

Principal's Message

I invite you to explore Red Bluff High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Red Bluff High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable expectations for students. Red Bluff High School is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens. If you would like to know more about our school and programs please contact our office at 529-8710 to schedule an appointment and/or tour.

Ron Fisher,
Principal

Parental Involvement

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

The community has developed a sense of ownership and responsibility in the education of our students. Parents are encouraged to attend all school functions and special events. Notices are placed on the school's electronic reader board, school Web site (www.rbuhd.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.

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. With Parent Experience, parents are able to log into 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 e-mail, and an e-mail directory is listed on the school's Web site.

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. 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 Associate Principals Jody Brownfield and Miguel Barriga at (530) 529-8710.

Ron Fisher, Principal
E-mail: rfisher@rbuhd.k12.ca.us

1260 Union Street
Red Bluff, CA 96080
Phone: (530) 529-8710

CDS Code: 52-71639-5237201
Grades: 9-12

District Mission

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

Red Bluff Joint Union High School District

Lisa Escobar, Superintendent
E-mail: lescobar@rbuhd.org

1525 Douglass Street
Red Bluff, CA 96080
Phone: (530) 529-8700

www.rbuhd.k12.ca.us

Governing Board

Lida Chase
Jack Hansen
Elsa Bautista
Barbara McIver
Marianne Willard

Strategic Goals

Goal 1:
Ensure all students learn

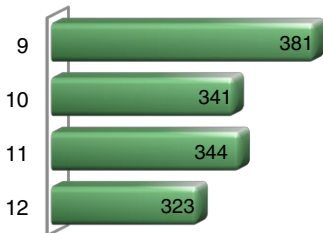
Goal 2:
Build professional collaboration and supportive relationships

Goal 3:
Build an effective data management system

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.

2012-13 Enrollment by Grade



Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates

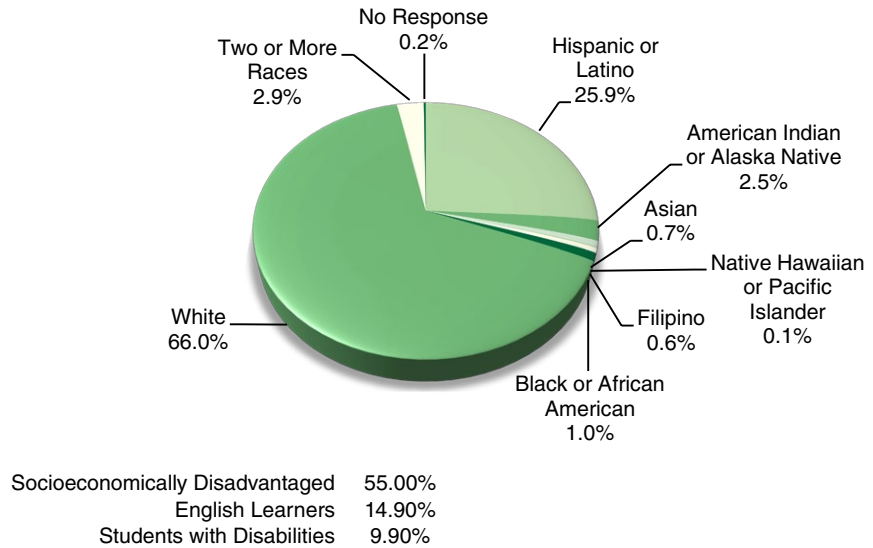
Red Bluff HS			
	10-11	11-12	12-13
Suspension Rates	13.1%	5.9%	5.7%
Expulsion Rates	0.3%	0.1%	0.1%
Red Bluff JUHSD			
	10-11	11-12	12-13
Suspension Rates	18.6%	7.3%	5.9%
Expulsion Rates	0.3%	0.2%	0.2%

Enrollment by Student Group

The total enrollment at the school was 1,390 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2012-13 School Year

