

Red Bluff Union High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the 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 website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

| | |
|--|-----------------------------|
| School Name | Red Bluff Union High School |
| Street | 1515 Douglass St. |
| City, State, Zip | Red Bluff, CA 96080 |
| Phone Number | 530-529-8710 |
| Principal | Rich Hassay |
| Email Address | rhassay@rbhsd.org |
| School Website | www.rbhsd.org |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 52-71639-0000000 |

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

Red Bluff High School is quite proud of its rigorous academic curriculum, strong career technical education programs, excellent

2025-26 School Description and Mission Statement

athletic programs and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

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

Rich Hassay
Principal

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 446 |
| Grade 10 | 397 |
| Grade 11 | 390 |
| Grade 12 | 353 |
| Total Enrollment | 1,586 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 46.7 |
| Male | 52.8 |
| Non-Binary | 0.5 |
| American Indian or Alaska Native | 2.5 |
| Asian | 1.5 |
| Black or African American | 1.2 |
| Filipino | 0.3 |
| Hispanic or Latino | 37.3 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 3.7 |
| White | 52.9 |
| English Learners | 6.2 |
| Foster Youth | 0.8 |
| Homeless | 3.5 |
| Migrant | 0.4 |
| Socioeconomically Disadvantaged | 76.2 |
| Students with Disabilities | 15.4 |

A. Conditions of Learning **State Priority: Basic**

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

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 65.3 | 83.52 | 71 | 79.67 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 1.3 | 1.7 | 1.3 | 1.49 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 4.8 | 6.17 | 4.8 | 5.41 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.1 | 2.7 | 7.3 | 8.25 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 4.6 | 5.88 | 4.6 | 5.16 | 15831.9 | 5.67 |
| Total Teaching Positions | 78.2 | 100 | 89.2 | 100 | 279044.8 | 100 |

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

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 63.9 | 80.52 | 67.3 | 77.93 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 1.6 | 2.02 | 1.6 | 1.85 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2 | 2.52 | 2 | 2.31 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.1 | 3.98 | 6.7 | 7.82 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 8.7 | 10.96 | 8.7 | 10.07 | 14303.8 | 5.15 |
| Total Teaching Positions | 79.4 | 100 | 86.4 | 100 | 277698 | 100 |

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

2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 66.5 | 81.42 | 70.8 | 78.85 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 1.5 | 1.86 | 1.5 | 1.69 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.3 | 1.69 | 2.3 | 2.65 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.4 | 1.82 | 4.3 | 4.79 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 10.7 | 13.19 | 10.7 | 12 | 13705.8 | 4.91 |
| Total Teaching Positions | 81.7 | 100 | 89.8 | 100 | 278927.1 | 100 |

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 3.00 | 2 | 0 |
| Misassignments | 1.80 | 0 | 1.3 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 4.80 | 2 | 1.3 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.5 | 0.3 |
| Local Assignment Options | 2.10 | 2.5 | 1.1 |
| Total Out-of-Field Teachers | 2.10 | 3.1 | 1.4 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 2.5 | 0 | 1.4 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 1.3 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Red Bluff High School attempts to take advantage of adopting the latest materials for use in the classrooms. All instructional materials are carefully selected to align with the State of California Frameworks and requirements. The focus and emphasis of instruction and counseling is to encourage students to graduate from Red Bluff High School. The selection of instructional materials involves the School Site Council, parents, teachers, community members and students. The board of trustees plays an integral role in ensuring Red Bluff High School secures the highest quality instructional materials available for students and teachers. All core academic textbooks go through a rigorous adoption process. Departments review proposed textbooks and present their proposals to the SSC; then they make their recommendation to the board of trustees. Trustees review the textbooks and will then discuss and adopt the textbooks at an open session of a regular board meeting. Every student, including English learners, has access to their own textbooks and instructional materials to use in class and to take home. Every student attending Red Bluff High School has been issued a Chromebook to provide technological access and enhance the learning process.

