

Redondo Shores High (Continuation)

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.



Anthony Bridi

Principal, Redondo Shores High (Continuation)

About Our School

Contact

Redondo Shores High (Continuation)
1000 Del Amo St.
Redondo Beach, CA 90277-3034

Phone: 310-798-8690
E-mail: abridi@rbusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Redondo Beach Unified
Phone Number	(310) 379-5449
Superintendent	Dr. Steven Keller
E-mail Address	skeller@rbusd.org
Web Site	http://www.rbusd.org

School Contact Information (School Year 2016-17)	
School Name	Redondo Shores High (Continuation)
Street	1000 Del Amo St.
City, State, Zip	Redondo Beach, Ca, 90277-3034
Phone Number	310-798-8690
Principal	Anthony Bridi
E-mail Address	abridi@rbusd.org
Web Site	http://rshrs.rbusd.org
County-District-School (CDS) Code	19753411995752

Last updated: 1/26/2017

School Description and Mission Statement (School Year 2016-17)

The mission of Redondo Shores is to provide opportunities for ALL students to achieve their academic and career aspirations, and become successful and productive citizens. 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 (Shores), located in south Redondo Beach, is a continuation high school serving the communities of Redondo Beach. The school itself has been in existence since the fall of 1993 and moved into a new school facility during the summer of 1999. The campus overlooks the Redondo Union High School (RUHS) baseball field to the south and the main RUHS campus to the west. Shores was recognized as a Model Continuation High School for the fifth time in 2016. This school year, the staff has applied for continued status as a Model School.

Shores serves high school students ages 16-18 who have not been successful in the traditional high school setting. Students are referred to Redondo Shores for a variety of reasons. Data indicates that the most common reasons are poor attendance and failure to do homework, resulting in failing grades and credit deficiencies. Data also indicates that 95% of the students and parents agreed to a voluntary transfer. Although enrollment is ongoing and changes frequently, Shores can accommodate up to 110 students. The curriculum is aligned with the California Core State Standards and the core courses meet A-G eligibility requirements. The school serves mainly junior and senior high school students, and each student attends at least three classes (most attend 4-5) for the state required 180 instructional minutes. A dedicated and conscientious Shores' staff consists of four credentialed general-education teachers, one Special Education teacher, a school psychologist, a credentialed counselor, and a principal who supervises all alternative education programs in RBUSD, including: Shores; the Independent Study Program, and the Redondo Beach Learning Academy Community Day School. All core teachers at Redondo Shores are fully credentialed or certificated in their assigned teaching assignments. The classified staff consists of a school administrative assistant, a Special Education instructional aide, a campus safety assistant, a school registrar, and a custodian. The Shores curriculum parallels that of the traditional high school from which most of its students matriculate. While utilizing California Core State Standards, student interests, abilities, and learning styles are accommodated. Most students come to Shores credit deficient, and 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

- 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
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STUDENTS

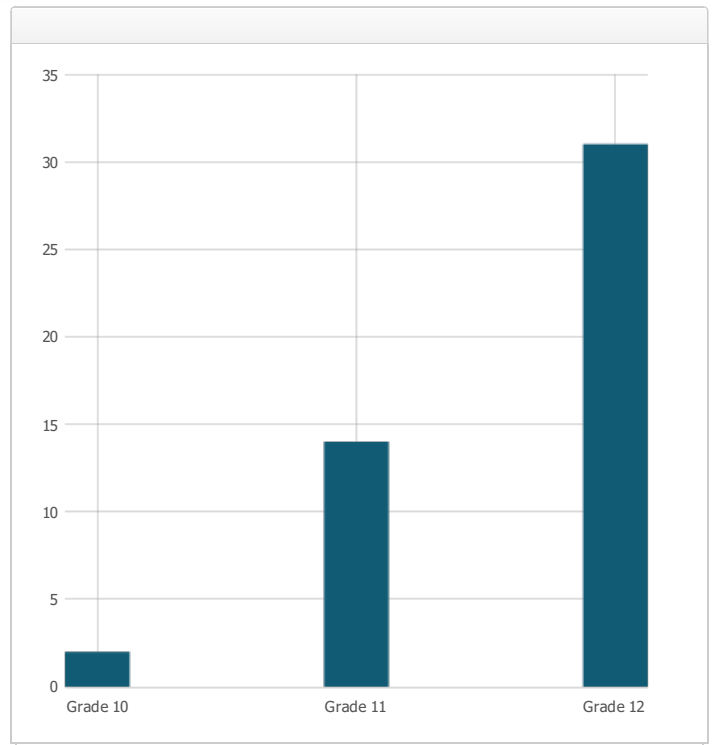
- Demonstrate critical thinking skills in reading, writing, math, and technology and apply them in all subject areas
- Make decisions based on an examination of the situation and the alternatives
- Generate new ideas, processes, and products
- Read, write, speak, and listen with organization, focus,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

