



Redondo
Shores
Continuation
High School

1000 Del Amo Street, Redondo Beach, CA 90277
2011-12 School Accountability Report Card ~
Published in 2012-13

**Redondo Beach Unified
School District**

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RBUSD
MISSION STATEMENT
*We, in the Redondo Beach
Unified School District
community, are dedicated to
providing every student with
the knowledge and skills
necessary to succeed in a
global society, today, and in
the future.*

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Redondo Beach, CA 90278
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School Description and Mission Statement

This section provides information about the schools goals and programs.

Mission Statement:

The mission of Redondo Shores High School is to provide opportunities for ALL students to achieve their educational goals, and become successful and productive citizens. Our staff is committed to supporting each student's academic and career aspirations. Our students are encouraged to tackle current and future challenges and to develop social and global awareness, civic responsibility, and personal growth so they will be active and informed members in the 21st century and beyond.

School Description

Redondo Shores High School (RSHS), located in south Redondo Beach, is a necessary small high school serving the communities of Redondo Beach.

The campus was opened in the summer of 1999 and overlooks the Redondo Union High School (RUHS) baseball field to the south and the main RUHS campus to the west. Redondo Shores High School was recognized as a Model Continuation High School for the fourth time in 2013.

Although enrollment is ongoing and changes frequently, Shores can accommodate 110 students. Serving a few sophomores, junior and senior high school students ages 16 and older, the curriculum is aligned with the California State Standards. Each student attends either one of three sessions, each of which contains the minimum state required 180 instructional minutes.

A dedicated and conscientious Redondo Shores' staff consists of five credentialed general-education teachers (5.4 FTE), one Special Education teacher, a credentialed counselor, and a principal who supervises all alternative education programs in RBUSD, including Redondo Shores High School, the Independent Study Program, and the Redondo Beach Learning Academy Community Day School. The classified staff consists of a school administrative assistant, a Special Education instructional aide, a campus supervisor, a school registrar, and a night custodian.

The high school curriculum parallels that of the traditional high school from which most of Shores' students matriculate. While utilizing state content standards for all subject areas, student interests, abilities, and learning styles are accommodated. Most students come to Shores credit deficient. Students make up credit through a blend of direct instruction, cooperative learning and independent work.

Student Learning Outcomes (ESLR's) drive teaching and learning. In addition to achieving competency in basic skills, every student will be challenged to become:

SELF-DIRECTED

- After meeting graduation requirements, students will explore educational opportunities after high school
- Apply standards based learned concepts to everyday situations

HEALTHY

- Demonstrate a sense of personal and social responsibility through positive decision making
- Demonstrate awareness of a healthy lifestyle
- Learn the importance of not only intelligence, but character as well

OPTIMISTIC

- Establish a positive outlook towards school and career goals
- Exercise their rights and privileges of citizenship

RESPONSIBLE

- High attendance rates
- Prioritize, monitor, and evaluate progress towards goals and objectives
- Peacefully resolve conflicts
- Work effectively with others

EFFECTIVE

- Establish and apply criteria to support judgments and opinions
- Work in collaborative groups to achieve common goals

STUDENTS

- Demonstrate critical thinking skills in reading, writing, math, and technology and apply them in all subject areas
- Make decisions based on an examination of the situation and the alternatives
- Generate new ideas, processes, and products
- Read, write, speak, and listen with organization, focus, and coherence

Small classes with a low ratio of students to teachers (20:1) promote a creative and structured learning environment. Credit recovery is the highest priority. Academic success is greatly enhanced by providing a plethora of credit opportunities, including, but not limited to, take home classes, and coursework earned at the Southern California Regional Occupational Center. Academic achievement is monitored regularly by the school counselor, who, upon completion of classes, records the credit earned on the graduation check sheet for students in their individual folders. Student have the advantage of entering Redondo Shores HS at anytime during the school year based on referrals from other programs and to exit at any time when sufficient credits have been obtained to graduate. All students who have completed the graduation requirements during the year are invited back in June to participate in our graduation ceremony.

