

# Redondo Beach Learning Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

### Ms. Sue Hall, Principal - Alternative Education

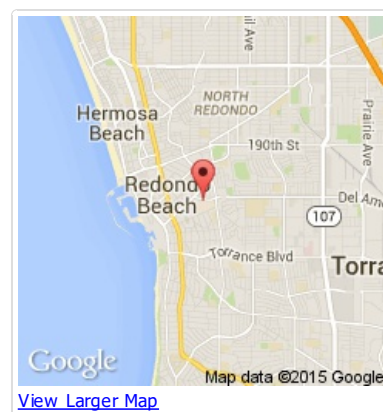
Principal, Redondo Beach Learning Academy

## About Our School

## Contact

1000 Del Amo St.  
Redondo Beach, CA  
90277-3934

Phone: 310-376-4673  
E-mail: [shall@rbusd.org](mailto:shall@rbusd.org)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Redondo Beach Learning Academy
<b>Street</b>	1000 Del Amo St.
<b>City, State, Zip</b>	Redondo Beach, Ca, 90277-3934
<b>Phone Number</b>	310-376-4673
<b>Principal</b>	Ms. Sue Hall, Principal - Alternative Education
<b>E-mail Address</b>	<a href="mailto:shall@rbusd.org">shall@rbusd.org</a>
<b>Web Site</b>	<a href="http://www.rbusd.org">http://www.rbusd.org</a>
<b>County-District-School (CDS) Code</b>	19753410116285

District	
<b>District Name</b>	Redondo Beach Unified
<b>Phone Number</b>	(310) 379-5449
<b>Web Site</b>	<a href="http://www.rbusd.org">http://www.rbusd.org</a>
<b>Superintendent First Name</b>	Steven
<b>Superintendent Last Name</b>	Keller
<b>E-mail Address</b>	<a href="mailto:skeller@rbusd.org">skeller@rbusd.org</a>

*Last updated: 1/30/2015*

### School Description and Mission Statement (Most Recent Year)

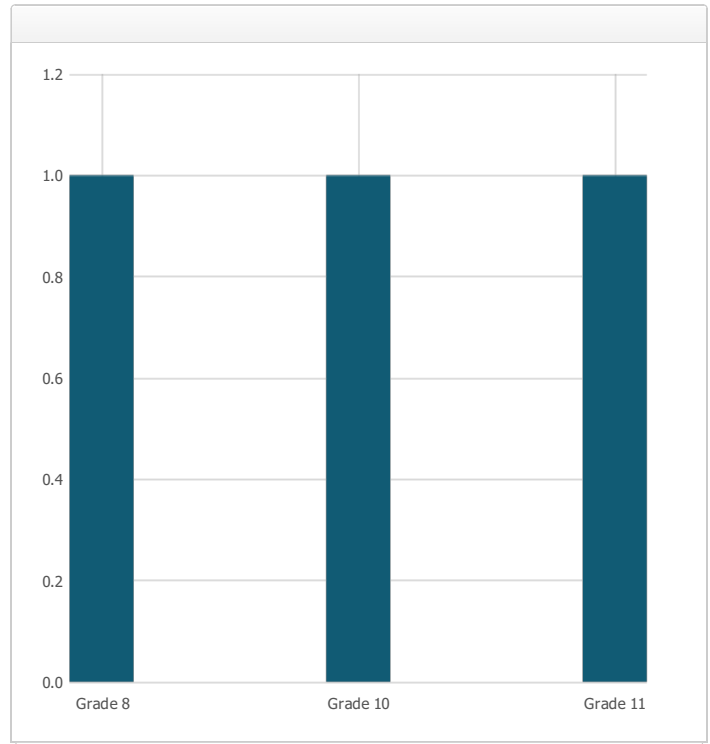
The primary vision of Redondo Beach Learning Academy is to ensure equal access to a quality standards based curriculum and to provide preparation to meet the assessment requirements all students must attain, as well as, to excite, motivate, and support the students' quest for education. The ultimate vision is to prepare students for a seamless re-entry into high school as each individual completes a high school program that is comparable to any RBUSD student's educational preparation. Excellent attendance, educational success, and improved behavior are the main foci of the Redondo Beach Learning Academy's program.