Small classes with a low ratio of students to teachers (15:1) 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. Students 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: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	2
Grade 11	14
Grade 12	31
Total Enrollment	47



Last updated: 2/1/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.4 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	2.1 %
Hispanic or Latino	44.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	44.7 %
Two or More Races	2.1 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	34.0 %
English Learners	8.5 %
Students with Disabilities	12.8 %
Foster Youth	0.0 %

Last updated: 2/1/2017

A. Conditions of Learning

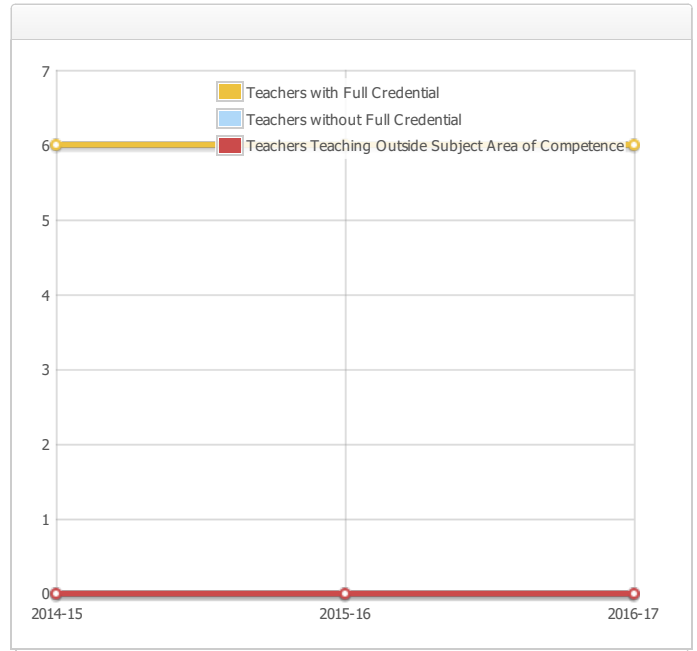
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

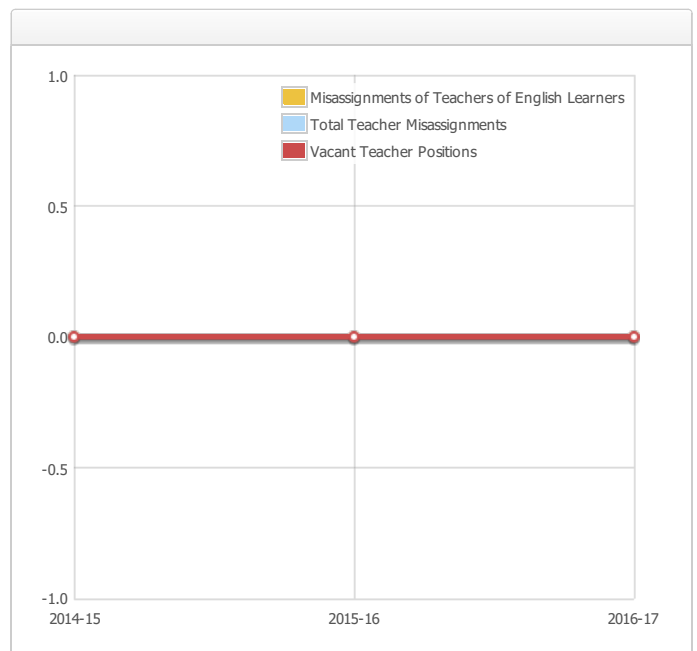
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	6	6	432
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/1/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 2/1/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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: 2/1/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	Yes	0.0 %
Mathematics	Algebra 1.....Houghton Mifflin Harcourt Geometry.....Houghton Mifflin Harcourt Algebra 2.....Houghton Mifflin Harcourt Precalculus.....Cengage Learning Trigonometry.....Cengage Learning Functions, Trigonometry & Stats.....Pearson AP Calculus (AB).....Pearson AP Calculus (BC).....Cengage Learning	Yes	0.0 %
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	Yes	0.0 %
History-Social Science	World History – The Modern World.....Pearson Prentice Hall AP European History – A History of Western Society Since 1300.....Houghton Mifflin U.S. History – America: Pathway to the Present.....Pearson Prentice Hall 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	Spanish Spanish 1 – Avancemos Level 1.....McDougal Littell Spanish 2 – Avancemos Level 2.....McDougal Littell	Yes	0.0 %