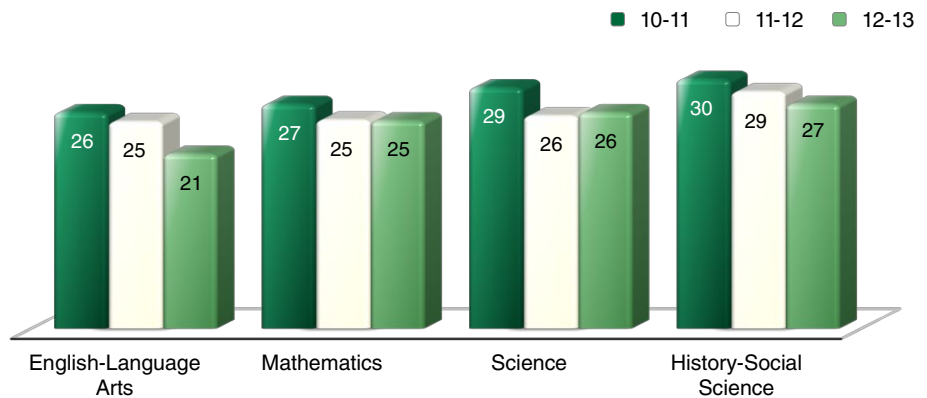


Class Size Distribution

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

Average Class Size

Three-Year Data Comparison



Number of Classrooms by Size

Three-Year Data Comparison

Subject	10-11			11-12			12-13		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	16	33	14	18	28	10	20	25	13
Mathematics	12	23	14	12	35	2	13	33	3
Science	4	23	6	6	23	3	9	16	8
History-Social Science	5	17	15	8	18	10	11	20	8

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content 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 who scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Red Bluff HS			Red Bluff JUHSD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	48%	47%	54%	43%	42%	48%	54%	56%	55%
Mathematics	28%	28%	33%	27%	27%	32%	49%	50%	50%
Science	56%	63%	53%	50%	55%	46%	57%	60%	59%
History-Social Science	45%	46%	49%	39%	39%	43%	48%	49%	49%

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

Students Scoring at Proficient or Advanced Levels	Spring 2013 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	48%	32%	46%	43%
All Students at the School	54%	33%	53%	49%
Male	47%	30%	49%	53%
Female	60%	36%	58%	46%
Black or African American	69%	31%	❖	❖
American Indian or Alaska Native	58%	33%	❖	33%
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	41%	22%	48%	44%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	56%	37%	54%	51%
Two or More Races	70%	43%	73%	61%
Socioeconomically Disadvantaged	47%	30%	43%	40%
English Learners	15%	14%	❖	❖
Students with Disabilities	18%	41%	21%	9%
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.



Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The 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 Plan. 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 including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.



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 API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Ranks

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

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
Statewide API Rank	5	6	6
Similar Schools API Rank	2	3	4

API Growth by Student Group

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group							2013 Growth API and Three-Year Data Comparison		
Group	2013 Growth API						Red Bluff HS – Actual API Change		
	Red Bluff HS		Red Bluff JUHSD		California				
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	10-11	11-12	12-13
All Students	916	774	1,053	747	4,655,989	790	20	11	3
Black or African American	13	818	13	818	296,463	708	■	■	■
American Indian or Alaska Native	24	775	29	733	30,394	743	■	■	■
Asian	5	❖	6	❖	406,527	906	■	■	■
Filipino	4	❖	5	❖	121,054	867	■	■	■
Hispanic or Latino	226	753	265	724	2,438,951	744	23	14	27
Native Hawaiian or Pacific Islander	0	❖	1	❖	25,351	774	■	■	■
White	611	778	692	752	1,200,127	853	15	10	-5
Two or More Races	33	833	42	792	125,025	824	■	■	■
Socioeconomically Disadvantaged	485	730	564	704	2,774,640	743	14	15	-6
English Learners	126	732	145	700	1,482,316	721	■	■	■
Students with Disabilities	89	503	106	487	527,476	615	■	■	■

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

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following 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 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria		2012-13 School Year
	Red Bluff HS	Red Bluff JUHSD
Met Overall AYP	No	No
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	No	No
Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2013-14 School Year	
	Red Bluff HS	Red Bluff JUHSD	
Program Improvement Status	In PI	In PI	
First Year of Program Improvement	2009-2010	2009-2010	
Year in Program Improvement	Year 4	Year 3	
Number of Schools Identified for Program Improvement		2	
Percent of Schools Identified for Program Improvement		100.00%	

✧ Not applicable.