The mission of the Redondo Beach Learning Academy is to ensure that every student has the opportunity to access an educational program whose content is rigorously equal to the coursework offered to all high school students in Redondo Beach Unified School District regardless of race, color, creed, language ability, socioeconomic status, physical ability, and other challenges experienced by teens in the 21st Century. To provide a challenging academic curriculum, pro-social skills, and resiliency training to high-risk youth referred by expulsion or a School Attendance Review Board. The students, staff, and parents of the Redondo Beach Learning Academy work as a team to promote growth and pride in learning. Staff members believe that every student can learn and should be challenged to achieve his/her potential regardless of their previous academic performance, family background, or socioeconomic status in a positive school environment.

*Last updated: 1/23/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

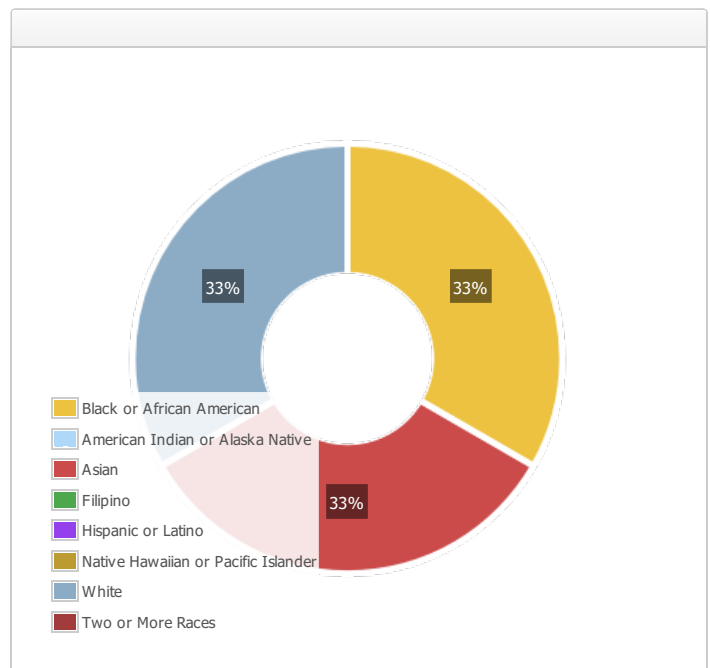
Grade Level	Number of Students
Grade 8	1
Grade 10	1
Grade 11	1
Total Enrollment	3



Last updated: 1/23/2015

### Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	33.3
American Indian or Alaska Native	0.0
Asian	33.3
Filipino	0.0
Hispanic or Latino	0.0
Native Hawaiian or Pacific Islander	0.0
White	33.3
Two or More Races	0.0
Socioeconomically Disadvantaged	100.0
English Learners	33.3
Students with Disabilities	33.3