Year and month in which the data were collected

1/2024

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|--|
| Reading/Language Arts | <p>CA Collections; Houghton, Mifflin, Harcourt Adoption Year 2018</p> <p>Literature & Language Arts, Third Course; Holt, Rinehart and Winston Adoption Year 2007</p> <p>The Bedford Reader; Kennedy, Kennedy and Aaron; Bedford/St. Martin's Adoption Year 2007</p> <p>AP English: The Language of Composition: Reading, Writing, Rhetoric; by Shea, Scanlon and Dissin Aufses Adoption Year 2013</p> <p>Literature & Language Arts, Holt Adoption Year 2007</p> | 0% |
| Mathematics | <p>Algebra 1, Glencoe/McGraw-Hill Adoption Year 2005</p> | 0% |

| | | |
|----------------|--|----|
| | <p>Geometry, Glencoe/McGraw-Hill Adoption Year 2005</p> <p>Algebra 2/FDWK Series, McDougal Littell Adoption Year 2007</p> <p>Math Analysis: Precalculus 7th Edition, Pearson/Prentice Hall Adoption Year 2007</p> <p>AP Calculus, 3rd Edition; Pearson/Prentice Hall Adoption Year 2007</p> <p>Math Analysis: Precalculus/FDWK Series, Prentice Hall Adoption Year 2007</p> <p>Calculus/FDWK Series Adoption Year 2007</p> <p>Integrated 1 CPM Educational Program Adoption Year 2015</p> <p>Integrated 2 CPM Educational Program Adoption Year 2015</p> <p>HMH Algebra 1 Burger Dixon Kanold Kaplinsky Larson Leinwand Adoption Year 2022</p> <p>HMH Into Geometry Burger Dixon Kanold Kaplinsky Larson Leinwand Adoption Year 2022</p> <p>HMH Algebra 2 Burger Dixon Kanold Kaplinsky Larson Leinwand Adoption Year 2023</p> | |
| Science | <p>Environmental Science; Pearson Adoption Year 2018</p> <p>Biology AP Edition 12th Ed. McGraw-Hill Education Adoption year 2016</p> <p>Essentials of Human Anatomy and Physiology 11th Ed. Elaine N. Marieb Pearson Education Adoption year 2015</p> <p>College Physics 10th Ed. Serway & Vuille, Cengage Learning Adoption year 2015</p> <p>Chemistry 9th Ed. Zumdahl & Zumdahl, Cengage Learning Adoption year 2014</p> <p>Environmental Science Withgott, Pearson</p> | 0% |

| | | |
|-------------------------------|---|----|
| | <p>Adoption year 2011</p> <p>Earth Science Glencoe Adoption year 2008</p> <p>Chemistry; by Wilbraham, Staley, Matta and Waterman; Prentice Hall Adoption year 2007</p> <p>Pacemaker Biology, Third Edition; Pearson AGS Globe Adoption year 2006</p> <p>Pacemaker General Science, Third Edition; Pearson AGS Globe Adoption year 2006</p> | |
| History-Social Science | <p>World History: World History: The Modern World, Prentice Hall Adoption year 2007</p> <p>U.S. History: The Americans: Reconstruction to the 21st Century, Rand McNally Adoption year 2003</p> <p>U.S. Government: American Government, California Edition; Prentice Hall Adoption year 2007</p> <p>Magruder’s American Government, Prentice Hall Adoption year 2003</p> <p>Economics: Economics: Principles in Action, California Edition; Prentice Hall Adoption year 2007</p> <p>AP World History: The Earth and Its Peoples: A Global History, Wadsworth/Cengage Learning Adoption year 2011</p> | 0% |
| Foreign Language | <p>Realidades 1 Prentice Hall Adoption year 2014</p> <p>Realidades 2 Prentice Hall Adoption year 2014</p> <p>Realidades 3 Prentice Hall Adoption year 2014</p> <p>Senderos 1 Vista Higher Learning Adoption year 2023</p> | 0% |

| | | |
|---|---|----|
| | Senderos 2 Vista Higher Learning Adoption year 2024 | |
| | Senderos 3 Vista Higher Learning Adoption year 2024 | |
| | Spanish Speakers 2 Sendas Literarias 1 Adoption Year 2008 | |
| | Abienda Paso series Adoption year 2008 | |
| Health | | 0% |
| Visual and Performing Arts | | 0% |
| Science Laboratory Equipment (grades 9-12) | | 0% |

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

School Facility Conditions and Planned Improvements

The maintenance and safety of the school facility is of the utmost concern. Surveillance cameras are located strategically around the campus and monitored on a daily basis. Red Bluff High School has a maintenance and operations staff of 28 and one Director of Maintenance and Operations. The campus and classrooms are cleaned on a daily basis. Janitorial staff cleans all classrooms during non-school hours. Red Bluff High School provides a safe, clean learning and working environment. To maintain a safe and healthy environment, the maintenance staff receives training in general maintenance procedures, handling hazardous materials, safety procedures, equipment safety checks and work safety. This plan can be found at the district office as part of our Comprehensive School Improvement Plan. Designated individuals within the district perform periodic inspections; annual inspections are done by outside agencies. Safety, cleanliness and maintenance of facilities are high priorities at Red Bluff High School. Long-term maintenance needs are regularly planned.

