

# Redondo Union High

## 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.

### Dr. Nicole Wesley, Principal

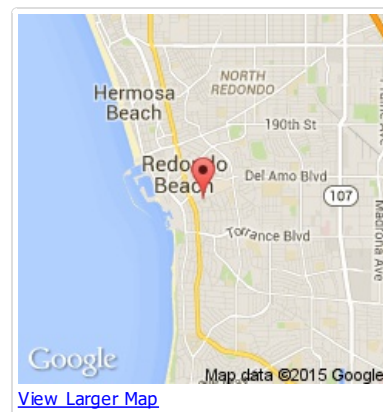
Principal, Redondo Union High

## About Our School

## Contact

631 Vincent Park  
Redondo Beach, CA  
90277-3125

Phone: 310-798-8665  
E-mail: [nwesley@rbusd.org](mailto:nwesley@rbusd.org)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Redondo Union High
<b>Street</b>	631 Vincent Park
<b>City, State, Zip</b>	Redondo Beach, Ca, 90277-3125
<b>Phone Number</b>	310-798-8665
<b>Principal</b>	Dr. Nicole Wesley, Principal
<b>E-mail Address</b>	<a href="mailto:nwesley@rbusd.org">nwesley@rbusd.org</a>
<b>Web Site</b>	<a href="http://redondounion.org">http://redondounion.org</a>
<b>County-District-School (CDS) Code</b>	19753411937143

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: 1/21/2015*

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

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.

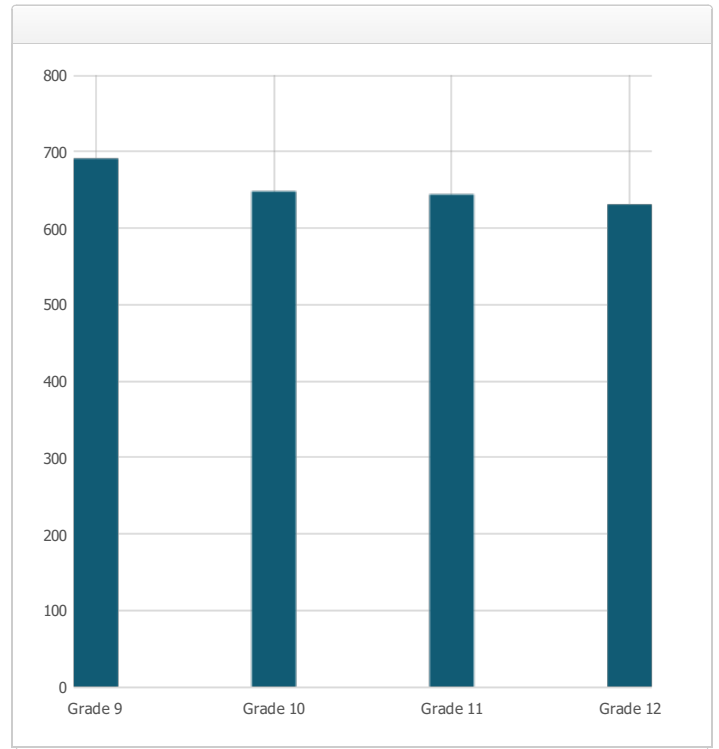
Our Mission Statement: The students, parents, staff and community of Redondo Union High School will share the educational process, so that all students have the opportunity to reach their potential.

The enrollment of 2,614 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 in academically challenging courses of study.

