs whereby they acquire the technical, academic, employability, social, and decision-making skills 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 educational system. Our CTE programs reflect the collaboration of our staff and community.

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

All freshmen students receive extensive career counseling and career exploration. Through career assessments, freshmen select a career pathway that best correlates with their interests. In the spring, counselors meet individually with each student and their parent/guardian where they design a three-year career pathway plan that includes a sequence of career technical courses. Career pathways and career technical programs are a major component of our school culture. Career pathway plans become a living document and are reviewed annually.

Our Administration and School Board highly support career technical education. In a period where many schools concentrate on CAHSEE and Academic Performance Index (API) and require students to be enrolled in two math and two English courses, our administration and board members realize that many of our students become successful in academic programs through their experiences in CTE courses that are aligned with the core academic standards.

It is our belief that students are more successful when they can apply their learning to real-world tasks that require critical thinking and problem solving. Many of our CTE programs are aligned with industry, foundation, and State academic standards.

In the past three years, the administration and the board of trustees have provided funding to build three new state-of-the-art CTE facilities that are equipped with the finest industrial technology and equipment. 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. In the 1990s, our District was a model School-to-Career program, and our commitment is to continue to prepare students for life beyond high school in a global economy with rich real-world learning opportunities. This plan will serve as our guidelines in delivering CTE and assure that it is woven into the very fabric of our educational system.

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

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.

## Professional Development

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

Aligned with District and departmental goals, particular emphasis has been placed on English and mathematics staff development. All English and math teachers have been released and/or grouped on in-service days to align curriculum with State Standards and testing.

Written reports of progress have been submitted and presented to the school board.

In addition, English and math teachers attend national and regional conferences. 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.

For the previous three school years, we had three days each year dedicated to staff and professional development.

## Career Technical Education Programs

*Continued from page 3*

**ROP:** Red Bluff Joint Union High School District's ROP program is a member of a consortium with the Tehama County ROP. Each high school has a ROP Coordinator and is responsible for coordinating their ROP programs at their District site. ROP Coordinators meet monthly with the county ROP Director to review programs and discuss current career technical education information. Bi-monthly meetings are held with ROP Coordinators, County Superintendent of Schools, and District Superintendents and Administrators. Tehama County high schools' career technical/ROP programs are highly supported by administration. Annual program reviews are held to discuss program quality and alignment with current labor market information. The purpose of our ROP is to prepare students to pursue advanced education/training and to enter the workforce with the skills and competencies necessary to succeed.

Each of our ROP programs has a business advisory board that annually reviews curriculum, addresses industry and State Standards, and discusses local and State labor market information. Students in ROP also have a community classroom or Cooperative Education learning experience, which is work-based learning that integrates classroom knowledge with productive work experience in a business or industry setting, guided by a learning/training plan.

Through this experience, students are able to clarify their career goals, reinforce academic skills, workplace competencies, technical skills, and assist in transitions into employment.

**ROP Programs offered at Red Bluff Joint Union High School District:**

- A+ Certification
- Advanced Desktop Publishing
- Ag Metal Fabrication (Beginner and Advanced)
- Automotive Service & Technology
- Broadcast Technology
- Cabinet Making and Wood Production
- Child Care Occupations
- Construction
- Culinary Arts
- Firefighting
- Fitness and Personal Trainer
- Graphic Arts Design
- Health Occupations
- Natural Resources – Sacramento River Discovery Center
- Natural Resources
- Small Business Management
- Stagecraft Technology
- Theatre Production
- Veterinary Technician
- Web Page Design

The county ROP Director represents Tehama County CTE programs through his monthly participation on the Shasta Community College Tech Prep Consortium. Tech Prep has assisted our CTE programs through funding of special events.

Workability I: Every student with a disability in the RBJUHS District receives career counseling, work-based and school-based learning opportunities, job shadowing, and employability skills training. Fifty percent of this population also experiences 100 hours of paid work experience. A large majority of these students also attend CTE programs within the District. Shasta Community College: Career technical teachers meet annually with Shasta College career technical teachers to review existing articulation agreements. Currently, five of our programs have articulation programs with Shasta College. Instructors from Shasta College also serve on Red Bluff High School's CTE and ROP Advisory Committees.

