

# Redondo Shores High (Continuation)

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

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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

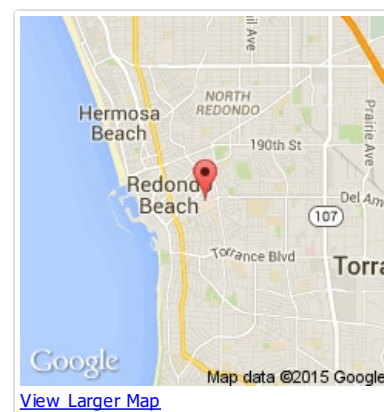
Principal, Redondo Shores High (Continuation)

## About Our School

## Contact

1000 Del Amo St.  
Redondo Beach, CA  
90277

Phone: 310-798-8690  
E-mail: [shall@rbusd.org](mailto:shall@rbusd.org)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Redondo Shores High (Continuation)
<b>Street</b>	1000 Del Amo St.
<b>City, State, Zip</b>	Redondo Beach, Ca, 90277
<b>Phone Number</b>	310-798-8690
<b>Principal</b>	Ms. Sue Hall, Principal - Alternative Education
<b>E-mail Address</b>	<a href="mailto:shall@rbusd.org">shall@rbusd.org</a>
<b>Web Site</b>	<a href="http://rshrs.rbusd.org">http://rshrs.rbusd.org</a>
<b>County-District-School (CDS) Code</b>	19753411995752

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: 1/22/2015*

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

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

Redondo Shores High School (RSHS), located in south Redondo Beach, is a necessary small high school serving the communities of Redondo Beach. The campus was opened in the summer of 1999 and overlooks the Redondo Union High School (RUHS) baseball field to the south and the main RUHS campus to the west. Redondo Shores High School was recognized as a Model Continuation High School for the fourth time in 2013.

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

A dedicated and conscientious Redondo Shores' staff consists of five credentialed general-education teachers (5.6 FTE), one Special Education teacher, a credentialed counselor, and a principal who supervises all alternative education programs in RBUSD, including Redondo Shores High School, the Independent Study Program, and the Redondo Beach Learning Academy Community Day School. The classified staff consists of a school administrative assistant, a Special Education instructional aide, a campus supervisor, a school registrar, and a night custodian.

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

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

#### **SELF-DIRECTED**

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

**HEALTHY**

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

**OPTIMISTIC**

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

**RESPONSIBLE**

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

**EFFECTIVE**

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

**STUDENTS**

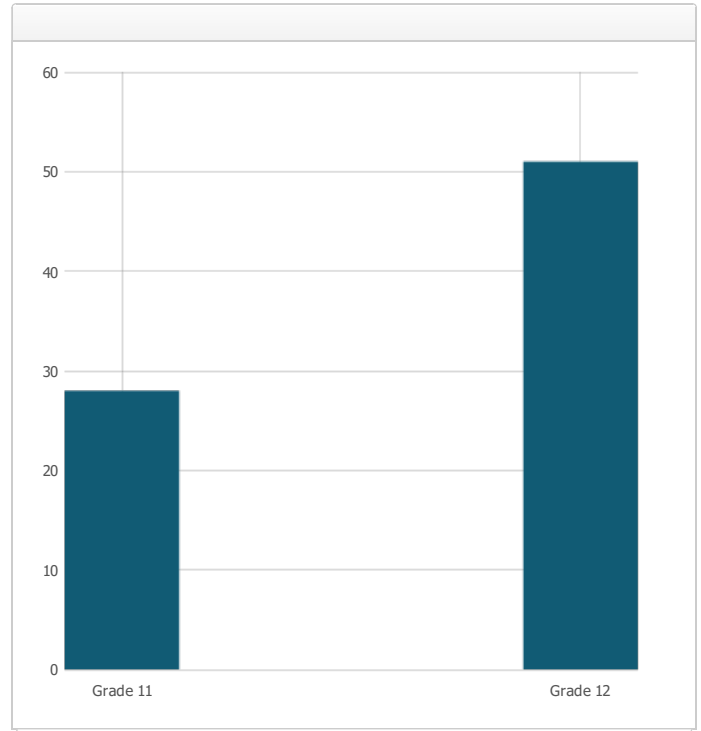
- Demonstrate critical thinking skills in reading, writing, math, and technology and apply them in all subject areas
- Make decisions based on an examination of the situation and the alternatives
- Generate new ideas, processes, and products
- Read, write, speak, and listen with organization, focus,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