Spanish 3 – EnMarcha.....Pearson Prentice Hall Spanish 4 – Reflejos.....Houghton Mifflin Spanish 5 – AP Language-Abriendo passo: 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 – Neuvas Vistas curso 1.....Holt, Rinehart, & Winston Spanish Speakers 4 – Neuvas Vistas curso 2.....Holt, Rinehart, & Winston <p style="text-align: center;">French</p> Bon Voyage – Level 1.....Glencoe Bon Voyage – Level 2.....Glencoe Bon Voyage – Level 3.....Glencoe <p style="text-align: center;">Chinese</p> Chinese 1, 2, & 3 – Chinese Link.....Pearson Prentice Hall AP Chinese 4 – Chinese Link.....Pearson Prentice Hall			
Health	Health – A Guide to Wellness.....Glencoe	Yes	0.0 %
Visual and Performing Arts	Gardner’s Art Through the Ages.....Thomson Wadsworth Understanding Movie’s.....Pearson Education	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2017

School Facility Conditions and Planned Improvements

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Last updated: 2/1/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

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

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
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Last updated: 2/1/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	31.0%	68.0%	73.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	3.0%	56.0%	61.0%	34.0%	36.0%

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: 1/26/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	32	32	100.0%	31.3%
Male	25	25	100.0%	28.0%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	25.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.0%	45.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	30.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	32	32	100.0%	3.1%
Male	25	25	100.0%	4.0%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.0%	9.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	7.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	33.0%	83.0%	79.0%	81.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 1/26/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	12	12	100.0%	33.3%
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	0	0	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/26/2017

Career Technical Education Programs (School Year 2015-16)

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, Service Learning and /or Work Experience/Work Ability. Approximately 15% of Redondo Shores' students participated in these programs last year.

Last updated: 2/1/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	35
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	20.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	11.0%

Last updated: 2/1/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	85.0%
2014-15 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2016-17)

Parents are encouraged to become involved in their child’s experience at RSHS. Parents participate in all intake and transition meetings, student-parent conferences, Back to School Night, and parent workshops held throughout the year. The principal, teachers, and counselor communicate with parents through frequent phone, email, and written correspondence to provide them with current information regarding student achievement and progress. Parents are also encouraged to serve as School Site Council members, focus group or committee members, to volunteer in the main office or classrooms and chaperone field trips.

State Priority: Pupil Engagement

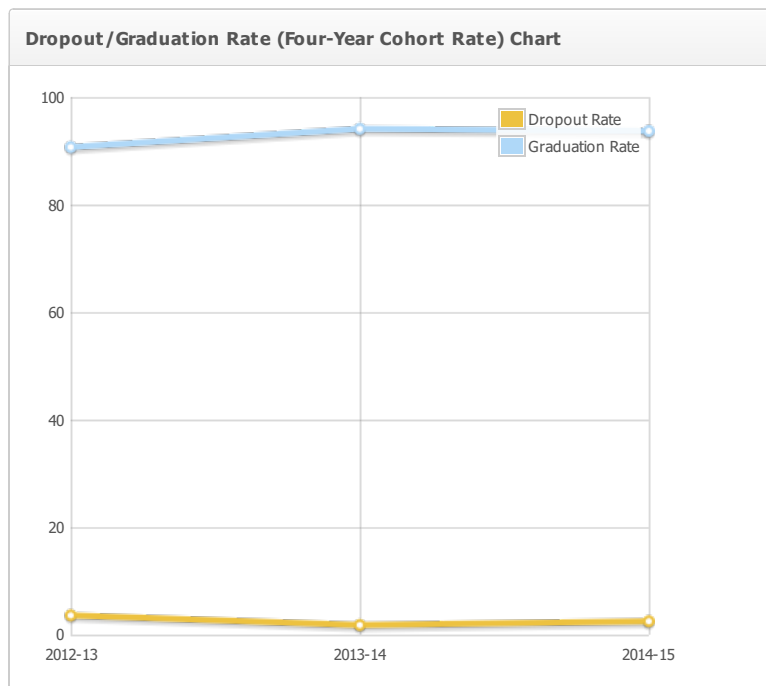
Last updated: 2/1/2017

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.6%	1.8%	2.5%	3.6%	1.8%	2.5%	11.4%	11.5%	10.7%
Graduation Rate	90.70	94.10	93.70	90.70	94.10	93.70	80.44	80.95	82.27