Shasta College is currently building a new career technical facility in Tehama County. It is planned that there will be stronger articulation in the future. Students will be able to attend CTE programs on the high school campus, and have the opportunity to be enrolled in Shasta College CTE programs.

Shasta College also offers courses on the Red Bluff High School campus during the regular school day and in the evening. One exceptional program offered is a yearlong College Success course offered in the morning. Students are provided all the tools to be successful in their post-secondary endeavors.

Through this course, students experience industry tours, Shasta and Butte Community College tours of all career technical programs, financial aid support, college entrance exams, employability workshops, and college applications. Students are exposed to all career technical programs at the post-secondary level. Students are concurrently enrolled in this program and receive 11 community college units as a high school senior.

Shasta College also works with RBJUHSD and the Tehama County ROP programs by showcasing their career technical programs in the Tehama County Career Day for all eighth grade students.

**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: Jody Brownfield

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

**CTE Programs and Sequences Offered:**

**Information Technology & Network Systems Sequence:**

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

## Career Technical Education Programs

*Continued from page 4*

**Manufacturing & Product Development Sequence:**

- Introduction to Welding
- Agriculture Welding

- Metals l
- Metals ll

- ROP Beginning Metal Fabrication
- ROP Advanced Metal Fabrication

**Agriculture & Natural Resources Sequence:**

- Animal Science
- Introduction to Agriculture

- Agriculture Biology
- Agricultural Business Management

- ROP Veterinary Technician

**Hospitality, Tourism, and Recreation Sequence:**

- Home Economics
  (Skills for Everyday Living)

- Nutritional Science
- Culinary Arts

- ROP Culinary Arts

**Building Trades & Construction Sequence:**

- Introduction to Woods
- Woods l

- Woods ll
- Computer Aided Drafting (CAD)

- ROP Building construction
- ROP Cabinetry

**Arts, Media, and Entertainment Sequence:**

- ROP Stagecraft Design

- ROP Theatre Production

**Finance and Business Sequence:**

- Computer Literacy
- Keyboarding
- Recordkeeping
- Personal Finance

- Desktop Publishing
- ROP Advanced Desktop Publishing
- ROP Office Occupations

- ROP Office Training
- ROP Small Business Management
- ROP Webpage Design

In the past three years, Red Bluff Joint Union High School District was proactive in aligning all 19 ROP courses to CTE model curriculum Standards (Foundation and Career Pathway Standards) and Industry Standards. This Process took close to three years and required the collaboration of community members, staff, parents, students, and administration. In order to have all teachers recognize the importance of elevating their programs to addressing all Standards, extensive professional development and collaborative program planning was provided. Several professional development days were utilized in county-wide collaborative program planning sessions facilitated by CDE consultants, ROP consultants, county staff, and community partners. As a result of these efforts, each program has a comprehensive career technical program that reflects all standards.

Writing Standards-aligned courses is a far cry from actually teaching a CTE course and integrating core academic Standards. Therefore, another step in the process is to have CTE teachers work with core-academic teachers to learn techniques for integrating content Standards into the CTE curriculum. In 2010-2012, the in-service training packages will put core academic English/language arts teachers with CTE teachers to learn/review techniques for improving student writing and integrating writing Standards (writing strategies, language conventions, and writing applications) into the CTE curriculum.

To evaluate growth in student writing, CTE teachers will score all writing assignments using the state's four-point rubric. These scores will be recorded throughout the year and summarized and reviewed by the CTE coordinator.

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. Living in a rural area, all stakeholders have a unique ownership of our school district and students. We are a true reflection of the "village" in providing the support in order for our students to experience a quality education and career technical experience. Our CTE Advisory Committee is comprised of over 100 stakeholders, all having a vested interest in supporting CTE programs.

When teachers and stakeholders are empowered to work together in a nurturing and supportive environment, collaborative sessions bring synergy where the "whole is truly greater than the sum of its parts". Collaboration in this Standards-based culture also includes CTE teachers meeting with academic teachers to discuss effective methods for teaching core Content Standards with the goal of reducing, or even eliminating, the separation between academic and career technical programs of study and recognizing the value they both bring to one another in order to build a stronger integrated approach to learning.