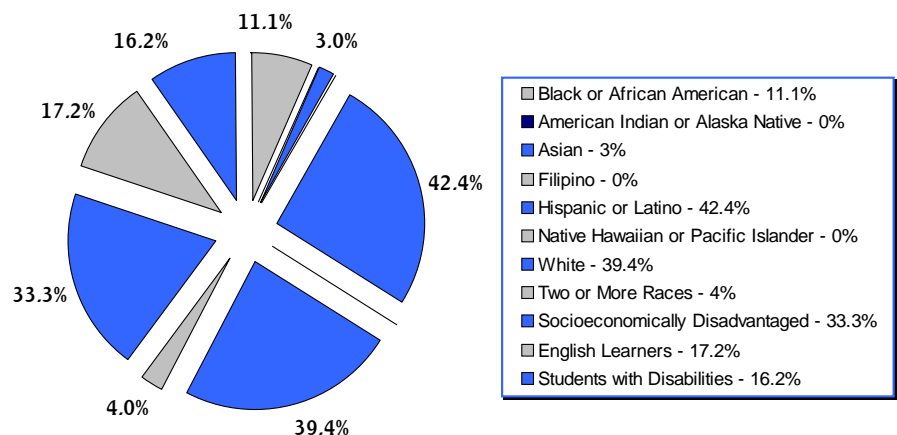
Opportunities for Parental Involvement

Parents are encouraged to serve as School Site Council members, serve on a focus group for WASC, volunteer in the main office or classrooms, and chaperone field trips.

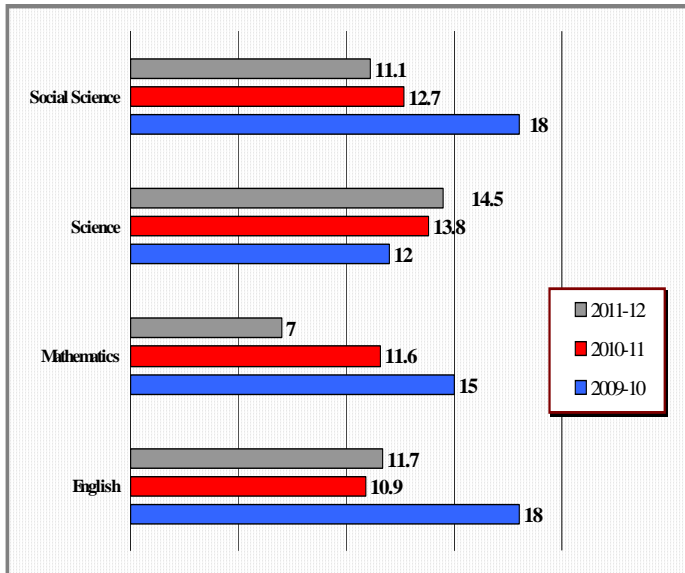
Student Enrollment by Grade Level (2011-12)

Grade 10	2
Grade 11	42
Grade 12	55
Total	99

Student Enrollment by Subgroup (2011-12)



Average Class Size



Class Size Distribution

Yr.	Subject	Number of Classrooms		
		1-22	23-32	33+
2009-10	English	16		
	Mathematics	7		
	Science	10		
	Social Science	12		
2010-11	English	11		
	Mathematics	5		
	Science	4		
	Social Science	7		
2011-12	English	7		
	Mathematics	1		
	Science	2		
	Social Science	8		

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

RATE	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	8.33	20.87	17.2	3.07	4.12	2.7
Expulsions	0.0	0.0	1.0	0.05	0.11	.08

School Safety Plan

At Redondo Shores, school safety is the utmost priority. Accordingly, we have developed a school safety plan that encompasses all aspects of school safety. All sites and the district office have completed Emergency Plans aligned with the State Emergency Management System (SEMS). The plans link communication, resources, services, and facilities in an up-to-date plan under the direction of Dr. Erin Simon, Principal and Mr. Frank DeSena, Assistant Superintendent of Student Services at the EOC. The Redondo Shores plan is revised at the beginning of each school year.

School Facility Conditions and Planned Improvements

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

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

TEACHERS

Teachers	School			District
	2009-10	2010-11	2011-12	
With Full Credential	10	8.7	6	380
Without Full Credential	3	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2011-12)

This table displays the % of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant 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%

Professional Development

At the beginning of the school year teachers were provided with a Professional Development to increase literacy amongst the following subgroups: EL students, students with disabilities, and socioeconomically disadvantaged students. After the literacy PD, the following were implemented at Redondo Shores.