*Last updated: 1/29/2015*

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

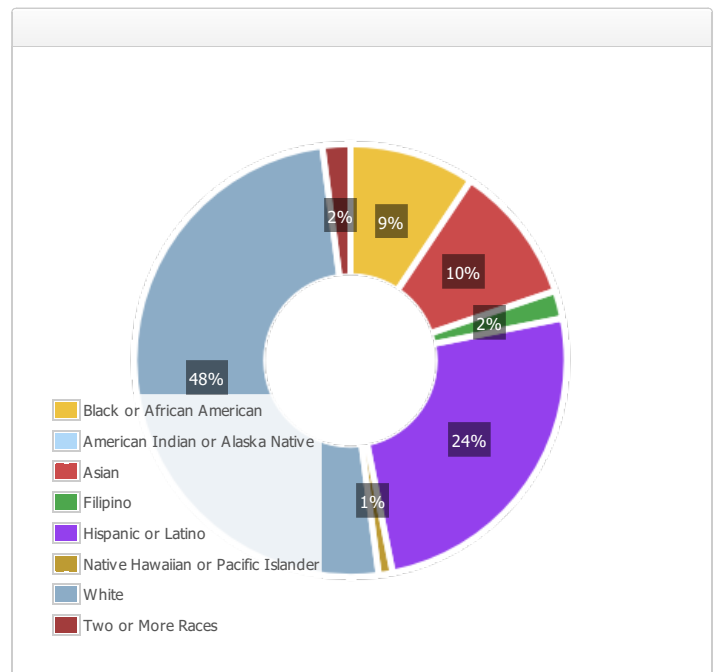
Grade Level	Number of Students
Grade 9	691
Grade 10	648
Grade 11	644
Grade 12	631
<b>Total Enrollment</b>	<b>2614</b>



Last updated: 1/21/2015

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

Group	Percent of Total Enrollment
Black or African American	9.8
American Indian or Alaska Native	0.3
Asian	10.8
Filipino	2.8
Hispanic or Latino	24.6
Native Hawaiian or Pacific Islander	1.1
White	48.0
Two or More Races	2.4
Socioeconomically Disadvantaged	24.2
English Learners	4.2
Students with Disabilities	10.2



Last updated: 1/21/2015

## A. Conditions of Learning

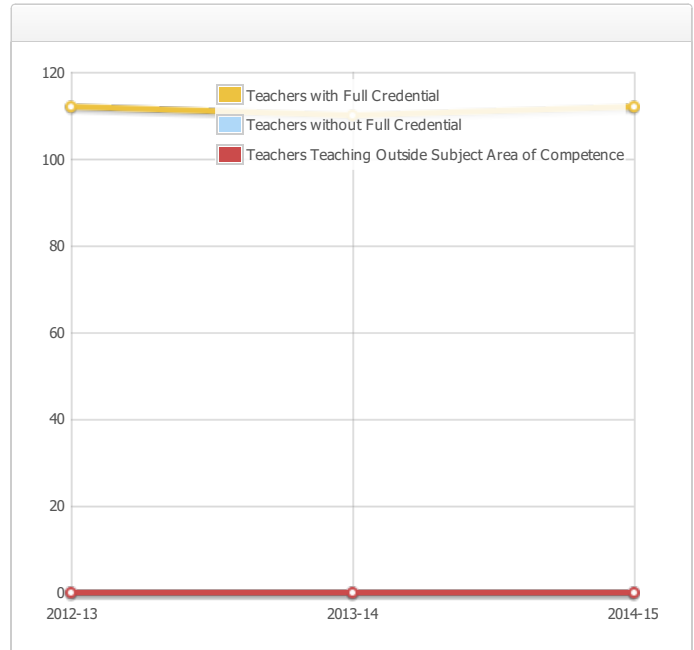
### State Priority: Basic

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

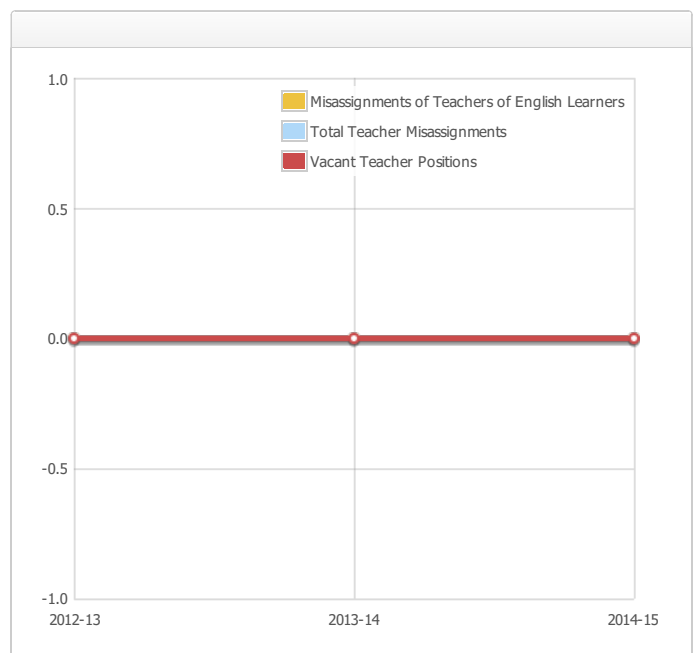
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	112	110	112	387
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/22/2015