## Availability of Textbooks and Instructional Materials

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

| Red Bluff HS | |
|---|---|
| **Subject** | **Percent Lacking** |
| **Reading/Language Arts** | 0% |
| **Mathematics** | 0% |
| **Science** | 0% |
| **History-Social Science** | 0% |
| **Visual and Performing Arts** | 0% |
| **Foreign Language** | 0% |
| **Health** | 0% |
| **Science Laboratory Equipment** | 0% |

## Currency of Textbook Data

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

| Red Bluff HS | |
|---|---|
| **Currency of Textbook Information** | |
| **Data Collection Date** | 08/2011 |

## Textbooks and Instructional Materials

Red Bluff Union High School attempts to take advantage of adopting the latest materials for use in the classrooms. All instructional materials are carefully selected to align with the State of California Frameworks and requirements.

The focus and emphasis of instruction and counseling is to encourage students to graduate from Red Bluff Union High School, achieving the 220 credits necessary for graduation.

The selection of instructional materials involves the SSC, parents, teachers, community members, and students.

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

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

| Textbooks and Instructional Materials List | | |
|---|---|---|
| **Subject** | **Textbook** | **Adopted** |
| **English-Language Arts** | Literature & Language Arts | 2006 |
| **Mathematics** | Algebra 1 | 2005 |
| **Mathematics** | Geometry | 2005 |
| **Mathematics** | Algebra 2/FDWK Series | 2007 |
| **Mathematics** | Math Analysis/FDWK Series | 2007 |
| **Mathematics** | Calculus/FDWK Series | 2007 |
| **Science** | Science Spectrum | 2002 |
| **History-Social Science** | American Nation | 1992 |
| **History-Social Science** | The Americas (AP) | 1984 |
| **History-Social Science** | American Government | 1998 |
| **History-Social Science** | World History | 2005 |

## Quality of Textbooks

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

| Quality of Textbooks | |
|---|---|
| | **Yes/No** |
| **Are the textbooks adopted from the most recent state-approved or local governing board approved list?** | Yes |
| **Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?** | Yes |
| **Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?** | Yes |

## School Facility Items Inspected

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

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

## School Facility Good Repair Status

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

| School Facility Good Repair Status | | | |
|---|---|---|---|
| **Items Inspected** | **Repair Status** | **Items Inspected** | **Repair Status** |
| **Systems** | Good | **Restrooms/Fountains** | Good |
| **Interior** | Good | **Safety** | Poor |
| **Cleanliness** | Good | **Structural** | Good |
| **Electrical** | Good | **External** | Good |
| **Overall Summary of Facility Conditions** | | | Good |
| **Date of the Most Recent School Site Inspection** | | | 6/27/2011 |
| **Date of the Most Recent Completion of the Inspection Form** | | | 6/27/2011 |

## Deficiencies and Repairs

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

| Deficiencies and Repairs | |
|---|---|
| **Items Inspected** | **Deficiencies, Action Taken or Planned, and Date of Action** |
| **Safety** | The School Board approved an upgraded fire alarm installed in 9/2011 |

## School Facilities

Red Bluff Union High School provides a safe, clean, learning and working environment. The District grounds and maintenance staff maintain the pristine campus and buildings. To maintain a safe and healthy environment, the maintenance staff receives training in general maintenance procedures, handling hazardous materials, safety procedures, equipment safety checks, and work safety issues. 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. RBJUHSD has a Deferred Maintenance Program fund to keep the buildings and grounds in good repair.

High school campuses reflect the communities of which they are a part. The small number of disciplinary incidents reflects our effort to deal with problems from which no school and community are immune.

## School Facilities

*Continued from left*

Due to the dedication of the staff and students, the school continues to convey a sense of community and beauty.

Safety, cleanliness, and maintenance of facilities are high priorities at Red Bluff Union High School. Long-term maintenance needs are regularly planned for each year in the budget process. Recent facility improvements include a new library/media center, science classrooms, chemistry lab, CAD lab, and industrial technology facilities. In addition, a new all-weather turf football field and track have been built. New heating and air conditioning units have been installed in over 50 classrooms.

In addition to regular classrooms, Red Bluff Union High School has a first-class Performing Arts Center, a well-equipped weight training facility, 17 modular classrooms, four satellite food facilities, four modular special program classrooms, and a modular independent study/adult education building. Red Bluff Union High School was built in 1897.

