



One Seahawk Way, Redondo Beach, CA 90277
 2012-13 School Accountability Report Card ~ Published in 2013-14

Redondo Beach Unified School District

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

1401 Inglewood Avenue
 Redondo Beach, CA 90278
 310-379-5449
 www.rbusd.org

School Description and Mission Statement

This section provides information about the schools goals and programs.

Mission Statement

Redondo Union High School has been successfully educating students for over a century. Founded in 1905, RUHS is the only comprehensive high school in the Redondo Beach Unified School District. Located in South Redondo Beach, the scenic 56-acre campus is the "Home of Scholars and Athletes". The entire school community is proud of the Sea Hawk traditions and is dedicated to achieving academic excellence.

Our Mission Statement: The students, parents, staff and community of Redondo Union High School will share the educational process, so that all students have the opportunity to reach their potential.

The enrollment of **2,541** includes students in grades 9-12. The school operates on a three-period block schedule of 110 minutes four days per week. The Monday schedule follows a traditional six period day, each period meeting for 55 minutes. The entire school is committed to providing excellent programs to meet each student's individual needs. The staff at RUHS vigorously challenges students to pursue the highest academic and athletic standards. All students are encouraged to complete an academically challenging course of study.

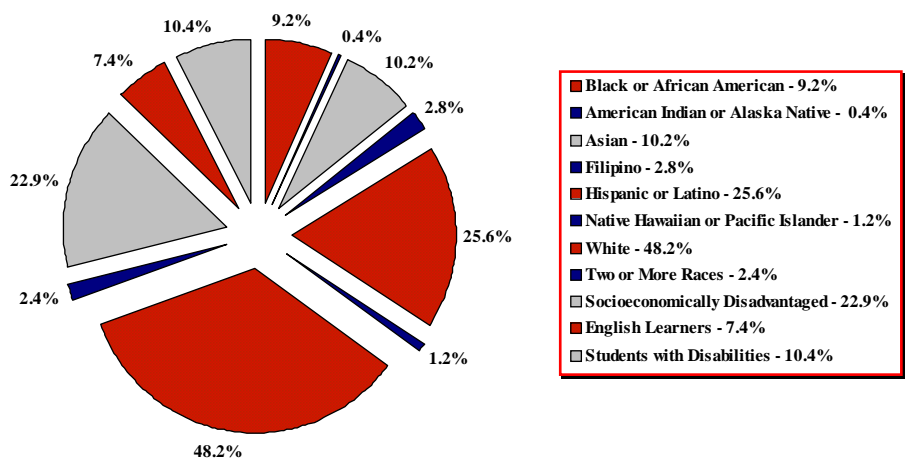
Opportunities for Parental Involvement

The Leadership Team encourages you to become involved in your child's education through active participation in the PTSA, School Site Council or one of the many booster clubs supporting extra-curricular activities. Please call the school to inquire about opportunities to support student programs and activities. PTSA 310-798-8665 Ext. 4003

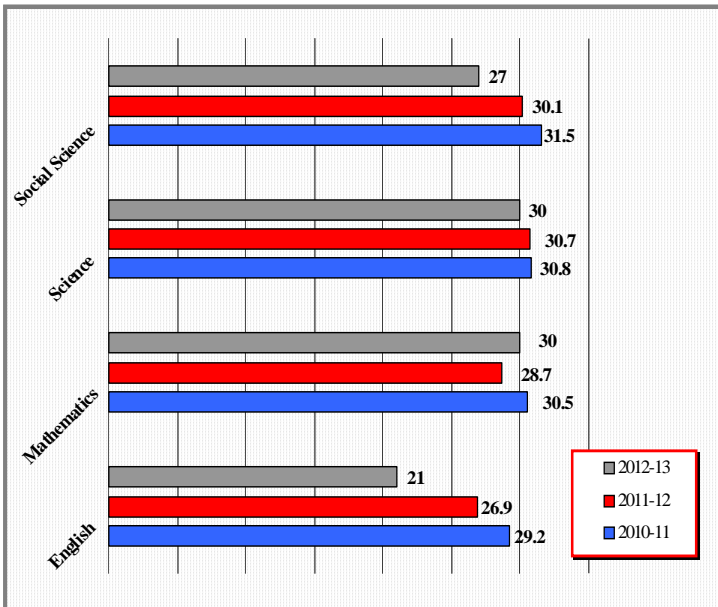
Student Enrollment (2012-13)

Grade 09	Grade 10	Grade 11	Grade 12	Total
623	657	615	646	2541

Student Enrollment by Subgroup (2012-13)



Average Class Size



Class Size Distribution

Yr.	Subject	Number of Classrooms		
		1-22	23-32	33+
2010-11	English	15	24	44
	Mathematics	5	26	31
	Science	6	21	35
	Social Science	5	8	30
2011-12	English	22	14	42
	Mathematics	7	21	30
	Science	6	17	28
	Social Science	5	11	
2012-13	English	27	20	53
	Mathematics	8	27	35
	Science	9	14	47
	Social Science	20	13	49

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period.