#### 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: 1/22/2015

**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: 1/21/2015

**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	<p>Year adopted: 2011</p> <p>Language of Literature.....McDougal Littell</p> <p>AP English Language &amp; Composition: Modern American Prose.....Glencoe</p> <p>AP English Language &amp; Composition: Prose Style.....Pearson Prentice Hall</p> <p>AP Literature: Structure, Sound and Sense.....Holt</p>	Yes	0.0
Mathematics	<p>Year adopted: 2008</p> <p>Algebra 1.....Holt</p> <p>Geometry.....Pearson Prentice Hall</p> <p>Algebra 2.....McDougal Littell</p> <p>Precalculus - Precalculus with Limits: A Graphing Approach.....Houghton Mifflin Holt</p> <p>Functions, Trigonometry &amp; Facts - Algebra &amp; Trigonometry.....Pearson Education</p> <p>AP Calculus (AB) - Calculus: Graphical, Numerical, Algebraic.....Pearson Prentice Hall</p> <p>AP Calculus (BC) - Calculus of a Single Variable.....Houghton Mifflin Holt</p> <p>AP Statistics - The Practice of Statistics.....W.H. Freeman &amp; Co.</p>	Yes	0.0
Science	<p>Year adopted: 2007</p> <p>Earth Science.....Pearson Prentice Hall</p> <p>Biology.....McDougal Littell</p> <p>AP Biology.....Pearson Prentice Hall</p> <p>Chemistry: World of Chemistry.....McDougal Littell</p> <p>AP Chemistry.....Houghton Mifflin</p> <p>Physics.....Holt</p> <p>AP Physics - College Physics.....Holt</p> <p>Physiology/Essentials of Anatomy &amp; Physiology.....Pearson Prentice Hall</p>	Yes	0.0

AP Environmental Science - Environmental Science: Earth as a Living Planet.....Peoples Education			
History-Social Science	Year adopted: 2006	Yes	0.0
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			
Foreign Language	Year adopted: 2011	Yes	0.0
<b>SPANISH</b>			
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			
<b>FRENCH</b>			
Bon Voyage - Level 1.....Glencoe			
Bon Voyage - Level 2.....Glencoe			
Bon Voyage - Level 3.....Glencoe			
<b>CHINESE</b>			
Chinese 1, 2, & 3 - Chinese Link.....Pearson Prentice Hall			
AP Chinese 4 - Chinese Link.....Pearson Prentice Hall			
Health	Year adopted: 2010	Yes	0.0
Health - A Guide to Wellness.....Glencoe			
Visual and Performing Arts	Year adopted: 2013	Yes	0.0
Gardner's Art Through the Ages.....Thomson Wadsworth			

Understanding Movies.....Pearson Education

Science Laboratory Equipment (grades 9-12)	0.0
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0.0

*Last updated: 1/29/2015*

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

Redondo Beach Unified High School's current renovation/modernization and preventative maintenance with an aggressive grounds program keep this site in good 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

Addition of airconditioning and new paint on Building 800

Baseball field improvements

Parking lot improvements

*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: 1/21/2015*



## 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)	78	75	77	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: 1/21/2015*

#### 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	77
Male	79
Female	75
Black or African American	52
American Indian or Alaska Native	
Asian	94
Filipino	68
Hispanic or Latino	67
Native Hawaiian or Pacific Islander	
White	87
Two or More Races	91
Socioeconomically Disadvantaged	58
English Learners	38
Students with Disabilities	31
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: 1/21/2015

**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	69%	71%	75%	74%	78%	78%	54%	56%	55%
Mathematics	41%	45%	39%	67%	70%	67%	49%	50%	50%
History-Social Science	70%	74%	74%	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: 1/21/2015