New heating and air conditioning units have been installed in two-thirds of our classrooms. A new roof has been placed on our cafeteria. These projects were completed through modernization funds. In 2011 the district was able to complete upgrades and repairs of the school pool by installing anti-siphon grates. In addition, a new chemical system, new pool lighting system, and pool heating system was installed.

Most recently, through a grant from the Shasta Regional Community Foundation, we were able to replace the large Acoustical Modernfold Operable Wall System for our Performing Arts Center that enabled us to maximize the use of the facility. Our community continues to be very supportive in providing in-kind and financial donations to assist in maintaining the beauty and functionality of the school.

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit http://star.cde.ca.gov/.

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** *(exceeds state standards)*; **Proficient** *(meets state standards)*; **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

| Percentage of Students Scoring at Proficient or Advanced Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Red Bluff HS | | | Red Bluff JUHSD | | | California | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| **English-Language Arts** | 41% | 45% | 48% | 38% | 41% | 43% | 49% | 52% | 54% |
| **Mathematics** | 24% | 23% | 28% | 23% | 22% | 27% | 46% | 48% | 50% |
| **Science** | 49% | 53% | 56% | 46% | 49% | 50% | 50% | 54% | 57% |
| **History-Social Science** | 41% | 43% | 45% | 36% | 38% | 39% | 41% | 44% | 48% |

### STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

| Percentage of Students Scoring at Proficient or Advanced Levels | | | | |
|---|---|---|---|---|
| | Spring 2011 Results | | | |
| **Group** | English-Language Arts | Mathematics | Science | History-Social Science |
| **All Students in the District** | 43% | 27% | 50% | 39% |
| **All Students at the School** | 48% | 28% | 56% | 45% |
| **Male** | 40% | 28% | 53% | 49% |
| **Female** | 56% | 28% | 58% | 41% |
| **Black or African American** | 55% | 45% | ❖ | ❖ |
| **American Indian or Alaska Native** | 32% | 25% | ❖ | 31% |
| **Asian** | 50% | 23% | ❖ | ❖ |
| **Filipino** | ❖ | ❖ | ❖ | ❖ |
| **Hispanic or Latino** | 35% | 21% | 37% | 28% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ |
| **White** | 52% | 30% | 61% | 50% |
| **Two or More Races** | ❖ | ❖ | ❖ | ❖ |
| **Socioeconomically Disadvantaged** | 39% | 24% | 47% | 37% |
| **English Learners** | 3% | 9% | 13% | 9% |
| **Students with Disabilities** | 17% | 14% | 7% | 19% |
| **Students Receiving Migrant Education Services** | ❖ | ❖ | ❖ | ❖ |

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

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

### API Ranks

| API Ranks — Three Year Comparison | | | |
|---|---|---|---|
| | **2008** | **2009** | **2010** |
| **Statewide API Rank** | * | * | 5 |
| **Similar Schools API Rank** | * | * | 2 |

### API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

### API Ranks

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

## API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

| API Growth by Student Group — 2011 Growth API and Three Year Comparison | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Group** | **2011 Growth API** | | | | | | **Red Bluff HS — Actual API Change** | | |
| | **Red Bluff HS** | | **Red Bluff JUHSD** | | **California** | | | | |
| | **Number of Students** | **Growth API** | **Number of Students** | **Growth API** | **Number of Students** | **Growth API** | **08-09** | **09-10** | **10-11** |
| **All Students** | 1,069 | 760 | 1,227 | 732 | 4,683,676 | 778 | * | * | 20 |
| **Black or African American** | 12 | 820 | 14 | 790 | 317,856 | 696 | * | * | ■ |
| **American Indian or Alaska Native** | 20 | 690 | 26 | 659 | 33,774 | 733 | * | * | ■ |
| **Asian** | 14 | 860 | 14 | 860 | 398,869 | 898 | * | * | ■ |
| **Filipino** | 6 | ■ | 6 | ■ | 123,245 | 859 | * | * | ■ |
| **Hispanic or Latino** | 241 | 714 | 286 | 689 | 2,406,749 | 729 | * | * | 23 |
| **Native Hawaiian or Pacific Islander** | 5 | ■ | 5 | ■ | 26,953 | 764 | * | * | ■ |
| **White** | 762 | 772 | 862 | 744 | 1,258,831 | 845 | * | * | 15 |
| **Two or More Races** | 8 | ■ | 12 | 715 | 76,766 | 836 | * | * | ■ |
| **Socioeconomically Disadvantaged** | 530 | 720 | 608 | 700 | 2,731,843 | 726 | * | * | 14 |
| **English Learners** | 83 | 650 | 96 | 636 | 1,521,844 | 707 | * | * | ■ |
| **Students with Disabilities** | 100 | 465 | 111 | 466 | 521,815 | 595 | * | * | ■ |