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

*Last updated: 1/22/2015*

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

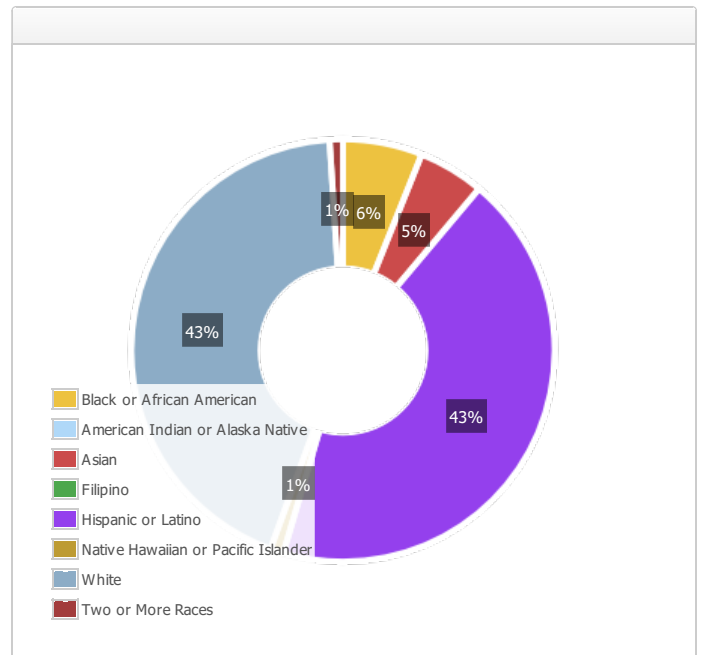
Grade Level	Number of Students
Grade 11	28
Grade 12	51
Total Enrollment	79



*Last updated: 1/22/2015*

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

Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.0
Asian	5.1
Filipino	0.0
Hispanic or Latino	43.0
Native Hawaiian or Pacific Islander	1.3
White	43.0
Two or More Races	1.3
Socioeconomically Disadvantaged	35.4
English Learners	10.1
Students with Disabilities	10.1