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

API Rank	2011	2012	2013
Statewide	9	9	9
Similar Schools	9	9	9

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

Last updated: 1/21/2015

**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	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	0

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: 1/21/2015

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

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 post secondary opportunities. RUHS offers a variety of courses focused on career preparation such as Media Arts, Computer Art and Design, and Advanced Placement Computer Science. In addition RUHS has an Engineering pathway, where students take Project Lead the Way (PLTW) courses: Introduction to Engineering Design, Principles of Engineering, and Digital Electronics. 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. Lastly, Northrop Grumman supports Beach Cities Robotics, which is a competitive Vex Robotics team made of RUHS and Mira Costa High School Students. The 2013-14 Robotics team won first in the Los Angeles Regional competition, landing them a spot at the World Championship competition, where they placed 16 out of 100 in their division.

*Last updated: 1/21/2015*

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

Measure	CTE Program Participation
Number of pupils participating in CTE	652
Percent of pupils completing a CTE program and earning a high school diploma	100.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30.0

*Last updated: 1/21/2015*

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	76.9
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	61.8

# State Priority: Other Pupil Outcomes

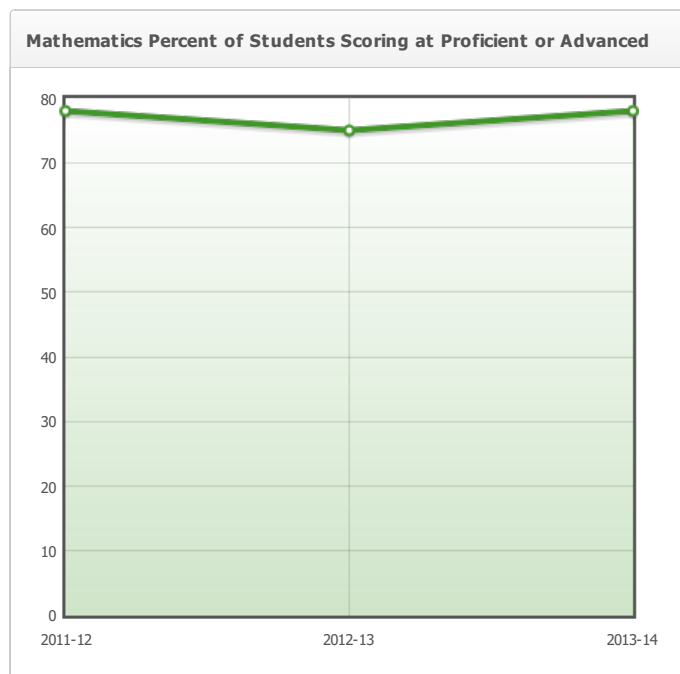
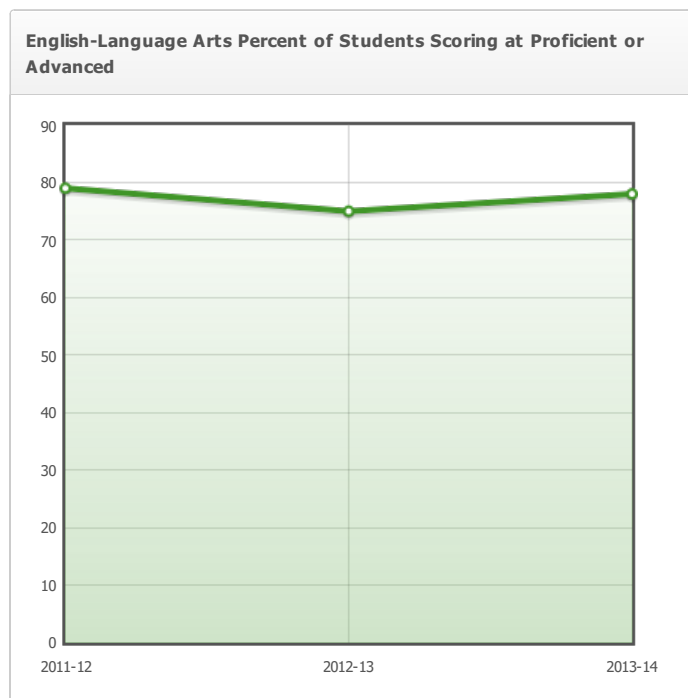
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- 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	79%	75%	78%	78%	75%	N/A	56%	57%	56%
Mathematics	78%	75%	78%	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	22%	26%	52%	22%	45%	34%
Male	26%	28%	46%	20%	45%	35%
Female	18%	24%	58%	24%	44%	32%
Black or African American	46%	30%	24%	42%	51%	7%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	17%	14%	69%	5%	24%	71%
Filipino	19%	29%	52%	23%	41%	36%
Hispanic or Latino	34%	31%	35%	31%	45%	24%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	12%	24%	64%	15%	45%	41%
Two or More Races	6%	6%	88%	16%	63%	21%
Socioeconomically Disadvantaged	38%	30%	32%	34%	49%	17%
English Learners	90%	10%	N/A	67%	24%	10%
Students with Disabilities	73%	13%	14%	66%	25%	8%
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: 1/21/2015