■  Data are reported only for numerically significant groups.

*  The 2008 and 2009 Base API cannot be reported because for at least one STAR content area used in API calculations, this school failed to test a significant portion of students who were not exempt from testing. Therefore, API ranks cannot be made and growth comparisons cannot be made for 08-09 and 09-10.

## California Physical Fitness Test

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

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

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

| Percentage of Students Meeting Fitness Standards | |
|---|---|
| **Grade 9** | |
| **Four of Six Standards** | 23.2% |
| **Five of Six Standards** | 21.3% |
| **Six of Six Standards** | 40.3% |

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

| Adequate Yearly Progress Criteria | | | | |
|---|---|---|---|---|
| | **Red Bluff HS** | | **Red Bluff JUHSD** | |
| **Met Overall AYP** | No | | No | |
| **AYP Criteria** | **English-Language Arts** | **Mathematics** | **English-Language Arts** | **Mathematics** |
| **Participation Rate** | Yes | Yes | Yes | Yes |
| **Percent Proficient** | No | No | No | No |
| **API** | Yes | | Yes | |
| **Graduation Rate** | Yes | | Yes | |

## Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

| Federal Intervention Program | | |
|---|---|---|
| | **Red Bluff HS** | **Red Bluff JUHSD** |
| **Program Improvement Status** | In PI | In PI |
| **First Year of Program Improvement** | 2009-2010 | 2009-2010 |
| **Year in Program Improvement** | Year 1 | Year 2 |
| **Number of Schools Identified for Program Improvement** | | 2 |
| **Percent of Schools Identified for Program Improvement** | | 40% |

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

| Completion of High School Graduation Requirements | | |
|---|---|---|
| **Group** | **Graduating Class of 2011** | |
| | **Red Bluff HS** | **Red Bluff JUHSD** |
| **All Students** | 75.9% | 68.0% |
| **Black or African American** | ❖ | ❖ |
| **American Indian or Alaska Native** | 85.0% | 76.5% |
| **Asian** | ❖ | ❖ |
| **Filipino** | ❖ | ❖ |
| **Hispanic or Latino** | 73.3% | 40.4% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ |
| **White** | 79.3% | 69.3% |
| **Two or More Races** | ❖ | ❖ |
| **Socioeconomically Disadvantaged** | 88.1% | 87.3% |
| **English Learners** | 83.3% | 80.0% |
| **Students with Disabilities** | 82.1% | 78.7% |

## Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

| Graduate and Dropout Rates | | | | | | |
|---|---|---|---|---|---|---|
| | **Graduation Rate** | | | **1-year Dropout Rate** | | |
| | **07-08** | **08-09** | **09-10** | **07-08** | **08-09** | **09-10** |
| **Red Bluff HS** | 91.53% | ◈ | 93.85% | 2.1% | 0.8% | 0.9% |
| **Red Bluff JUHSD** | 80.66% | 45.59% | 84.70% | 5.4% | 3.1% | 3.2% |
| **California** | 80.21% | 78.59% | 80.44% | 4.9% | 5.7% | 4.6% |

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

◈ Information not available.

## Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2010-11 school year, 1.8% of the school's students were enrolled in a total of eight AP courses offered.

| Advanced Placement Courses | |
|---|---|
| **English** | 3 |
| **Mathematics** | 3 |
| **Science** | 2 |

## Types of Services Funded

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

- Title I
- PLATO
- Accelerated Reader
- Accelerated Math
- Opportunity Class
- Susan Barton Reading
- 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
- Love & Logic Parenting
- White House Program

## California High School Exit Exam Results

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

## California High School Exit Exam Results

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

### Percentage of Students Scoring at Proficient or Advanced Levels

|  | English-Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
|  | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| **Red Bluff HS** | 52% | 51% | 53% | 59% | 61% | 63% |
| **Red Bluff JUHSD** | 50% | 49% | 49% | 55% | 57% | 57% |
| **California** | 52% | 54% | 59% | 53% | 54% | 56% |

## CAHSEE Results by Student Group: English-Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

### Percentage of Students Achieving at Each Performance Level

| Group | English-Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
|  | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| **All Students in the District** | 51% | 27% | 22% | 43% | 39% | 17% |
| **All Students at the School** | 47% | 29% | 24% | 37% | 43% | 19% |
| **Male** | 57% | 26% | 16% | 38% | 43% | 19% |
| **Female** | 38% | 31% | 31% | 37% | 44% | 19% |
| **Black or African American** | ❖ | ❖ | ❖ | ❖ | ❖ | ❖ |
| **American Indian or Alaska Native** | 67% | 17% | 17% | 75% | 17% | 8% |
| **Asian** | ❖ | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Filipino** | ❖ | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Hispanic or Latino** | 70% | 18% | 11% | 53% | 36% | 10% |
| **Native Hawaiian or Pacific Islander** | ❖ | ❖ | ❖ | ❖ | ❖ | ❖ |
| **White** | 40% | 32% | 29% | 30% | 47% | 22% |
| **Two or More Races** | ❖ | ❖ | ❖ | ❖ | ❖ | ❖ |
| **Socioeconomically Disadvantaged** | 60% | 27% | 12% | 47% | 42% | 11% |
| **English Learners** | 100% | 0% | 0% | 75% | 25% | 0% |
| **Students with Disabilities** | 94% | 6% | 0% | 90% | 10% | 0% |
| **Students Receiving Migrant Education Services** | ❖ | ❖ | ❖ | ❖ | ❖ | ❖ |

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

## Admission Requirements for California's Public Universities

**University of California:** Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at www.universityofcalifornia.edu/admissions. (Outside source)

**California State University:** Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at www.calstate.edu/admission/admission.shtml. (Outside source)

## Course Enrollment for UC/CSU Admission

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

| University of California and California State University Admission | |
|---|---|
| | **Red Bluff HS** |
| **Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2010-11** | 15.6% |
| **Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2009-10** | 23.2% |

## Parental Involvement

It is the philosophy of Red Bluff Union High School to develop and maintain strong ties to the community and to students and their families. Many of the faculty members serve on county and city boards and committees, as well as community service organizations. It is through this close connection with the community that open lines of communication are maintained, and school programs supported.

The community has developed a sense of ownership and responsibility in the education of our students. Parents are encouraged to attend all school functions, and invitations to special events are mailed on a regular basis.

Love & Logic Parenting classes have become part of our school culture. Since introducing Love & Logic in 2005, hundreds of parents and our entire staff have been trained in effective parenting and communication skills with our students. Class sessions are offered to parents throughout the school year.

Red Bluff Joint Union High School District (RBJUHSD) maintains a Web site that 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 Web site, which provides updated information on guidance services with e-mail links to staff and counselors. The site also contains the ISIS program, where parents are able to check their student's daily attendance and log onto teachers' daily assignments. Parents are able to access teachers' voice-mail during the school day.

Several student/parent nights are provided throughout the school year. 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.

## Parental Involvement

*Continued from left*

These events are well attended, and provide an excellent opportunity for parents and the community to be involved with faculty and staff.

The School Site Council (SSC) is another supportive group comprised of parents, students, business partners, and faculty/staff. The SSC has become an excellent mode of communication throughout the county. Students and parents are encouraged to research information regarding careers, post-secondary opportunities, financial aid, scholarships, and college profiles through the Career Center computer lab.

Red Bluff Union High School has a Bilingual Parent Advisory Committee that collaborates with teachers and counselors in providing Latino students with the greatest learning environment and opportunities.

For more information on how to become involved, contact Jody Brownfield, Associate Principal at (530) 529-8728.