*Last updated: 1/22/2015*

## A. Conditions of Learning

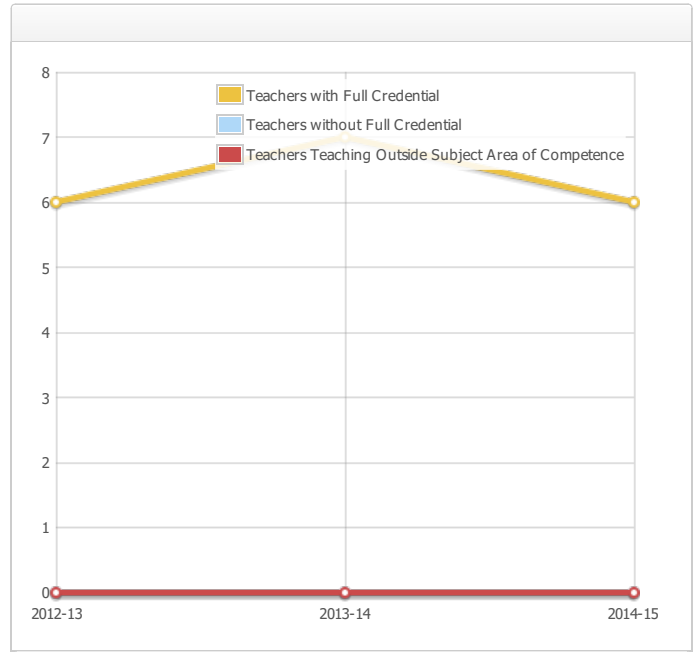
### State Priority: Basic

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

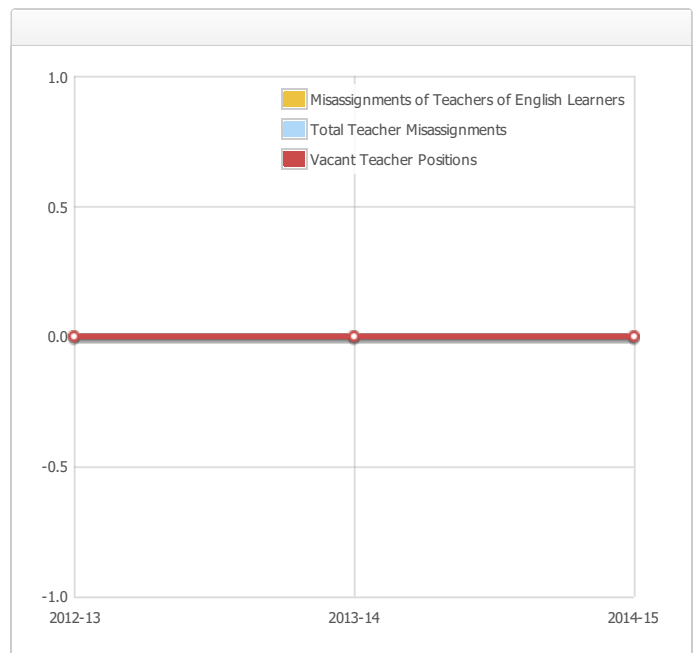
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	6	7	6	387
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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: 1/22/2015

**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 - 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 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	Yes	0.0
Foreign Language	Year adopted: 2011 <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	Yes	0.0
Health	Year adopted: 2010 Health - A Guide to Wellness.....Glencoe	Yes	0.0
Visual and Performing Arts	Year adopted: 2013 Gardner's Art Through the Ages.....Thomson Wadsworth Understanding Movies.....Pearson Education		0.0
Science Laboratory Equipment			0.0



(grades 9-12)

*Last updated: 1/29/2015*

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

Redondo Shores High School (Continuation) has a consistent maintenance and grounds care program that keep this site in top condition. Improvements that have been completed in the 2014-15 school year included:

Wrought-iron fencing along the perimeter of the school

Fiber cabling

Solar Panels

Upgrade to the PA system

*Last updated: 1/28/2015*

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

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate - Most Recent Year**

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

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

*Last updated: 1/23/2015*

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

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

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

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

Last updated: 1/23/2015

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	18%	24%	25%	74%	78%	78%	54%	56%	55%
Mathematics	3%	4%	N/A	67%	70%	67%	49%	50%	50%
History-Social Science	10%	22%	22%	70%	73%	74%	48%	49%	49%

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

Last updated: 1/23/2015

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

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

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

Last updated: 1/23/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-25	-6	73
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Last updated: 1/23/2015

**Career Technical Education 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.

Academic success is greatly enhanced by providing a plethora of credit opportunities, including, but not limited to coursework earned at the Southern California Regional Occupational Center and/or work experience. Approximately 10% of Redondo Shores' students participate in the Service Learning Program.

*Last updated: 1/23/2015*

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

Measure	CTE Program Participation
Number of pupils participating in CTE	27
Percent of pupils completing a CTE program and earning a high school diploma	33.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	11.0