### 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	7.6%	22.9%	64.1%

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: 1/21/2015

## 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

Opportunities for Parental Involvement:

Redondo Union's Parent Teacher Student Association (PTSA), along with parent booster clubs, support and provide a strong parental presence on campus. In fact, some of the staff members are parents of students as well. The community, parents, and teachers strongly support events such as Back to School Night, Homecoming, Grade Level Information Nights, College Awareness Presentations, Grad Night, Senior Awards Evening, and the PTSA-sponsored Recognition Night, where teachers are given the opportunity to recognize students for special achievement. Please call the school to inquire about opportunities to support student programs and activities. PTSA 310-798-8665 Ext. 4003.

Parent Advisories & Leadership:

Parent input is included in much of the decision making on campus. Parents are actively involved in school leadership positions, such as, School Site Council, ELAC and Career Pathway Advisories. In 2013-14 the STEM Advisory Board was formed to help stimulate the STEM program, receiving feedback from parents, local community members and teachers. The STEM advisory board is only one of many programs to which RUHS parents contribute ideas. RUHS parents are also members of many of the high school's booster programs, including: Band & Dance Guard Boosters, Drama Boosters, and athletics booster programs.

### State Priority: Pupil Engagement

*Last updated: 1/21/2015*

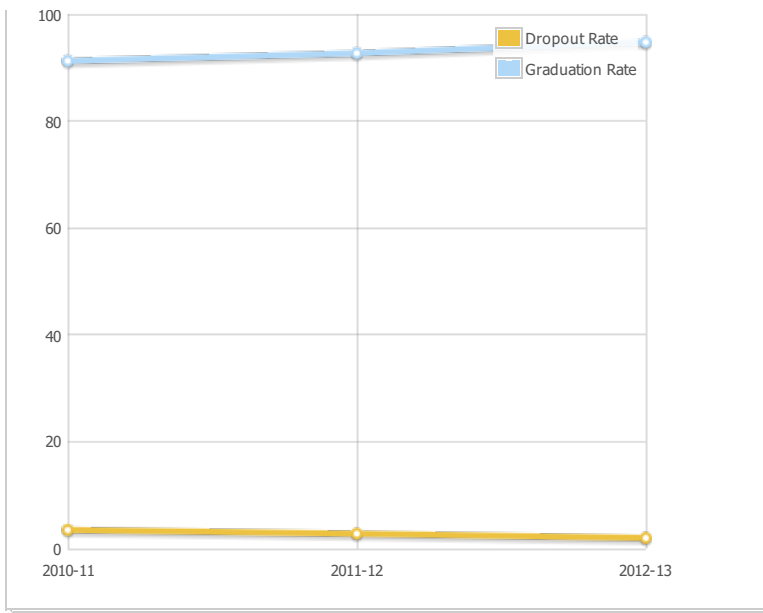
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- 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	3.5	2.8	2.0	5.2	3.8	3.6	14.7	13.1	11.4
Graduation Rate	91.25	92.68	94.75	89.26	91.67	90.74	77.14	78.87	80.44