Last updated: 1/23/2015

## A. Conditions of Learning

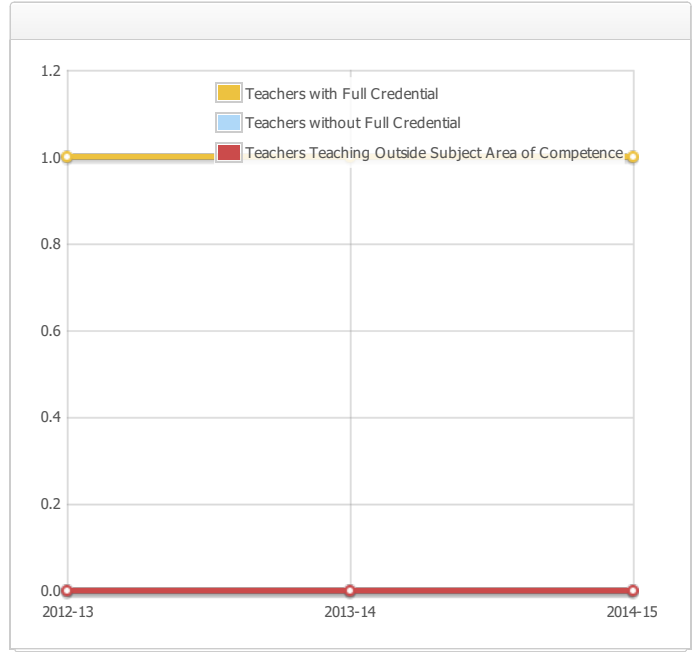
### State Priority: Basic

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

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

#### Teacher Credentials

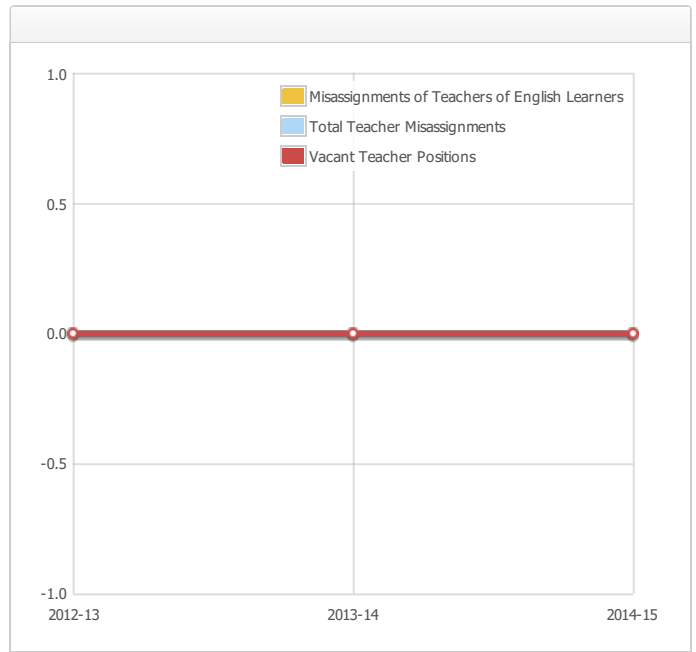
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	1	1	1	387
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/23/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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.

Last updated: 1/23/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/23/2015*

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: October 2013

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Year adopted: 2011 Language of Literature.....McDougal Littell AP English Language & Composition: Modern American Prose.....Glencoe AP English Language & Composition: Prose Style.....Pearson Prentice Hall AP Literature: Structure, Sound and Sense.....Holt	Yes	0.0
Mathematics	Year adopted: 2008 Algebra 1.....Holt Geometry.....Pearson Prentice Hall Algebra 2.....McDougal Littell Precalculus - Precalculus with limits: A Graphing Approach.....Houghton Mifflin Holt Functions, Trigonometry & Facts - Algebra & Trigonometry.....Pearson Education AP Calculus (AB) - Calculus: Graphical, Numerical, Algebraic.....Pearson Prentice Hall AP Calculus (BC) - Calculus of a Single Variable.....Houghton Mifflin Holt AP Statistics - The Practice of Statistics.....W.H. Freeman & Co.	Yes	0.0
Science	Year adopted: 2007 Earth Science.....Pearson Prentice Hall Biology.....McDougal Littell AP Biology.....Pearson Prentice Hall Chemistry: World of Chemistry.....McDougal Littell AP Chemistry.....Houghton Mifflin Physics.....Holt AP Physics - College Physics.....Holt Physiology/Essentials of Anatomy & Physiology.....Pearson Prentice Hall	Yes	0.0