*Last updated: 1/23/2015*

**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	59.5
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

# State Priority: Other Pupil Outcomes

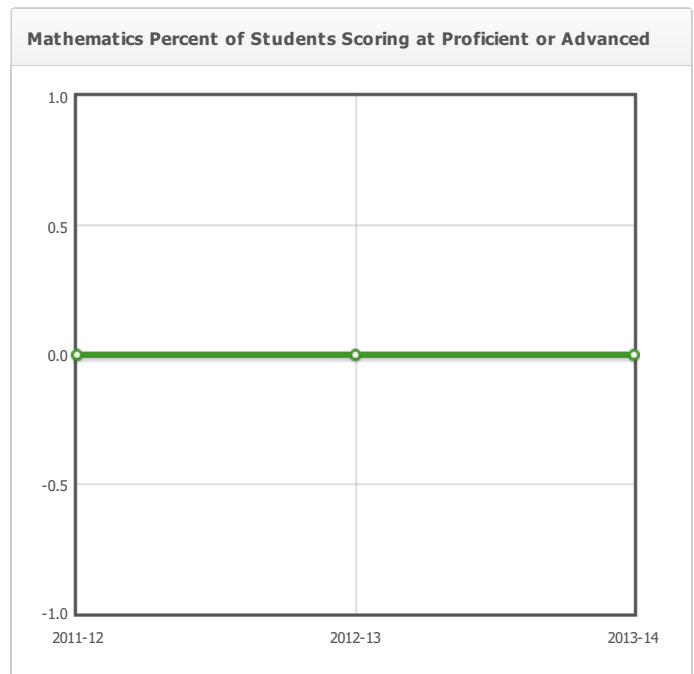
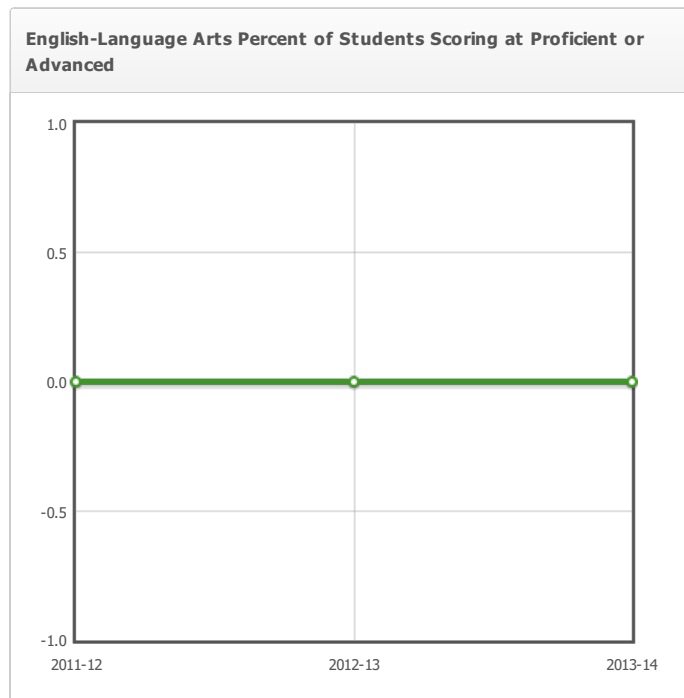
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

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

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

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

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



Last updated: 1/30/2015

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

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

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

*Last updated: 1/23/2015*

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

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

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

*Last updated: 1/23/2015*

## C. Engagement

### State Priority: Parental Involvement

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

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

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

Parents are encouraged to become involved in their child’s experience at RSHS. 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 also encouraged to serve as School Site Council members, on a focus group for WASC, volunteer in the main office or classrooms, chaperon field trips, and become an active member in PTSA.

### State Priority: Pupil Engagement

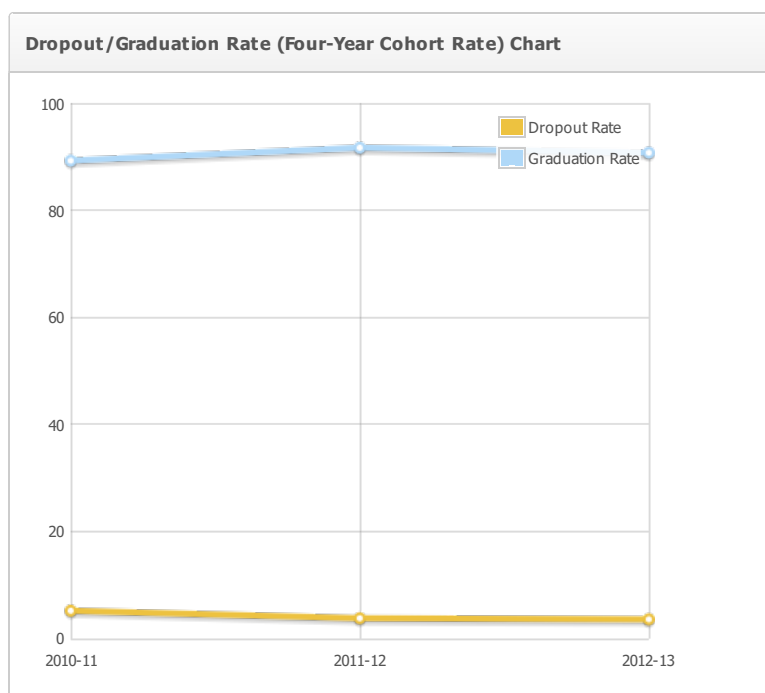
*Last updated: 1/23/2015*

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

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

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

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







**Completion of High School Graduation Requirements**

Group	Graduating Class of 2013		
	School	District	State
All Students	63	87	84
Black or African American	87	86	75
American Indian or Alaska Native		100	77
Asian	33	93	92
Filipino		100	92
Hispanic or Latino	66	86	80
Native Hawaiian or Pacific Islander		100	84
White	48	85	90
Two or More Races	133	105	89
Socioeconomically Disadvantaged	77	90	82
English Learners	85	57	53
Students with Disabilities	53	64	60