California Physical Fitness Test

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

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

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

Percentage of Students Meeting Fitness Standards	
2012-13 School Year	
Grade 9	
Four of Six Standards	19.40%
Five of Six Standards	18.80%
Six of Six Standards	41.70%



California High School Exit Exam Results

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

California High School Exit Exam Grade Ten 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.

	Students Scoring at Proficient or Advanced Levels			Three-Year Data Comparison		
	English-Language Arts			Mathematics		
	10-11	11-12	12-13	10-11	11-12	12-13
Red Bluff HS	53%	58%	51%	63%	66%	64%
Red Bluff JUHSD	49%	52%	48%	57%	58%	58%
California	59%	56%	57%	56%	58%	60%

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

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

Students Achieving at Each Performance Levels	2012-13 School Year					
	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	52%	24%	24%	42%	41%	17%
All Students at the School	49%	25%	26%	36%	44%	20%
Male	61%	23%	16%	42%	42%	16%
Female	36%	27%	37%	30%	47%	24%
Black or African American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	63%	22%	15%	45%	39%	16%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	45%	25%	30%	34%	45%	21%
Two or More Races	❖	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	64%	23%	13%	48%	42%	10%
English Learners	❖	❖	❖	❖	❖	❖
Students with Disabilities	97%	3%	0%	91%	9%	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 admission.universityofcalifornia.edu/.

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

Course Enrollment for UC/CSU Admission

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

UC/CSU Admission		2011-12 and 2012-13 School Years
		Red Bluff HS
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2012-13		26.36%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2011-12		22.15%

Career Technical Education Programs

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

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

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

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

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

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

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

Continued on page 8

School Mission

We are committed to the following:

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

School Vision

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



Career Technical Education Participation

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

Career Technical Education Data	
Red Bluff HS	
2012-13 Participation	
Number of Pupils Participating in CTE	822 *
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	100%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	90%

* Students can be enrolled in more than one CTE course.



Types of Services Funded

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

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

Career Technical Education Programs

Continued from page 7

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

CTE Programs and Sequences Offered:

Information Technology & Network Systems Sequence:

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

Manufacturing & Product Development Sequence:

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

Agriculture & Natural Resources Sequence:

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

Hospitality, Tourism, and Recreation Sequence:

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

Building Trades & Construction Sequence:

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

Arts, Media, and Entertainment Sequence:

- Theatre Production
- Advanced Theatre Production

Transportation Industry Sequence:

- Basic Automotive
- Automotive

Finance and Business Sequence:

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

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

Workability I: Every student with a disability in the RBJUHS District receives career counseling, work-based and school-based learning opportunities, job shadowing, and employability skills training. Fifty percent of this population also experiences 100 hours of paid work experience. A large majority of these students also attend CTE programs within the District.

Shasta Community College: Career technical teachers meet annually with Shasta College career technical teachers to review existing articulation agreements. Currently, five of our programs have articulation programs with Shasta College. Instructors from Shasta College also serve on Red Bluff High School's CTE and ROP Advisory Committees.

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

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

"We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens."

Completion of High School Graduation Requirements

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

Completion of High School Graduation Requirements			Graduating Class of 2013
Group	Red Bluff HS	Red Bluff JUHSD	California
All Students	308	417	418,598
Black or African American	❖	❖	28,078
American Indian or Alaska Native	❖	14	3,123
Asian	❖	❖	41,700
Filipino	❖	❖	12,745
Hispanic or Latino	76	98	193,516
Native Hawaiian or Pacific Islander	❖	❖	2,585
White	210	288	127,801
Two or More Races	❖	❖	6,790
Socioeconomically Disadvantaged	143	185	217,915
English Learners	40	43	93,297
Students with Disabilities	27	30	31,683

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please note, a new method for calculating graduation and dropout rates was implemented starting with the class of 2010. The new rates should not be compared to data from previous years. Please visit www2.ed.gov/policy/elsec/guid/hsguidance.pdf for more information.

