

Community Day K-5

695 Kimball Rd. • Red Bluff, CA, 96080 • (530) 527-9015 • Grades
Suzanne Adkins, Principal

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Red Bluff Union Elementary

School District

1755 Airport Rd.
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www.rbuesd.org

District Governing Board

Sharon Barrett

Steven Piffero

Adriana Griffin

Heidi Ackley

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District Administration

Claudia Salvestrin
Superintendent

School Description

Red Bluff K-5 Community Day School is an Alternative Education program within the Red Bluff Union Elementary School District, serving "high-risk" students with behavior or attendance problems, placed at the school through an expulsion, administration placement, probation or a School Attendance Review Board (SARB) hearing.

Students at Red Bluff K-5 Community Day School are guided by specific rules and expectations that promote positive behaviors and social skills, and self-esteem. The discipline program provides students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students are taught that, with positive behaviors, they can gain independence, and that freedom is earned, not given. Parents and students are informed of discipline policies during the placement meeting, and the Parent/Student Handbook, where results of positive and negative social behaviors are outlined for students and the responsibilities and privileges that are associated with those positive behaviors are illustrated. The Mission of the Red Bluff Union Elementary School District K-5 Community Day Schools is to provide a safe, caring, supportive environment where academic success is achieved through respect and cooperation among staff, students and parents/guardians, empowering students to become productive members of the community.

It is the belief that all students can learn and behave appropriately. In order to act from that belief, we will provide Red Bluff K-5 Community Day School students a disciplined environment both academically and socially. The outcomes of this support, structure, and discipline for our students include academic success, participation in creative and engaging curriculum, and the acquisition of positive social skills. As a result of these outcomes our students will gain a more positive view of school and, most importantly, themselves. When students transition to their next school they will be equipped with the skills necessary for success. They will be confident in their abilities to meet the academic and social challenges that lie ahead.

Types of Services Funded

RBUESD funded services for CDS include: Counseling/Psych services, Nurse services, Special Education services as determined by IEP and Parent education opportunities.

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).

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.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

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

Teacher Credentials for Red Bluff Union Elementary School District	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: November 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	State Board Adopted: Grades K-2: Benchmark Advanced 2016 Grades 3-5: CA Treasures MacMillan/McGraw Hill 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Math MacMillan/McGraw Hill 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan/McGraw Hill - 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History/Social Science for CA Scott Foresman - 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

This CDS has been combined with the other CDS located at Dumosa in the 2016-17 school year.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2016

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Student Placement Meetings begin the communication between parents and Community Day School staff. Daily communication is vital and achieved through the use of Daily Progress Reports (DPRs) given to the students and signed by the parent/guardian. Parents are encouraged to visit often, attend parent conferences and participate in the success of their child and the entire CDS program.

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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The Red Bluff Union Elementary School District is committed to ensuring that each student receives a challenging, engaging and multifaceted education that prepares him/her for college and career success. In so doing, all faculty and staff participate in targeted and goal focused yearly professional development by attending some or all of the following.

1. In-District training sessions with outside consultants and or district level professionals.
2. On-site training and learning presented through staff and/or grade level meetings.
3. One on one and small group training utilizing our site instructional coaching, teacher leaders and through the district's professional evaluation process.
4. Attendance and participation in workshops offered through the county office of education or through professional educational conferences.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries		
Administrative Salaries		

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,140	\$0.00	\$11,140	\$51,320
District	N/A	N/A	\$6,747	
State	N/A	N/A		

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	65.1	-18.5
School Site/ State	96.2	-28.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.