RATE	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	4.59	2.8	4.3	4.12%	2.7	2.8
Expulsions	.36	.12	.28	0.11%	.08	.07

School Safety Plan

Safety is one of the highest priorities at RUHS. The school's safety plan has been updated and approved by the School Site Council to address the school's readiness and response to emergencies of any kind. The plan uses the crises response model and clearly outlines roles, responsibilities, and procedures to ensure timely and effective emergency response.

School Facility Conditions and Planned Improvements (School Year 2013-14)

RUHS has undergone modernization since the passing of Measure C in 2008. The Redondo Beach community passed a bond which allows for many changes to the school facilities. A new turf stadium field and renovated music building are completed. In addition to this, a new Student Union (cafeteria), student services building, gymnasium, an additional turf practice field, new field house, new visitor bleachers in the stadium, and aquatic center have been built. Renovation projects include the main gymnasium, student cafeteria, science building, industrial arts, and library. The modernization of school facilities was completed in 2013.

Item Inspected	Repair Status			Repairs Needed and Action Taken or Planned
	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 Facility Rating (School Year 2012-13)	Exemplary
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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	School			District 2012-13
	2010-11	2011-12	2012-13	
With Full Credential	102	109	112	376
Without Full Credential	0	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	2011-12	2012-13	2013-14
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.

Core Academic Classes Taught by Highly Qualified Teachers (2012-13)

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 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%

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.

Support Staff (2012-13)

The following is a list of support staff their fulltime equivalent. The average number of students per Academic Counselor is 508.

Academic Counselor	5.0
Librarian	0.6
Psychologist	1.6
Social Worker	
Nurse	
Health Aide	1.0
Speech/Language/ Hearing Specialist	
Resource Specialist (non-teaching)	
College & Career Center	1.0

Professional Development (School Year 2012-13)

Redondo Union High School recognizes the value of professional development. Teachers are encouraged to collaborate and share best practices at regularly scheduled department meetings to further strengthen standards-based instruction and student achievement. Teachers, counselors, and administrators are given opportunities to attend conferences and workshops. New teachers participate in a two-year Beginning Teacher Support and Assessment (BTSA) Program and are mentored by a BTSA Support Provider to support continuous professional growth and development.

RUHS teachers consistently collaborate, analyze student work and data, and reflect upon and refine their instructional practices, as a means to improve student achievement. RUHS has embraced the new Common Core State Standards, by placing an emphasis on higher-order thinking skills such as analysis, inquiry, synthesis, and evaluation, thus raising the level of instructional rigor, and ultimately, better preparing our students for life beyond high school, college and a highly-competitive 21st century job market.

Teachers meet for staff development every other month for two hours after school. On these "early out" days, the staff meets by departments to develop common assessments, revise pacing guides, analyze student work, and address curricular goals and objectives set forth by the department and targeted areas of improvement. In addition, teachers meet weekly during their lunch, preparation period, before and/or after school. Math and English teachers participate in Common Core implementation training every other month, in order to ensure lessons include active student engagement and learning practices that can be applied across the curriculum.

The staff's efforts in ongoing improvement and reform have included participating in conferences, workshops, and projects, sometimes on their own time. Having successfully implemented block scheduling, the RUHS staff continues to evolve into a staff that is dedicated to continuous growth and development in the areas of curriculum delivery, design, and formative and summative assessment.

Quality, Currency, and Availability of Textbooks and Instructional Materials (2013-14)

This information was received and approved by the Board of Education on September 24, 2013.

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%

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

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	8482.12	2533.18	5948.94	71322.31
District			5361.19	71706.
Percent Difference School Site and District			11.0%	7.4%
State			5537.	67106.
Percent Difference School Site and State			-0.5%	4.8%

Teacher and Administrative Salaries (Fiscal Year 2011-12)

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	\$40,928
Mid-Range Teacher Salary	\$70,589	\$64,449
Highest Teacher Salary	\$84,914	\$82,826
Average Principal Salary (Elementary)	\$102,682	\$102,640
Average Principal Salary (Middle)	\$107,964	\$109,253
Average Principal Salary (High)	\$114,058	\$118,527
Superintendent Salary	\$239,658	\$183,968
Percent of Budget for Teacher Salaries	43.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

Types of Services Funded (Fiscal Year 2012-13)

- English Learners
- Special Education
- Instructional Technology classes
- Professional Development
- Drug and Alcohol Counseling
- College and Career Center
- Marine Corps Junior ROTC
- Advancement Via Individual Determination (AVID)
- Advanced Placement/Honors courses

STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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	69	71	75	74	78	78	54	56	55
Mathematics	41	45	39	67	70	67	49	50	50
Science	73	78	75	82	85	82	57	60	59
History-Social Science	70	74	74	70	73	74	48	49	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	67	82	74
All Students at the School	75	39	75	74
Male	73	43	78	81
Female	77	34	73	68
Black or African American	56	18	61	65
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	89	66	90	87
Filipino	78	35	71	84
Hispanic or Latino	65	25	64	61
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a
White	80	45	82	80
Two or More Races	77	41	75	72
Socioeconomically Disadvantaged	63	27	65	61
English Learners	19	13	36	33
Students with Disabilities	45	25	45	43
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