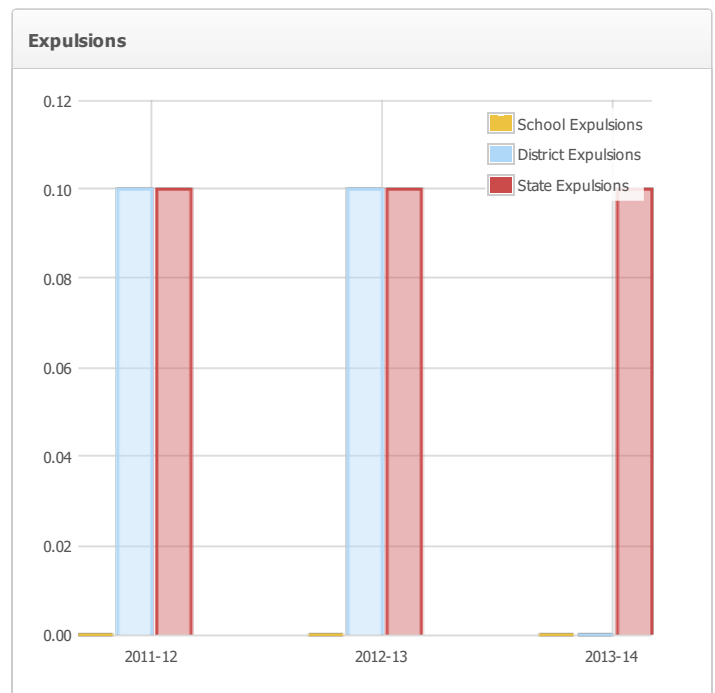
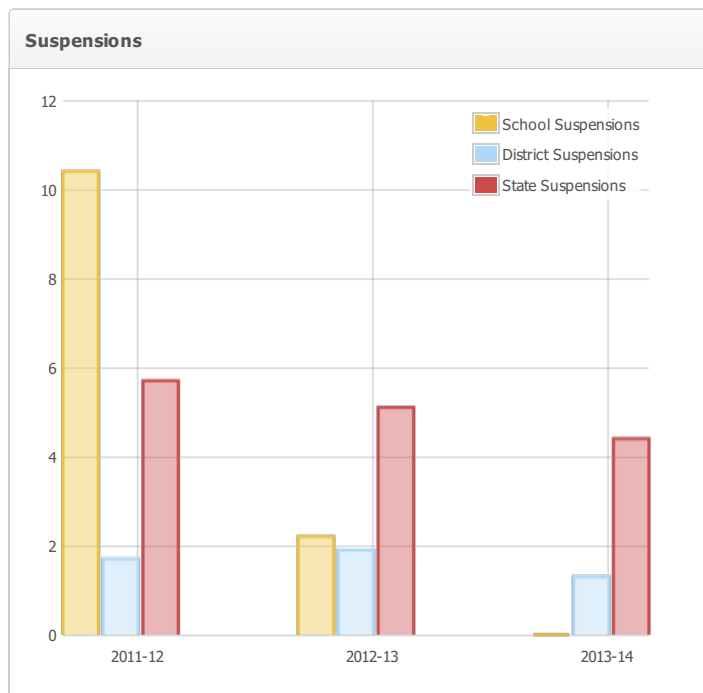
# State Priority: School Climate

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	10.40	2.20	0.00	1.70	1.90	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.00	0.10	0.10	0.10



Last updated: 1/23/2015

## School Safety Plan - Most Recent Year

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

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

Last updated: 1/26/2015

## D. Other SARC Information

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

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

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

*Last updated: 1/23/2015*

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

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

Note: Cells with NA values do not require data.