AP Environmental Science - Environmental Science: Earth as a Living Planet.....Peoples Education			
History-Social Science	<p style="text-align: center;">Year adopted: 2006</p> <p style="text-align: center;">World History - The Modern World.....Pearson Prentice Hall</p> <p style="text-align: center;">AP European History - A History of Western Society Since 1300.....Houghton Mifflin</p> <p style="text-align: center;">US History - America: Pathway to the Present.....Pearson Prentice Hall</p> <p style="text-align: center;">AP US History - American Pageant.....Houghton Mifflin</p> <p style="text-align: center;">Economics: Principals and Practices.....Glencoe</p> <p style="text-align: center;">AP Economics - McConnell and Brue Economics.....McGraw Hill</p> <p style="text-align: center;">Government - MacGruder's American Government.....Pearson Prentice Hall</p> <p style="text-align: center;">AP Government - American Government.....Houghton Mifflin</p> <p style="text-align: center;">Psychology - An Introduction.....McGraw Hill</p> <p style="text-align: center;">AP Psychology.....Worth Publishers</p>	Yes	0.0
Foreign Language	<p style="text-align: center;">Year adopted: 2011</p> <p style="text-align: center;"><b>SPANISH</b></p> <p style="text-align: center;">Spanish 1 - Avancemos Level 1.....McDougal Littell</p> <p style="text-align: center;">Spanish 2 - Avancemos Level 2.....McDougal Littell</p> <p style="text-align: center;">Spanish 3 - EnMarcha.....Pearson Prentice Hall</p> <p style="text-align: center;">Spanish 4 - Reflejos.....Houghton Mifflin</p> <p style="text-align: center;">Spanish 5 - AP Language - Abriendo paso: Lectura.....Pearson Prentice Hall</p> <p style="text-align: center;">Spanish 5 - AP Literature - Abriendo puertas - Toma 1.....McDougal Littell</p> <p style="text-align: center;">Abriendo puertas - Toma 2.....McDougal Littell</p> <p style="text-align: center;">Spanish Speakers 2 - Avancemos 1.....McDougal Littell</p> <p style="text-align: center;">Spanish Speakers 3 - Nuevas Vistas curso 1.....Holt, Rinehart, &amp; Winston</p> <p style="text-align: center;">Spanish Speakers 4 - Nuevas Vistas curso 2.....Holt, Rinehart, &amp; Winston</p> <p style="text-align: center;"><b>FRENCH</b></p> <p style="text-align: center;">Bon Voyage - Level 1.....Glencoe</p> <p style="text-align: center;">Bon Voyage - Level 2.....Glencoe</p> <p style="text-align: center;">Bon Voyage - Level 3.....Glencoe</p> <p style="text-align: center;"><b>CHINESE</b></p> <p style="text-align: center;">Chinese 1, 2, &amp; 3 - Chinese Link.....Pearson Prentice Hall</p> <p style="text-align: center;">AP Chinese 4 - Chinese Link.....Pearson Prentice Hall</p>	Yes	0.0
Health	<p style="text-align: center;">Year adopted: 2010</p> <p style="text-align: center;">Health - A Guide to Wellness.....Glencoe</p>	Yes	0.0
Visual and Performing Arts	<p style="text-align: center;">Year adopted: 2013</p> <p style="text-align: center;">Gardner's Art Through the Ages..... Thomson Wadsworth</p> <p style="text-align: center;">Understanding Movies.....Pearson Education</p>	Yes	0.0
Science Laboratory Equipment			0.0

*Last updated: 1/29/2015*

**School Facility Conditions and Planned Improvements - Most Recent Year**

Redondo Beach Learning Academy has a consistent maintenance and grounds care program that keep this site in top condition. Improvements that have been completed in the 2014-15 school year included:

Wrought-iron fencing along the perimeter of the school

Fiber cabling

Solar Panels

Upgrade to the PA system

*Last updated: 1/28/2015*

**School Facility Good Repair Status - Most Recent Year**

System Inspected	Rating	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 Facility Rate - Most Recent Year**

Overall Rating	Exemplary
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*Last updated: 1/23/2015*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				84	82	83	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

*Last updated: 1/30/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	83
All Students at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

Last updated: 1/23/2015

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	26%	7%	50%	74%	78%	78%	54%	56%	55%
Mathematics	18%	N/A	N/A	67%	70%	67%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	70%	73%	74%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2015

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide			
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/23/2015

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/23/2015

### Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0

Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

*Last updated: 1/23/2015*

### **Courses for University of California and/or California State University Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	10.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