Graduation and Dropout Rates				Three-Year Data Comparison		
	Graduation Rate			Dropout Rate		
	09-10	10-11	11-12	09-10	10-11	11-12
Red Bluff HS	91.85%	92.55%	96.89%	4.70%	5.30%	1.20%
Red Bluff JUHSD	79.24%	78.86%	85.62%	14.80%	16.10%	10.30%
California	74.72%	77.14%	78.73%	16.60%	14.70%	13.10%

❖ 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.



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.

Advanced Placement Courses

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

Advanced Placement Courses	
2012-13 School Year	
Percent of Total Enrollment Enrolled in AP Courses	3.80%
Number of AP Courses Offered at the School	11
Number of AP Courses by Subject	
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	3
Science	4
Social Science	2



Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2013-14 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%



Currency of Textbook Data

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

Currency of Textbooks	
2013-14 School Year	
Data Collection Date	08/2013

Textbooks and Instructional Materials

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

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

The selection of instructional materials involves the School Site Council, parents, teachers, community members, and students.

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

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

Textbooks and Instructional Materials List		2013-14 School Year
Subject	Textbook	Adopted
English-Language Arts	Literature & Language Arts, Third Course, Holt, Rinehart, and Wilson	2007
English-Language Arts	The Bedford Reader, Kennedy, Kennedy & Aaron, Bedford/Martin	2007
English-Language Arts	AP English: The Language of Composition: Reading, Writing, Rhetoric by Renee H. Shea, Lawrence Scanlon, and Robin Dissin Aufses	2013
English-Language Arts	SRA REACH System, McGraw-Hill	2002
English-Language Arts	SRA Direct Instruction Corrective Reading Decoding, McGraw-Hill	2002
English-Language Arts	Literature and Language Arts, Holt	2007
Mathematics	Pacemaker Practical Mathematics for Consumers, Third Edition, Pearson, Education, Inc.	2004
Mathematics	Mathematics Applications and Concepts Course 2, McGraw-Hill Glencoe	2004
Mathematics	Pacemaker Basic Mathematics, Third Edition, Pearson Education Inc.	2000
Mathematics	Mathematics 4, Preliminary Edition, CPM Educational Program	1999
Mathematics	Mathematics 3, Second Edition, CPM Educational Program	2000
Mathematics	Understanding Basic Statistics, Houghton Mifflin	2001
Mathematics	Algebra 1, Glencoe McGraw Hill	2005
Mathematics	Math A: Gateways to Algebra and Geometry, McDouglas, Littell and Company	1993
Mathematics	Algebra II, Saxon	1989
Mathematics	Geometry, Glencoe McGraw Hill	2005
Mathematics	Algebra 2/FDWK Series, McDougal-Littell	2007
Mathematics	Math Analysis: Pre-Calculus 7th Edition, Pearson/Prentice Hall	2007
Mathematics	AP Calculus, 3rd Edition, Pearson/Prentice Hall	2007
Mathematics	Math Analysis – Pre-Calculus/FDWK Series, Prentice Hall	2007
Mathematics	Calculus/FDWK Series	2007

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Textbooks and Instructional Materials