*"Our goal at Red Bluff Union High School is to create an environment that provides students with access to a challenging and rewarding high school experience."*

## Academic Counselors and School Support Staff

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

| Academic Counselors and School Support Staff | |
|---|---|
| **Academic Counselors: FTE and Ratio** | |
| **Number of Academic Counselors** | 4.6 |
| **Ratio of Students Per Academic Counselor** | 346:1 |
| **Support Staff** | **FTE** |
| **Social/Behavioral or Career Development Counselors** | 1.5 |
| **Library Media Teacher (Librarian)** | 1.0 |
| **Library Media Services Staff (Paraprofessional)** | 0.6 |
| **Psychologist** | 1.0 |
| **Social Worker** | 0 |
| **Nurse** | 1.0 |
| **Speech/Language/Hearing Specialist** | 0.5 |
| **Resource Specialist (non-teaching)** | 0.0 |
| **Other** | **FTE** |
| **School Resource Officer** | 1.0 |

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

| Teacher Credential Information | | | | |
|---|---|---|---|---|
| | **Red Bluff JUHSD** | **Red Bluff HS** | | |
| **Teachers** | **10-11** | **08-09** | **09-10** | **10-11** |
| **With Full Credential** | 86 | 76 | 77 | 77 |
| **Without Full Credential** | 0 | 0 | 0 | 0 |
| **Teaching Outside Subject Area of Competence** | 12 | 12 | | 12 |

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

| Teacher Misassignments and Vacant Teacher Positions | | | |
|---|---|---|---|
| | **Red Bluff HS** | | |
| | **09-10** | **10-11** | **11-12** |
| **Teacher Misassignments of English Learners** | 5 | 4 | 4 |
| **Total Teacher Misassignments** | 5 | 4 | 4 |
| **Vacant Teacher Positions** | 0 | 0 | 0 |

## No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

| No Child Left Behind Compliant Teachers | | |
|---|---|---|
| | **Percent of Classes in Core Academic Subjects** | |
| | **Taught by NCLB Compliant Teachers** | **Taught by Non-NCLB Compliant Teachers** |
| **Red Bluff HS** | 100% | 0% |
| **All Schools in District** | 100% | 0% |
| **High-Poverty Schools in District** | 100% | 0% |
| **Low-Poverty Schools in District** | ✧ | ✧ |

✧  Not applicable.

## Suspensions and Expulsions

| Suspension and Expulsion Rates | | | | | | |
|---|---|---|---|---|---|---|
| | **Red Bluff HS** | | | **Red Bluff JUHSD** | | |
| | **08-09** | **09-10** | **10-11** | **08-09** | **09-10** | **10-11** |
| **Suspension Rate** | 0.079 | 0.059 | 0.131 | 0.108 | 0.071 | 0.186 |
| **Expulsion Rate** | 0.000 | 0.001 | 0.003 | 0.004 | 0.001 | 0.003 |

## Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

## District Financial Data

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

| District Salary Data | | |
|---|---|---|
| **Category** | **Red Bluff JUHSD** | **Similar Sized District** |
| **Beginning Teacher Salary** | $36,066 | $41,858 |
| **Mid-Range Teacher Salary** | $58,656 | $65,907 |
| **Highest Teacher Salary** | $75,984 | $85,023 |
| **Average Principal Salary (High School)** | $125,035 | $114,791 |
| **Superintendent Salary** | $131,581 | $153,090 |
| **Teacher Salaries — Percent of Budget** | 36% | 36% |
| **Administrative Salaries — Percent of Budget** | 7% | 6% |

## Financial Data Comparison

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

| Financial Data Comparison | | |
|---|---|---|
| | **Expenditures Per Pupil From Unrestricted Sources** | **Annual Average Teacher Salary** |
| **Red Bluff HS** | $6,828 | $64,791 |
| **Red Bluff JUHSD** | $6,261 | $65,429 |
| **California** | $5,455 | $68,269 |
| **School and District — Percent Difference** | +8.3% | -1.0% |
| **School and California — Percent Difference** | +20.1% | -5.4% |

## Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

## School Financial Data

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

| School Financial Data | |
|---|---|
| **Red Bluff HS** | |
| **Total Expenditures Per Pupil** | $10,441 |
| **Expenditures Per Pupil From Restricted Sources** | $3,613 |
| **Expenditures Per Pupil From Unrestricted Sources** | $6,828 |
| **Annual Average Teacher Salary** | $64,791 |

# Red Bluff High School

School Accountability Report Card