Year and month of the most recent FIT report

12/01/2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 46 | 55 | 42 | 50 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 25 | 25 | 23 | 23 | 35 | 37 |

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 370 | 362 | 97.84 | 2.16 | 54.97 |
| Female | 180 | 176 | 97.78 | 2.22 | 60.80 |
| Male | 189 | 185 | 97.88 | 2.12 | 49.73 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 142 | 139 | 97.89 | 2.11 | 46.76 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 16 | 15 | 93.75 | 6.25 | 53.33 |

| | | | | | |
|--|-----|-----|-------|------|-------|
| White | 193 | 189 | 97.93 | 2.07 | 59.79 |
| English Learners | 16 | 15 | 93.75 | 6.25 | 13.33 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 280 | 274 | 97.86 | 2.14 | 52.92 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 60 | 59 | 98.33 | 1.67 | 25.42 |

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|--------------------------------|-----------------------------|------------------------------|----------------------------------|---------------------------------------|
| All Students | 370 | 362 | 97.84 | 2.16 | 25.41 |
| Female | 180 | 176 | 97.78 | 2.22 | 27.27 |
| Male | 189 | 185 | 97.88 | 2.12 | 23.78 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 142 | 139 | 97.89 | 2.11 | 15.11 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 16 | 15 | 93.75 | 6.25 | 33.33 |
| White | 193 | 189 | 97.93 | 2.07 | 31.22 |
| English Learners | 16 | 15 | 93.75 | 6.25 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|--|-----|-----|-------|------|-------|
| Socioeconomically Disadvantaged | 280 | 274 | 97.86 | 2.14 | 22.26 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 60 | 59 | 98.33 | 1.67 | 13.56 |

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Science (grades 5, 8 and high school) | 28.39 | 30.94 | 25.31 | 27.51 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 726 | 713 | 98.21 | 1.79 | 29.49 |
| Female | 347 | 342 | 98.56 | 1.44 | 31.58 |
| Male | 378 | 370 | 97.88 | 2.12 | 27.64 |
| American Indian or Alaska Native | 15 | 15 | 100.00 | 0.00 | 60.00 |
| Asian | 16 | 16 | 100.00 | 0.00 | 43.75 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 273 | 269 | 98.53 | 1.47 | 18.96 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 31 | 31 | 100.00 | 0.00 | 25.81 |
| White | 379 | 370 | 97.63 | 2.37 | 36.59 |
| English Learners | 35 | 35 | 100.00 | 0.00 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 552 | 542 | 98.19 | 1.81 | 26.25 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 113 | 111 | 98.23 | 1.77 | 10.91 |

2024-25 Career Technical Education Programs

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

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

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

All freshmen students receive curriculum and instruction in career exploration in their Exploring Computer Science class. Through career assessments, freshmen discover career pathways that best correlates with their interests. Special attention is placed on enrolling students of special populations into career technical courses. Teachers and counselors encourage students

2024-25 Career Technical Education Programs

to enroll into non-traditional occupations. Ninety seven percent of our students with disabilities are enrolled in at least one CTE course.

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

Ag Leadership
Ag Biology
Ag Natural Resources
Ag Mechanics I
Ag Mechanics II
Ag Mechanics III
Ag Mechanics IV
Animal Science
Ag Vet Technician
Ag Earth Science
Ag Biology
Ag system Management
Floral Design
Advanced Floral Design
Broadcast Technologies I
Broadcast Technologies II
Art I
Art II
Art III
Computer Graphics
Yearbook
Dance I
Dance II
Dance III
Theater Arts I
Theater Arts II
Introduction to Business
Personal Finance/Business Finance
Child Development
Child Care Occupations
Introduction To Medical Careers
Patient Care Health Occupation
Patient Care Therapeutic Services
Firefighting I
Firefighting II
EMT
NASA Astrobiology Internship Yr I
NASA Astrobiology Internship Yr 2
Exploring Computer Science
Computer Science A
Introduction to Manufacturing
Machine Forming Technologies
CNC Machining
Introduction to Building & Constr.Trades
Residential & Comm. Construction
Automotive Services I
Automotive Services II (DE)
Automotive Technician

WorkAbility I: Every student with a disability in the RBJUHS District receives career counseling, work-based and school-based learning opportunities, job shadowing, and employability skills training. Juniors and seniors of this population may have the

2024-25 Career Technical Education Programs

opportunity to receive 80 hours of paid work experience. A large majority of these students also attend CTE programs within the District.