Continued from page 10

Textbooks and Instructional Materials List		2013-14 School Year
Subject	Textbook	Adopted
Science	Chemistry, Wilbraham, Staley, Matta, and Waterman, Prentice Hall	2007
Science	Biology, Campbell, Reece, Mitchell – Addison Wesley Longman, Inc.	2001
Science	Modern Biology, Reinhart, Wilson	1994
Science	Physics Principles and Problems, Merrill	1995
Science	Modern Chemistry, Holt, Rinehart, Winston	1999
Science	Pacemaker Biology, Third Edition, Pearson AGS Globe	2006
Science	Pacemaker General Science, Third Edition, Pearson AGS Globe	2006
History-Social Science	Pacemaker World History, Third Edition, Pearson Education, Inc.	2002
History-Social Science	World History – World History the Modern World, Prentice Hall	2007
History-Social Science	World History: Connections to Today, the Modern Era, Prentice Hall	2003
History-Social Science	U.S. History – The Americans Reconstruction to the 21st Century. Rand McNally	2006
History-Social Science	U.S. Government – American Government (CA Edition), Prentice Hall	2007
History-Social Science	Magruder's American Government, Prentice Hall	2003
History-Social Science	Economics – Economics Principles in Action (CA Edition), Prentice Hall	2007
History-Social Science	AP World History – The Earth and It's Peoples – A Global History, Wadsworth/Cengage Learning	2011

Quality of Textbooks

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

Quality of Textbooks		2013-14 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

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 bimonthly 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.

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School Safety

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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 District that are monitored by school administration daily. The cameras have been an asset in crime prevention.

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
- 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 with a safe and nurturing learning environment.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty January 2013. A new School Safety Plan will be developed in the 2012-13 school year and reviewed by staff.



School Facilities

Red Bluff High School opened its doors in September 1897. Since that time, the high school has gone through many transformations and expansions. Red Bluff High School is located in Northern California, 120 miles north of Sacramento on the I-5 corridor. The 145-acre campus serves the city of Red Bluff, with a population of about 14,050 residents, in addition to the many surrounding rural communities. As the only comprehensive high school in the 2600 square mile district, the school serves a diverse ethnic, social, and economic enrollment of about 1,380 students in grades 9, 10, 11, and 12. The school serves nine different feeder districts. Red Bluff High School serves as the social and cultural hub of the community, with many students and adults participating in school functions. Red Bluff High School is a well-established high school that has enjoyed over 100 years of interactive relationships with the community.

The maintenance and safety of the school facility is of the utmost concern. Surveillance cameras are located strategically around the campus and monitored on a daily basis. Red Bluff High School has a maintenance and operations staff of 16, with one Maintenance Supervisor and one Director of Maintenance, Operations and Transportation. The campus and classrooms are cleaned on a daily basis. Janitorial staff cleans all classrooms during non-school hours.

Red Bluff Union High School provides a safe, clean, learning and working environment. The District grounds and maintenance staff maintain the pristine campus and buildings. To maintain a safe and healthy environment, the maintenance staff receives training in general maintenance procedures, handling hazardous materials, safety procedures, equipment safety checks, and work safety. This plan can be found at the District Office as part of our Comprehensive School Improvement Plan. Designated individuals within the District perform periodic inspections; annual inspections are done by outside agencies.

High school campuses reflect the communities of which they are a part.

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

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

Recent facility improvements include remodeling of our Special Day Class, parking lot maintenance/repair, roofing on Main Office, and upgrade of school pool.

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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.

School Facility Good Repair Status		2013-14 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			06/25/2013
Date of the Most Recent Completion of the Inspection Form			06/25/2013

Deficiencies and Repairs

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

Deficiencies and Repairs		2013-14 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	Fire alarm system upgraded/repared 3/2013.	
Interior	Main office interior surface - Flooring. The District facilities team is developing a 3, 5, and 10-year facilities plan that supports the Board of Trustees strategic goals.	
Electrical	Library Mech/HVAC repairs 7/2013. PAC Mech/HVAC repairs 8/2013.	
Restrooms/Fountains	Gym restrooms & fountains deficient. The District facilities team is developing a 3, 5, and 10-year facilities plan that supports the Board of Trustees strategic goals. Fountains repaired 9/2013.	
Structural	Gym & office roofs need repair. Gym to be repaired 5/2014. Main office repaired 9/2013.	
External	Hardscape – uneven sidewalks. The District facilities team is developing a 3, 5, and 10-year facilities plan that supports the Board of Trustees strategic goals.	

School Facilities, *Continued from page 12*

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

Most recently, through a grant from the Shasta Regional Community Foundation, we were able to replace the large 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.