# State Priority: Other Pupil Outcomes

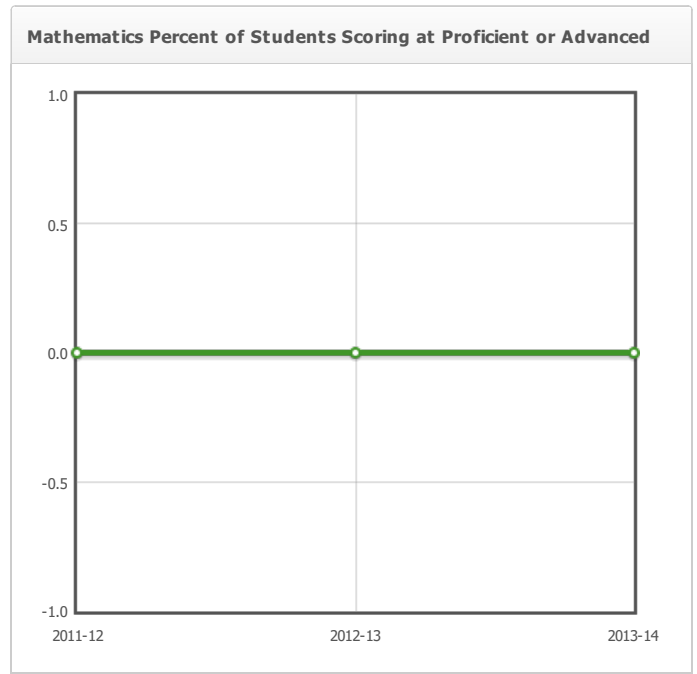
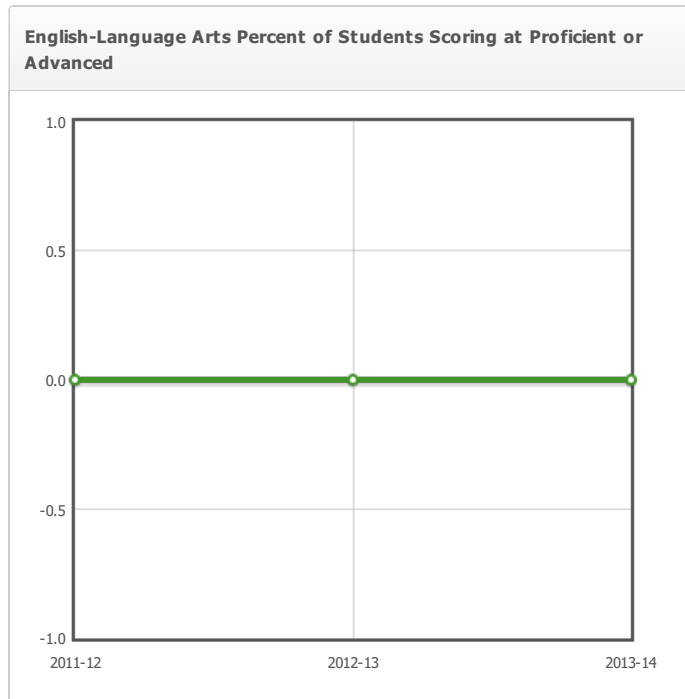
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	78%	75%	N/A	56%	57%	56%
Mathematics	N/A	N/A	N/A	77%	74%	N/A	58%	60%	62%

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



Last updated: 1/30/2015

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if****applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	23%	26%	51%	23%	44%	33%
All Students at the School	0%	N/A	N/A	0%	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

*Last updated: 1/23/2015*

**California Physical Fitness Test Results (School Year 2013-14)**

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

*Last updated: 1/23/2015*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement - Most Recent Year

Parents are encouraged to become involved in their child’s experience at RBLA. Parents participate in all intake/exit meetings, period conferences and through frequent phone, email, and written correspondence, are kept abreast of student achievement and progress. Parents are encouraged to enroll in classes of the South Bay Adult School, co-located with RBLA as a way to help emphasize the importance of education for their children.