Shasta Community College: Career technical teachers meet annually with Shasta College career technical teachers to review existing dual enrollment agreements. Currently, ten of our CTE pathways have dual enrolled classes through Shasta College. The number of dual enrolled classes across the various pathways are sixteen.

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

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

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

It is essential that CTE teachers have the opportunity to collaborate with our stakeholders, including Job Training Center (WIOA), business and industry partners, students, parents, and staff in order to effectively plan, implement and evaluate our CTE programs. Our CTE Advisory Committee is the oversight committee for all CTE programs.

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 1190 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 52.9 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

2024-25 Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 94.33 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 34.71 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 9 | 93.9% | 96.7% | 92.4% | 94.7% | 93.2% |

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

During a typical school year, the following paragraphs represent the different opportunities that parents and community members have to engage in the school. Beginning in March 2021, we have resumed in-person engagement opportunities for our community in accordance with State and local health guidelines. As we continue to monitor the current conditions, we have resumed all of our parental involvement opportunities for the 2022-2023 school year.

It is the philosophy of Red Bluff High School to develop and maintain strong ties to the community and to students and their families. Many of the faculty members serve on county and city boards and committees, as well as community service organizations. It is through this close connection with the community that open lines of communication are maintained, and school programs supported. The community has developed a sense of ownership and responsibility in the education of our students. Parents are encouraged to attend all school functions and special events. Several student/parent nights are provided throughout the school year by our counseling and academic departments. These nights focus on curriculum, assessment, post-secondary educational opportunities, financial aid, eighth grade student/parent information, student and parent orientation, athletic banquets, Future Farmers of America (FFA) banquets/family nights, Back-to-School Night, etc. These events provide an excellent opportunity for parents and the community to be involved with faculty and staff.

To provide effective communication with families, Red Bluff High School utilizes multiple means to help parents be aware of current information and events. Notices are placed on the school's electronic readerboard, school website (www.rbhsd.org), school Facebook and Instagram pages, and Daily Bulletin. The school also utilizes an automated caller to dial all parents regarding special events and notifications. Red Bluff Joint Union High School District (RBJUHSD) website is continually updated with current information regarding curriculum assessment, extracurricular activities, career pathways, and programs that support student learning. The counseling department has a link on the website, which provides updated information on guidance services with email links to staff and counselors. With Parent Portal, parents are able to log in to a secured link and check their student's daily attendance, current grades, and teachers' homework and daily assignments. Parents are able to access teachers' voicemail during the school day. All teachers are accessible by email, and an email directory is listed on the school's website.

Red Bluff High School provides parents with opportunities to be involved and informed with their student's education. The

2025-26 Opportunities for Parental Involvement

following are various groups that help foster parental engagement.

- The School Site Council (SSC) is a vital group consisting of parents, students, business partners and faculty/staff that develop the Single Plan for Student Achievement (SPSA). The SSC has become an excellent mode of communication throughout the county.
- Several parent meetings with the Superintendent have been held throughout the year. Dinner, childcare and translation services are provided for parents in order to participate in these interactive meetings to discuss and gather input on the various components of our district LCAP.
- The District English Learner Advisory Committee (DELAC) is another supportive group of staff and parents who advise the principal and staff on programs and services for English Language Learners and the SSC on the development of the SPSA. DELAC collaborates with teachers and counselors in providing Latino students with the greatest learning environment and opportunities. The DELAC committee has provided a Parent Academy in an effort to inform, include and value parental involvement of ELLs. The Parent Academy meets every two weeks and provides ELL parents with literacy components that will help them navigate our school system and be better equipped to support their students
- Parent Partnership Team was created to help parents, staff and community collaborate on improving parent involvement and creating a family-friendly environment. Our Parent Partnership Team helps with increasing parent participation.
- Parent Orientation and the Welcome Breakfast helps recruit parent volunteers. The Parent Partnership Team is currently in progress of developing a Parent Resource Center where parents will have a place on campus to have access to the Internet to use their Parent Portal and obtain knowledge of school resources and opportunities for their students.