Professional Development

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

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

There has been a shift in RBHS's focus on teaching to a focus on learning. This has become our pledge to ensure the success of each student. Teachers are collaborating through Professional Learning Communities (PLCs) during Professional Development Monday afternoons. In developing PLCs, teachers are asking: What are research-based best practices and strategies that have been successful in helping students achieve at high levels? How can we implement these practices into our school culture? What commitments will we make to one another in order to support our teaching? What data will we monitor to support our teaching? What support systems will we have in place to implement the Common Core? What common formative assessments can we develop in order to monitor our teaching strategies?

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

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

PLC math teacher leader Brooke Kennedy shared, "The training provided to the PLC teacher leaders has been some of the best professional development of my career. As a department, we are collaborating on our new integrated 1 Curriculum. We are currently working on our third common assessment, as well as our curricular map for the remaining fall semester. The PLC has been a fantastic opportunity for our department members to take on leadership and collaboratively work toward improving student learning."

Lauren Stroud, PLC Ag teacher leader commented, "This training has helped me be able to articulate the importance of collaboration that is focused on learning rather than teaching. The training has shown me how important it is to keep our decisions based on results in order to increase the productivity of our students and teachers here at Red Bluff High. Our Ag PLC has been focusing on pacing guides, standards, and assessments this year so that we are set up for immediate interventions next year. We all practice interventions, but new strategies have not been developed since we have been focusing on the infrastructure items this year. I am loving the collaborative environment PLCs have brought to campus!"

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

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

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Professional Development

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

The PLC model has proven to be an effective and powerful new way of working together that profoundly affects the practice of Red Bluff High School education. PLCs have required our teachers to invest in hard work, and the commitment to focus on learning rather than teaching, work collaboratively, and hold RBHS accountable for continual improvement. RBHS teachers are committed to the PLC movement and to diligently supporting the vision of the school: "Graduates from Red Bluff High School will be well prepared for college, career, and life."

We have three days each year dedicated to staff and professional development.



Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	4.0
Ratio of Students Per Academic Counselor	348:1
Support Staff	
	FTE
Social/Behavioral or Career Development Counselors	0.5
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0.0
Other	FTE
School Resource Officer	1.0
Nurse Aide	1.0
Licensed Vocational Nurse	1.0
Gear-up Counselor	0.5
College Options Counselor	0.5

Teacher Qualifications

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

Teacher Credential Information	Three-Year Data Comparison			
	Red Bluff JUHSD	Red Bluff HS		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	91	86	83	82
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		12	12	11

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Red Bluff HS		
Teachers	11-12	12-13	13-14
Teacher Misassignments of English Learners	2	3	3
Total Teacher Misassignments	2	3	3
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

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

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Red Bluff HS	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

Financial Data

The financial data displayed in this SARC is from the 2011-12 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at www.ed-data.org.

District Financial Data

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

District Salary Data	2011-12 Fiscal Year	
	Red Bluff JUHSD	Similar Sized District
Beginning Teacher Salary	\$36,066	\$41,956
Mid-Range Teacher Salary	\$58,656	\$66,299
Highest Teacher Salary	\$75,984	\$85,517
Average High School Principal Salary	\$122,173	\$118,994
Superintendent Salary	\$115,000	\$156,140
Teacher Salaries — Percent of Budget	37%	36%
Administrative Salaries — Percent of Budget	6%	6%

Financial Data Comparison

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

Financial Data Comparison	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Red Bluff HS	\$7,587	\$62,187
Red Bluff JUHSD	\$6,810	\$62,797
California	\$5,537	\$69,602
School and District — Percent Difference	+11.4%	-1.0%
School and California — Percent Difference	+37.0%	-10.7%

Expenditures Per Pupil

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



School Financial Data

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

School Financial Data	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	\$11,127
Expenditures Per Pupil From Restricted Sources	\$3,540
Expenditures Per Pupil From Unrestricted Sources	\$7,587
Annual Average Teacher Salary	\$62,187



School Accountability Report Card

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.

2012-13 School Accountability Report Card — Published During the 2013-14 School Year

All data accurate as of December 2013.

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