1. Reading and writing across the curriculum
2. School-wide implementation of graphic organizers to represent knowledge
3. Achievement and effort rubrics across the curriculum

Additionally, staff meets weekly to discuss student progress and best practices. Twice a month, WASC and curriculum enhancement are discussed and suggestions shared to improve student achievement.

Support Staff

The following is a list of support staff at the school and their full time equivalent. The average number of students per academic counselor is 99.

Academic Counselor	.90
Librarian	
Psychologist	
Social Worker	
Nurse	
Health Aide	
Speech/Language/Hearing Specialist	
Resource Specialist (Non-teaching)	
Other	

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	12,594.92	2583.60	10,011.32	91,342.02
District			5362.62	71,246.
Percent Difference School Site and District			86.7%	28.2%
State			\$5,455	\$66,336
Percent Difference School Site and State			83.5%	37.7%

Teacher and Administrative Salaries (Fiscal Year 2010-11)

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,290	\$40,656
Mid-Range Teacher Salary	\$70,589	\$64,181
Highest Teacher Salary	\$84,914	\$82,486
Average Principal Salary (Elementary)	\$104,765	\$102,165
Average Principal Salary (Middle)	\$108,964	\$108,480
Average Principal Salary (High)	\$113,308	\$117,845
Superintendent Salary	\$230,440	\$181,081
Percent of Budget for Teacher Salaries	42.00%	40.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

Types of Services Funded (Fiscal Year 2011-12)

Redondo Shores' categorical funding is used to meet identified needs and goals enumerated our annual school plan. Our goals are to improve attendance, increase graduation rates, improve the social, emotional well being of the whole child and increase the number of students successfully being re-designated as fluent in English. Specific programs to provide incentives for attendance, course completion and demonstrated personal responsibility. Drug diversion and education programs, as well and improved access to technology and online curriculum are also supported through the use of categorical funds.

CURRICULUM AND INSTRUCTIONAL MATERIALS (2012-13)

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	% of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/ Language Arts	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	0%
Mathematics	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.	0%
Science	Earth Science..... Pearson Prentice Hall Biology.....McDougal Littell AP Biology..... Pearson Prentice Hall Chemistry: World of ChemistryMcDougal Littell AP Chemistry Houghton Mifflin Physics Holt AP Physics - College Physics..... Holt Physiology/Essentials of Anatomy & Physiology..... Pearson Prentice Hall AP Environmental Science - Environmental Science: Earth as a Living Planet..... Peoples Education	0%
Science Laboratory Equipment	Available at school site in each classroom	0%
Health	Health - A Guide to Wellness Glencoe	0%
History- Social Science	World History - The Modern World Pearson Prentice Hall AP European History - A History of Western Society Since 1300..... Houghton Mifflin US History - America: Pathway to the Present Pearson Prentice Hall AP US History - American Pageant..... Houghton Mifflin Economics: Principals and Practices Glencoe AP Economics - McConnell and Brue Economics..... McGraw Hill Government - MacGruder's American Government..... Pearson Prentice Hall AP Government - American Government..... Houghton Mifflin Psychology - An Introduction McGraw Hill AP Psychology.....Worth Publishers	0%
Foreign Language	Spanish Spanish 1 - Avancemos Level 1.....McDougal Littell Spanish 2 - Avancemos Level 2.....McDougal Littell Spanish 3 - EnMarcha..... Pearson Prentice Hall Spanish 4 - Reflejos Houghton Mifflin Spanish 5 - AP Language - Abriendo paso: Lectura..... Pearson Prentice Hall Spanish 5 - AP Literature - Abriendo puertas-Tomo 1McDougal Littell Abriendo puertas-Tomo 2.....McDougal Littell Spanish Speakers 2 - Avancemos 1McDougal Littell Spanish Speakers 3 - Nuevas Vistas curso 1..... Holt, Rinehart, & Winston Spanish Speakers 4 - Nuevas Vistas curso 2..... Holt, Rinehart, & Winston French Bon Voyage - Level 1 Glencoe Bon Voyage - Level 2..... Glencoe Bon Voyage - Level 3 Glencoe Chinese Chinese 1, 2, & 3 - Chinese Link..... Pearson Prentice Hall AP Chinese 4 - Chinese Link..... Pearson Prentice Hall	0%

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists at several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing assessment.