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

*Last updated: 1/23/2015*

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

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

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

*Last updated: 1/23/2015*

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

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11.7	7	0	0	3.0	29		3.0	25			
Mathematics	7.0	1	0	0	7.0	6		4.0	11			
Science	14.5	2	0	0	3.0	11		4.0	10			
Social Science	11.1	8	0	0	3.0	31		2.0	27			

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

*Last updated: 1/23/2015*

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

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.5	39.5
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.9	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/23/2015*

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$12,245	\$2,719	\$9,525	\$91,326
District	N/A	N/A	\$5,187	\$70,163
Percent Difference – School Site and District	N/A	N/A	83.60%	103.10%
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	30.20%	31.70%

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

*Last updated: 1/26/2015*

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

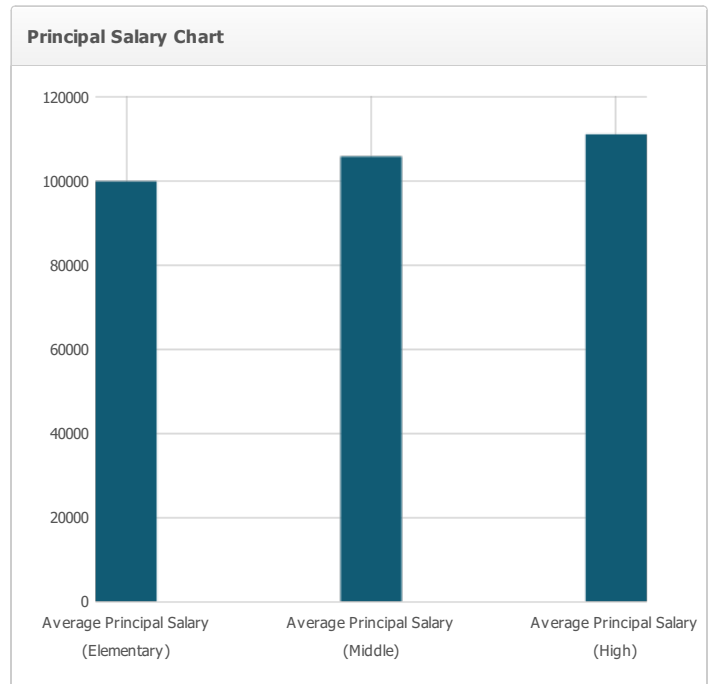
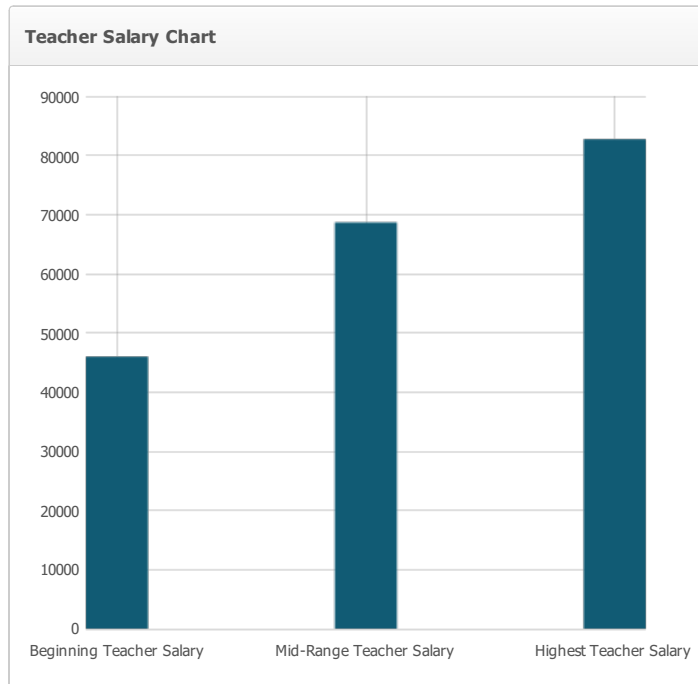
Redondo Shores' provides program and supplemental services funded through EIA and the district's general fund in the form of a Block grant. Funding was used to meet the identified needs and goals enumerated in the school's annual plan. The school's goals are to improve attendance, increase graduation rates, improve the social, emotional well being of the whole child and increase the number of students eligible for college. Specific programs provide incentives for attendance, course completion and demonstrated personal responsibility. Drug diversion and education programs, as well and improved access to technology and online curriculum are also supported.

*Last updated: 1/23/2015*

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

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

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



*Last updated: 1/23/2015*

**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*