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 1/21/2015*

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2013		
	School	District	State
All Students	90	87	84
Black or African American	87	86	75
American Indian or Alaska Native	120	100	77
Asian	95	93	92
Filipino	100	100	92
Hispanic or Latino	89	86	80
Native Hawaiian or Pacific Islander	80	100	84
White	90	85	90
Two or More Races	94	105	89
Socioeconomically Disadvantaged	91	90	82
English Learners	46	57	53
Students with Disabilities	64	64	60



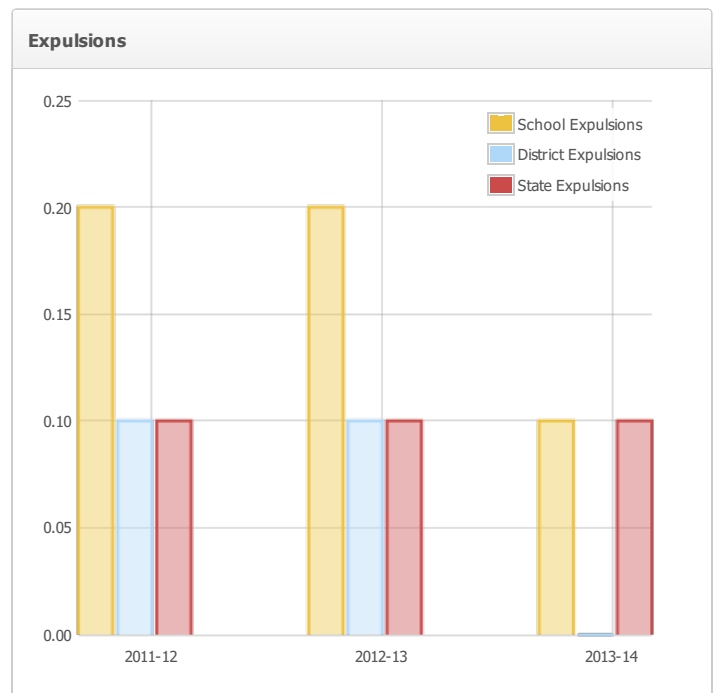
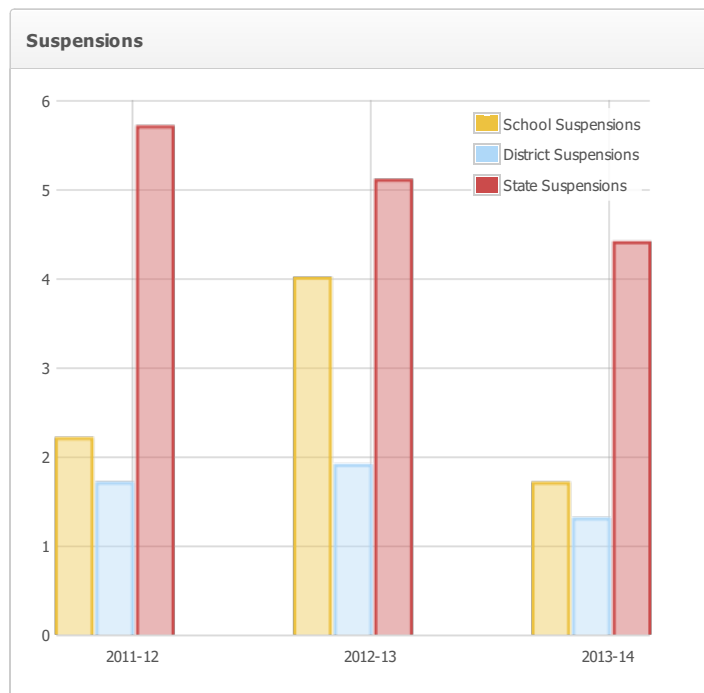
# State Priority: School Climate

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	2.20	4.00	1.70	1.70	1.90	1.30	5.70	5.10	4.40
Expulsions	0.20	0.20	0.10	0.10	0.10	0.00	0.10	0.10	0.10