The CST's are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

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

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

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STUDENT PERFORMANCE

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	15	18	24	72	74	78	52	54	56
Mathematics	0	3	4	64	67	69	48	50	51
Science	0	0	0	79	82	84	54	57	60
History-Social Science	14	10	22	68	70	72	44	48	49

Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level for the most recent testing period. Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	69	84	72
All Students at the School	24	4		22
Male	19	6		25
Female	38			14
Black or African American				18
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	20	9		22
Native Hawaiian or Pacific Islander				
White	18			22
Two or More Races				
Socioeconomically Disadvantaged	15			21
English Learners				
Students with Disabilities	8			11
Students Receiving Migrant Education Services				

California High School Exit Exam (CAHSEE) Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001.

Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\) Web site](#).

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language				69%	75%	78%	54%	59%	56%
Mathematics				68%	65%	76%	54%	56%	58%

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	22%	25%	53%	24%	45%	31%
Male						
Female						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
English Learners						
Socioeconomically Disadvantaged						

California Physical Fitness Test Results (2011-12)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. **Does not pertain to this school site.**

ACCOUNTABILITY

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

API Ranks - Three-Year Comparison

API Rank	2000	2010	2011
Statewide	B	B	B
Similar Schools	B	B	B

Academic Performance Index Ranks

The statewide API rank ranges from one (lowest) to ten (highest). The schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of one means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school’s academic performance is better than at least 90 of the 100 similar schools.

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

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2009-10	2010-11	2011-12
This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/D" means that no data were available to the CDE or LEA to report.	All Students at the School	34	-25	0
	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			

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	35	556	6,285	891	4,664,264	788
Black or African American	5		434	833	313,201	710
American Indian or Alaska Native	0		38	833	31,606	742
Asian	1		760	944	404,670	905
Filipino	0		172	918	124,824	869
Hispanic or Latino	17	527	1,443	835	2,425,230	740
Native Hawaiian or Pacific Islander	0		67	892	26,563	775
White	9		3,201	910	1,221,860	853
Two or More Races	3		167	911	88,428	849
Socioeconomically Disadvantaged	14	526	1,297	825	2,779,680	737
English Learners	4		568	797	1,530,297	716
Students with Disabilities	8		802	743	530,935	607

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
 - Percent proficient on the state's standards-based assessments in ELA and mathematics
 - API as an additional indicator
 - Graduation rate (for secondary schools)
- Detailed information about AYP can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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

"Yes" Met 2011 AYP Criteria "No" Did not Meet 2011 AYP Criteria

Federal Intervention Program (2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		15.4%

School Completion and Postsecondary Preparation

University of California Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 [University of California](#) Web site.

California State University Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [California State University](#) Web site.

Dropout Rate and Graduation Rate

Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)		4.7	5.3		4.7	5.3		16.6	14.4
Graduation Rate		91.06	88.87		91.06	88.87		74.72	76.26

Completion of High School Graduation Requirements

Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Group	Graduating Class of 2012		
	School	District	State
All Students	71	N/A	N/D
African American	6	N/A	N/D
American Indian or Alaska Native	0	N/A	N/D
Asian	3	N/A	N/D
Filipino	1	N/A	N/D
Hispanic or Latino	23	N/A	N/D
Pacific Islander	1	N/A	N/D
White (not Hispanic)	37	N/A	N/D
Socioeconomically Disadvantaged	8	N/A	N/D
English Learners	3	N/A	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011-12)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Academic success is greatly enhanced by providing a plethora of credit opportunities, including, but not limited to coursework earned at the Southern California Regional Occupational Center and/or work experience. Approximately 15% of Redondo Shores' students participate in the Service Learning Program.

Career Technical Education Participation (School Year 2011-12)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	34
Percent of pupils completing a CTE program and earning a high school diploma	55%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10%

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	41.0
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0

DataQuest is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.