



3401 Inglewood Ave, Redondo Beach, CA 90278
 2012-13 School Accountability Report Card
 Published in 2013-14

**Redondo Beach Unified
 School District**

Principal

Erin M. Simon, Ed.D.

Superintendent

Dr. Steven Keller

Board of Education

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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

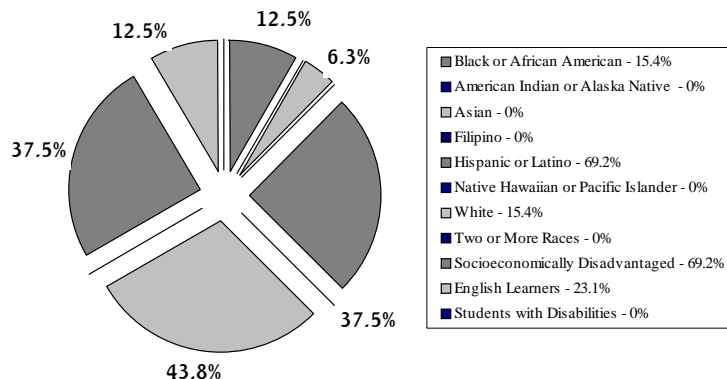
The primary vision of Redondo Beach Learning Academy is to ensure equal access to a quality standards based curriculum and to provide preparation to meet the assessment requirements all students must attain, as well as, to excite, motivate, and support the students' quest for education. The ultimate 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.

Student Enrollment (2012-13)

Grade 09	Grade 10	Grade 11	Grade 12	Total
0	5	8	0	13

Student Enrollment by Subgroup (2012-13)



Opportunities for Parental Involvement

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.

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	133.33	43.8	15.38	4.12	2.7	2.8
Expulsions	0.0	18.75	0.0	.11	.08	.07

SCHOOL CLIMATE

Each of Redondo Beach Unified School District's staff members, parents, and community partners connected with RBLA have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

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

Items Inspected	Repair Status			Repairs Needed and Action Taken
	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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Average Class Size and Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category.

Yr.	Subject	Average Class Size	Number of Classrooms		
			1-22	23-32	33+
2010-11	English				
	Mathematics				
	Science				
	Social Science				
2011-12	English	15	1		
	Mathematics	15	1		
	Science	8	1		
	Social Science	0			
2012-13	English	7	2		
	Mathematics	7	2		
	Science	7	2		
	Social Science	11	1		

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 2012-13
	2010-11	2011-12	2012-13	
With Full Credential	1	1	1	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 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%

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.

Professional Development

(School Year 2012-13)

At the beginning of the school year teachers were provided with 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 RBLA.

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 regular to discuss student progress and best practices. Twice a month, curriculum enhancement is discussed and suggestions shared to improve student achievement.

Support Staff

(School Year 2012-13)

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 13.

Academic Counselor	1
Librarian	
Psychologist	
Social Worker	
Nurse	
Health Aide	
Speech/Language/ Hearing Specialist	
Resource Specialist (Non-teaching)	
Other	

CURRICULUM AND INSTRUCTIONAL MATERIALS (2013-2014)

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 Chemistry.....McDougal 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 1.....McDougal Littell Abriendo puertas-Tomo 2.....McDougal Littell Spanish Speakers 2 - Avancemos 1.....McDougal 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%

SCHOOL FINANCES

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	N/A	N/A	N/A	N/A
District			N/A	71,706
Percent Difference School Site and District			0%	0%
State			\$5,537	\$67,106
Percent Difference School Site and State			0%	0%

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%

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](#).

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		
	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
Science	n/a	n/a	n/a	82	85	82	57	60	59
History-Social Science	n/a	n/a	n/a	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 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	50			
Male	64			
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				

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 to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	n/a	n/a	n/a	76%	78%	75%	59%	56%	57%
Mathematics	n/a	n/a	n/a	66%	77%	74%	56%	58%	60%

California High School Exit Examination Grade Ten Results by Student Group

Group	English Language Arts			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	0%	0%	0%	0%	0%	
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						

ACCOUNTABILITY

This school had fewer than 11 valid STAR test scores.

No reliable Academic Performance Index (API) can be calculated with so few scores.

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.

Academic Performance Index Growth by Student Group - 2012-2013 Growth API Comparison

This school had fewer than 11 valid STAR test scores. No reliable API can be calculated with so few scores. This table displays, by student group, the number of students included in the API and the Growth API at the School, District, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	District	Number of Students	State
All Students at the School			6,442	887		790
Black or African American			436	826	296,463	708
American Indian or Alaska Native			31	835	30,394	743
Asian			739	939	406,527	906
Filipino			179	919	121,054	867
Hispanic or Latino			1,458	830		744
Native Hawaiian or Pacific Islander			62	871	25,351	774
White			3,262	908		853
Two or More Races			275	892	125,025	824
Socioeconomically Disadvantaged			1,492	824		743
English Learners			613	805		721
Students with Disabilities			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	Yes	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	N/A	Yes

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

Federal Intervention Program (School Year 2013-14)

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

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate (1 year)	50.0	42.9	100.0	4.7	5.2	3.8	16.6	14.7	13.1
Graduation Rate	0.00	57.14	0.00	91.06	89.26	91.53	74.72	77.14	78.73

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		621	418,598
African American		47	28,078
American Indian or Alaska Native		2	3,123
Asian		60	41,700
Filipino		14	12,745
Hispanic or Latino		175	193,516
Pacific Islander		8	2,585
White (not Hispanic)		309	127,801
Socioeconomically Disadvantaged		6	6,790
English Learners		62	31,683

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.

No career technical education programs were offered during the 2012-13 school year.

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 pupils	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of 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/>.

Indicator	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

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](#).