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

| Indicator | School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 1.7 | 0.8 | 2.5 | 5.2 | 3.7 | 7.1 | 8.2 | 8.9 | 8 |
| Graduation Rate | 95.4 | 97.2 | 94.7 | 91.8 | 92.8 | 89.6 | 86.2 | 86.4 | 87.5 |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 358 | 339 | 94.7 |
| Female | 166 | 158 | 95.2 |
| Male | 192 | 181 | 94.3 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 12 | 12 | 100.0 |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 121 | 115 | 95.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 15 | 15 | 100.0 |
| White | 195 | 183 | 93.8 |
| English Learners | 35 | 32 | 91.4 |
| Foster Youth | -- | -- | -- |
| Homeless | 28 | 22 | 78.6 |
| Socioeconomically Disadvantaged | 301 | 282 | 93.7 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 53 | 47 | 88.7 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1673 | 1627 | 296 | 18.2 |
| Female | 773 | 749 | 136 | 18.2 |
| Male | 891 | 869 | 159 | 18.3 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | 41 | 40 | 10 | 25.0 |
| Asian | 25 | 22 | 2 | 9.1 |
| Black or African American | 20 | 20 | 5 | 25.0 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 618 | 609 | 102 | 16.7 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 64 | 61 | 15 | 24.6 |
| White | 888 | 858 | 159 | 18.5 |
| English Learners | 92 | 90 | 16 | 17.8 |
| Foster Youth | 22 | 19 | 8 | 42.1 |
| Homeless | 84 | 81 | 35 | 43.2 |
| Socioeconomically Disadvantaged | 1287 | 1254 | 261 | 20.8 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 271 | 264 | 82 | 31.1 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 4.62 | 3.39 | 1.32 | 4.87 | 4.83 | 2.23 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0.29 | 0.12 | 0 | 0.27 | 0.11 | 0 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.32 | 0.00 |
| Female | 0.78 | 0.00 |
| Male | 1.80 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 2.44 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.62 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 1.56 | 0.00 |
| White | 1.13 | 0.00 |
| English Learners | 1.09 | 0.00 |
| Foster Youth | 9.09 | 0.00 |
| Homeless | 3.57 | 0.00 |
| Socioeconomically Disadvantaged | 1.40 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.21 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 21 | 37 | 31 | 11 |
| Mathematics | 22 | 19 | 35 | 8 |
| Science | 23 | 15 | 22 | 9 |
| Social Science | 20 | 33 | 19 | 18 |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 21 | 35 | 39 | 6 |
| Mathematics | 22 | 26 | 31 | 5 |
| Science | 19 | 21 | 11 | 8 |
| Social Science | 19 | 35 | 26 | 14 |

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 316.8 |

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | 2 |
| Social Worker | 1 |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | 2 |
| Other | |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$10,441 | \$3,613 | \$6,828 | \$68,768 |
| District | N/A | N/A | \$6,261 | \$90,522 |
| Percent Difference - School Site and District | N/A | N/A | 8.7 | -12.0 |
| State | N/A | N/A | \$11,146 | \$100,016 |
| Percent Difference - School Site and State | N/A | N/A | 3.5 | -21.0 |

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$52,904 | \$59,531 |
| Mid-Range Teacher Salary | \$88,620 | \$95,178 |
| Highest Teacher Salary | \$119,006 | \$118,880 |
| Average Principal Salary (Elementary) | | \$122,892 |
| Average Principal Salary (Middle) | | \$148,230 |
| Average Principal Salary (High) | \$174,106 | \$163,784 |
| Superintendent Salary | \$212,151 | \$227,673 |
| Percent of Budget for Teacher Salaries | 28.81% | 26.91% |
| Percent of Budget for Administrative Salaries | 6.07% | 5.63% |

2024-25 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|------|
| Percent of Students in AP Courses | 10.1 |
|-----------------------------------|------|

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

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 1 |
| English | 2 |
| Fine and Performing Arts | 1 |
| Foreign Language | 1 |
| Mathematics | 2 |
| Science | 2 |
| Social Science | 1 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 10 |

Professional Development

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

Professional Development

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

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

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 9 | 9 | 9 |