Last updated: 1/21/2015

## 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	Yes	Yes

*Last updated: 1/21/2015*

### 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: 1/21/2015*

**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: 1/21/2015*

**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	26.9	22	14	42	26.0	27	20	53	26.0	28	16	58
Mathematics	28.7	7	21	30	30.0	8	27	35	28.0	14	19	46
Science	30.7	6	17	28	30.0	9	14	47	27.0	20	18	45
Social Science	30.1	5	11	23	27.0	20	13	49	30.0	10	9	51

\* 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: 1/21/2015*

**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	5.0	522.8
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	2.9	N/A
Social Worker	0.0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.8	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: 1/22/2015*

**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	\$8,282	\$2,458	\$5,823	\$71,038
District	N/A	N/A	\$5,187	\$70,163
Percent Difference – School Site and District	N/A	N/A	12.30%	24.20%
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	1.20%	2.50%

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

*Last updated: 1/26/2015*

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

English Learners

Special Education

Instructional Technology classes

Professional Development

Drug and Alcohol Counseling

Cyber High Credit Recovery

College and Career Center

Marine Corps Junion ROTC

Advancement Via Individual Determination (AVID)

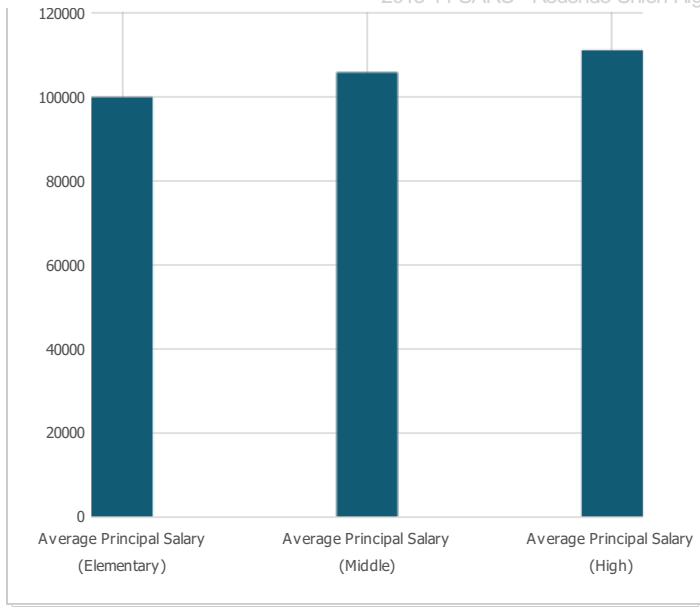
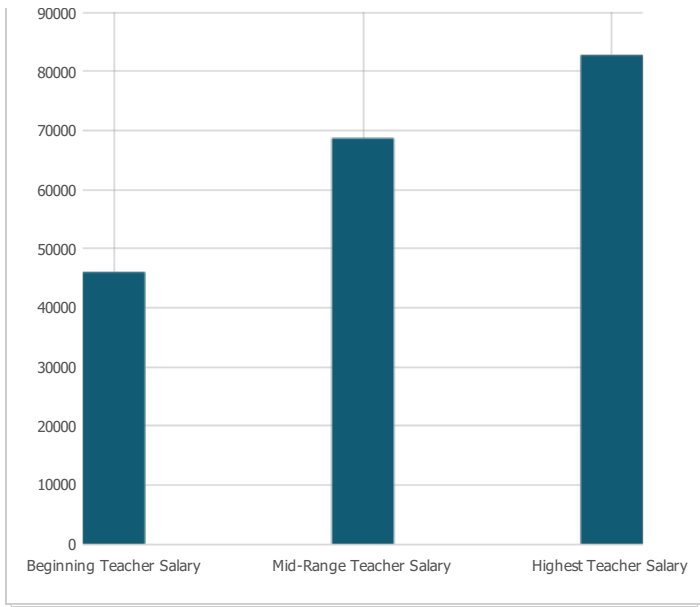
Advanced Placement/Honors courses

*Last updated: 1/21/2015***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/>.

**Teacher Salary Chart****Principal Salary Chart**



Last updated: 1/21/2015

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	9	N/A
Science	6	N/A
Social Science	22	N/A
All Courses	45	1.0

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

\*Where there are student course enrollments.

*Last updated: 1/21/2015*

**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*