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 Grade Ten 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English Language Arts	77	79	75	76	78	75	59	56	57
Mathematics	67	78	75	66	77	74	56	58	60

California High School Exit Examination Grade Ten Results by Student Group

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	25	28	47	26	44	30
All Students at the School	25	28	47	25	43	31
Male	25	30	45	21	42	36
Female	24	25	50	29	45	26
Black or African American	37	34	29	39	50	11
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a
Asian	12	22	66	2	33	66
Filipino	8	69	23	23	38	38
Hispanic or Latino	42	25	33	42	43	15
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
White	17	28	55	18	46	36
Two or More Races	17	22	61	26	26	47
Socioeconomically Disadvantaged	40	30	30	39	46	15
English Learners	74	26	n/a	67	26	7
Students with Disabilities	52	24	24	59	29	12
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a	n/a	n/a

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.

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.

API Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	9	9	9

Academic Performance Index

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2010-11	2011-12	2012-13
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	14	19	-2
	Black or African American	27	25	-16
	American Indian or Alaska Native			
	Asian	29	9	-9
	Filipino			
	Hispanic or Latino	1	23	-1
	Native Hawaiian or Pacific Islander			
	White	14	18	4
	Two or More Races			
	Socioeconomically Disadvantaged	18	13	-2
	English Learners	14	-76	43
Students with Disabilities	30	25	-4	

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,774	856	6,442	887	4,655,989	790
Black or African American	173	795	436	826	296,463	708
American Indian or Alaska Native	5		31	835	30,394	743
Asian	195	913	739	939	406,527	906
Filipino	51	870	179	919	121,054	867
Hispanic or Latino	442	801	1,458	830	2,438,951	744
Native Hawaiian or Pacific Islander	17	866	62	871	25,351	774
White	850	882	3,262	908	1,200,127	853
Two or More Races	41	856	275	892	125,025	824
Socioeconomically Disadvantaged	423	799	1,492	824	2,774,640	743
English Learners	119	747	613	805	1,482,316	721
Students with Disabilities	187	681	819	750	527,476	615

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)

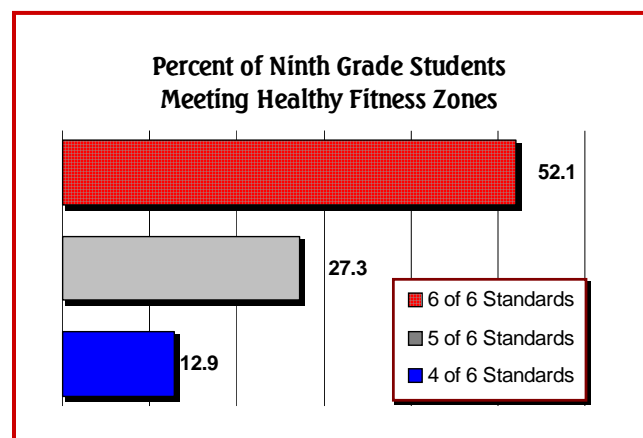
Detailed information about AYP can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

AYP Overall and by Criteria (School Year 2012-13)	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

“Yes” Met 2012 AYP Criteria “No” Did not Meet 2012 AYP Criteria

California Physical Fitness Test Results (2012-13)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\) Web page](#).



Federal Intervention Program (2012-13)

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	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50.0%

School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

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

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. 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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	3.3	3.5	2.8	4.7	5.2	3.8	16.6	14.7	13.1
Graduation Rate	93.40	91.25	92.68	91.06	89.26	91.53	74.72	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	572	621	418,598
Black or African American	43	47	28,078
American Indian or Alaska Native	2	2	3,123
Asian	60	60	41,700
Filipino	14	14	12,745
Hispanic or Latino	152	175	193,516
Native Hawaiian or Pacific Islander	8	8	2,585
hite	287	309	127,801
Two or More Races	6	6	6,790
Socioeconomically Disadvantaged	55	62	31,683
English Learners	52	61	93,297
Students with Disabilities	136	152	217,915

Career Technical Education Programs (School Year 2012-13)

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.

Redondo Union High School has comprehensive College and Career Counseling Programs that help students prepare for a variety of postsecondary opportunities. RUHS offers a variety of courses focused on career preparation: Media Arts, Computer Art and Design, and Introduction to Engineering Design. Through a partnership with Southern California Regional Occupational Center (SCROC), students are provided with career technical education. Students may attend classes at SCROC or take classes on campus taught by a SCROC instructor or RUHS instructors. These on-campus classes include: Media Arts, Digital Photography, Culinary Arts, Banking and Finance, Choral Music, and Music Theory.

Career Technical Education Participation (School Year 2012-13)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	358
Percent of the school's pupils completing a CTE program and earning a high school diploma	100%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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/>.

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	75.8
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	51.9

Advanced Placement Courses (School Year 2012-13)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE [DataQuest](#) Web page. *Where there are student course enrollments.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Computer Science		
English	2	
Fine and Performing		
Foreign Language	6	
Mathematics	6	
Science	5	
Social Science	5	
All courses	24	9.8%

Data and Access

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. For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#). For additional information about the school, parents 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](#) 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).