### State Priority: Pupil Engagement

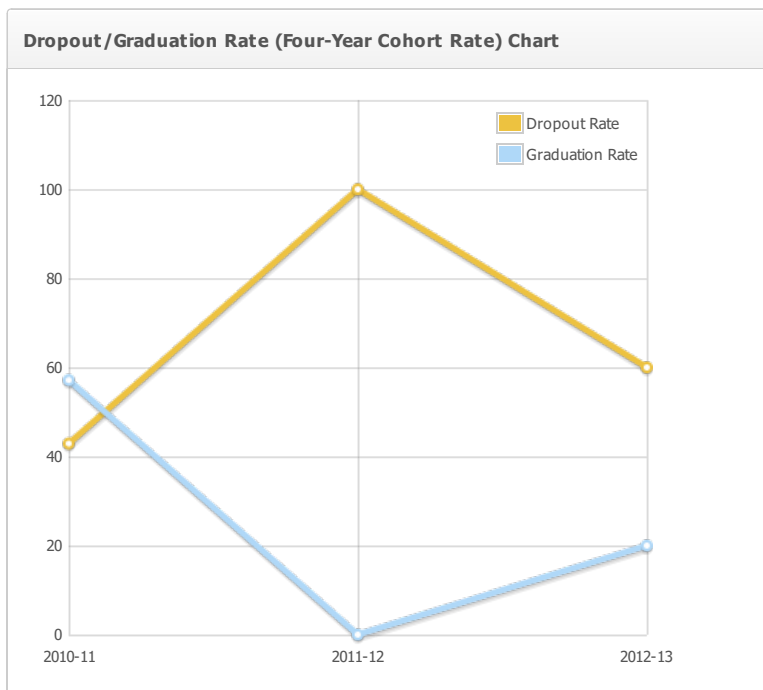
*Last updated: 1/23/2015*

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	42.9	100.0	60.0	5.2	3.8	3.6	14.7	13.1	11.4
Graduation Rate	57.14	0	20	89.26	91.67	90.74	77.14	78.87	80.44



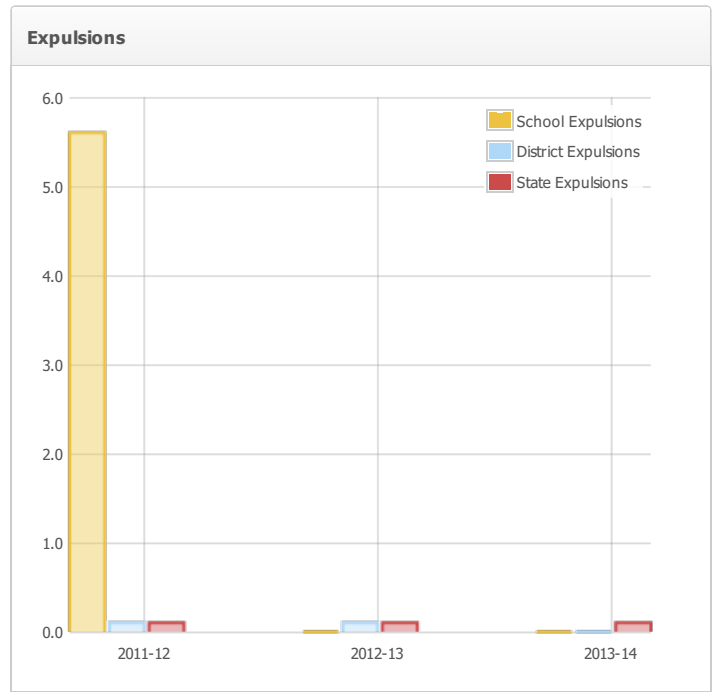
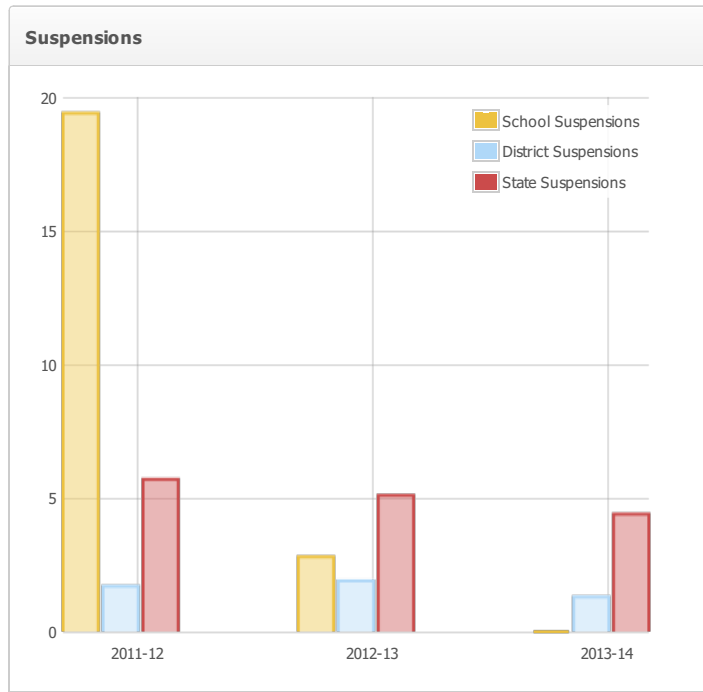
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	19.40	2.80	0.00	1.70	1.90	1.30	5.70	5.10	4.40
Expulsions	5.60	0.00	0.00	0.10	0.10	0.00	0.10	0.10	0.10



Last updated: 1/23/2015

## School Safety Plan - Most Recent Year

The Redondo Beach Unified School District has developed Comprehensive School Safety Plans and coordinated school crisis response procedures in partnership with law enforcement and emergency response organizations. The Comprehensive School Safety Plans meet the requirements of the annual Safety Plan Process under California SB 187. As stated in SB 187, school safety plans are updated annually with participation from staff and additional stakeholders in a School Site Council.

District schools have also developed a "Grab and Go" guide to supplement the Comprehensive School Safety Plans. The Grab and Go guides detail teacher and staff procedures in an actual emergency, in addition to site emergency response teams.

Last updated: 1/26/2015

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met Graduation Rate	N/A	Yes

*Last updated: 1/30/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement *		Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	16.7%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 1/23/2015*



**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 1/23/2015*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15.0	1	0	0	6.0	2			1.0	2		
Mathematics	15.0	1	0	0	7.0	2			1.0	3		
Science	8.0	1	0	0	7.0	2			2.0	2		
Social Science	0.0	0	0	0	11.0	1			1.0	1		

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

*Last updated: 1/23/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.5	1.5
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

\* 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.

*Last updated: 1/23/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$70,163
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

*Last updated: 1/26/2015*

## Types of Services Funded (Fiscal Year 2013-14)

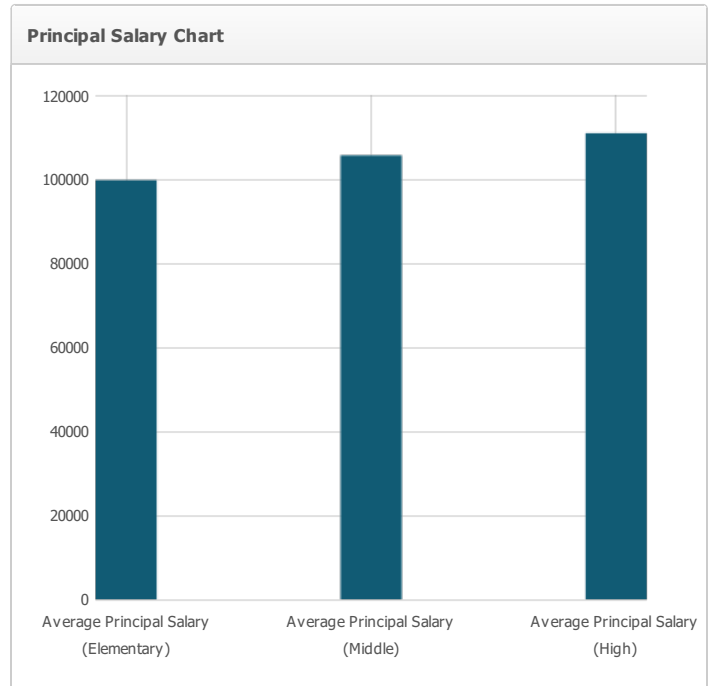
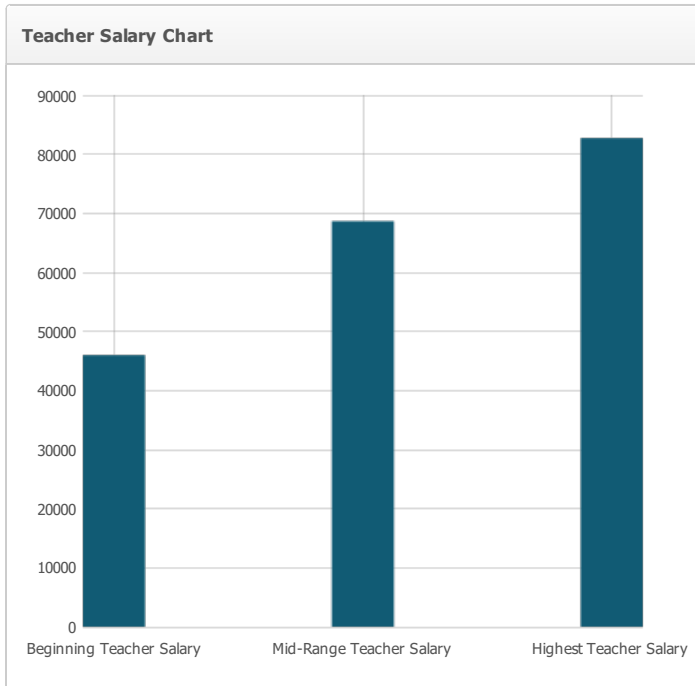
The Redondo Beach Learning Academy provides alternative education program services funded through the districts General Fund.

Last updated: 1/26/2015

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,998	\$41,243
Mid-Range Teacher Salary	\$68,660	\$64,893
Highest Teacher Salary	\$82,729	\$83,507
Average Principal Salary (Elementary)	\$99,756	\$103,404
Average Principal Salary (Middle)	\$105,674	\$109,964
Average Principal Salary (High)	\$110,948	\$120,078
Superintendent Salary	\$234,211	\$183,557
Percent of Budget for Teacher Salaries	42.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/23/2015

**Advanced Placement Courses (School Year 2013-14)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

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

\*Where there are student course enrollments.

*Last updated: 1/23/2015*

**Professional Development – Most Recent Three Years**

The Redondo Beach Unified School District is focusing staff professional development (PD) in three main areas: effective instructional strategies aligned to Common Core State Standards (CCSS) at school sites; use of technology in instruction; and the implementation of Positive Behavioral Intervention and Supports (PBIS) in all schools. While the current PD does focus on instruction and curriculum in mathematics and English Language Arts (ELA), the RBUSD is also developing PD for the Next Generation Science Standards (NGSS) and social science standards.

The RBUSD is engaged in a multi-layered approach to delivering PD. The District provides PD through: teacher release time; conference attendance; one-day workshops; mentoring; and after-school, "early out" days.

The use of student data is critical to better assess and support individual student development. The District provides training on our new student data management, Illuminate Education, to analyze individual and aggregate student progress.

Internal PD offerings are supplemented by partnering with external professional development organizations, including universities such as LMU and UCLA. Our partners advise on the District's program development and provide PD for teachers and administration on instructional programs for all students.

The District is designing a teacher coaching model in concert with the Redondo Beach Teachers Association to mentor teacher development in: differentiating instruction; developing CCSS aligned lesson plans; as well as English Language Development aligned instruction strategies to better support our English Learner student population.

Our new teachers are supported at school sites and at the District level through the Beginning Teacher Support and Assessments (BTSA) Program where each new teacher is mentored by a BTSA support provider. By working within BTSA, a new teacher receives support and resources to improve their teaching pedagogy.

*Last updated: 1/26/2015*