Last updated: 2/1/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	78	90	85
Black or African American	100	93	77
American Indian or Alaska Native	0	100	75
Asian	100	99	99
Filipino	0	93	97
Hispanic or Latino	63	89	84
Native Hawaiian or Pacific Islander	100	100	85
White	81	87	87
Two or More Races	0	94	91
Socioeconomically Disadvantaged	33	31	77
English Learners	60	69	51
Students with Disabilities	88	79	68
Foster Youth	--	--	--

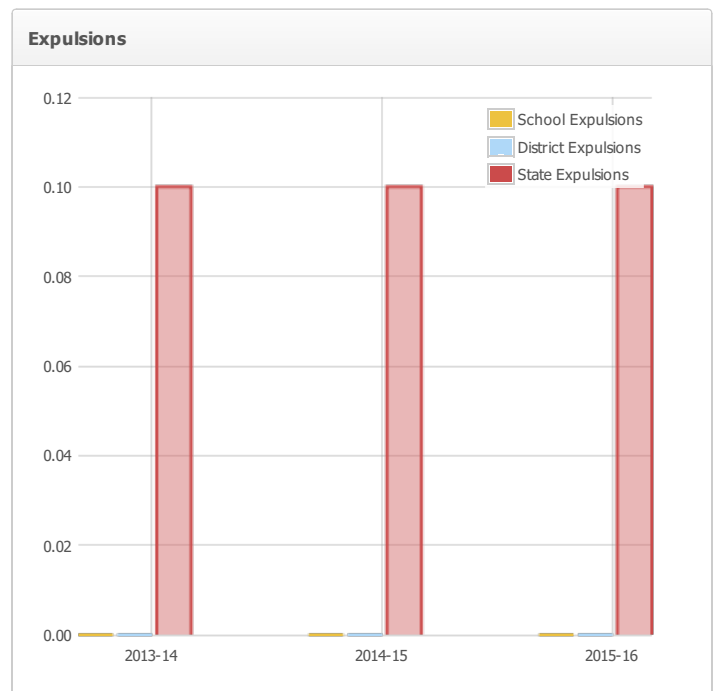
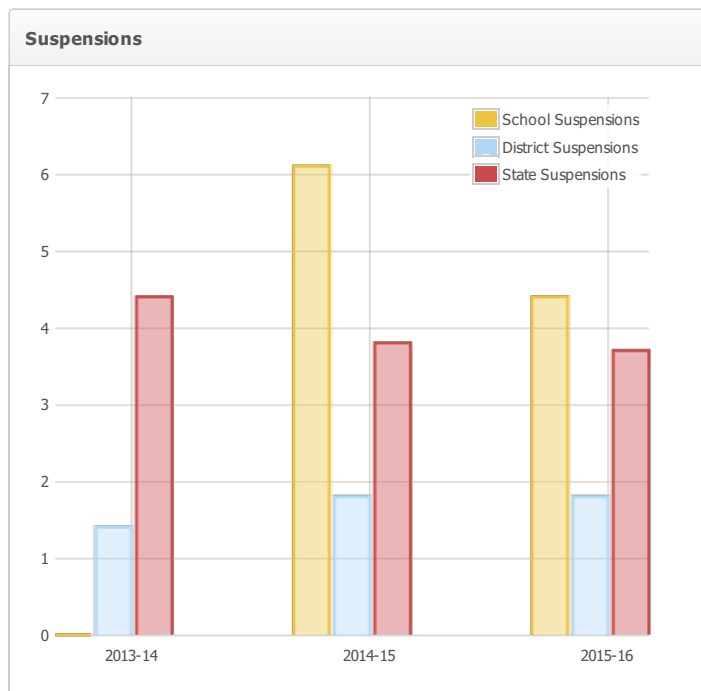
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	6.1	4.4	1.4	1.8	1.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

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: 2/1/2017

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.

Federal Intervention Program (School Year 2016-17)

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	N/A	2
Percent of Schools Currently in Program Improvement	N/A	16.7%

Note: Cells with NA values do not require data.

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	
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	0.3	N/A
Speech/Language/Hearing Specialist		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: 1/27/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$12147.4	\$2577.0	\$9570.4	\$88443.9
District	N/A	N/A	\$5279.4	\$72814.0
Percent Difference – School Site and District	--	--	81.3%	21.5%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	79.0%	27.7%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

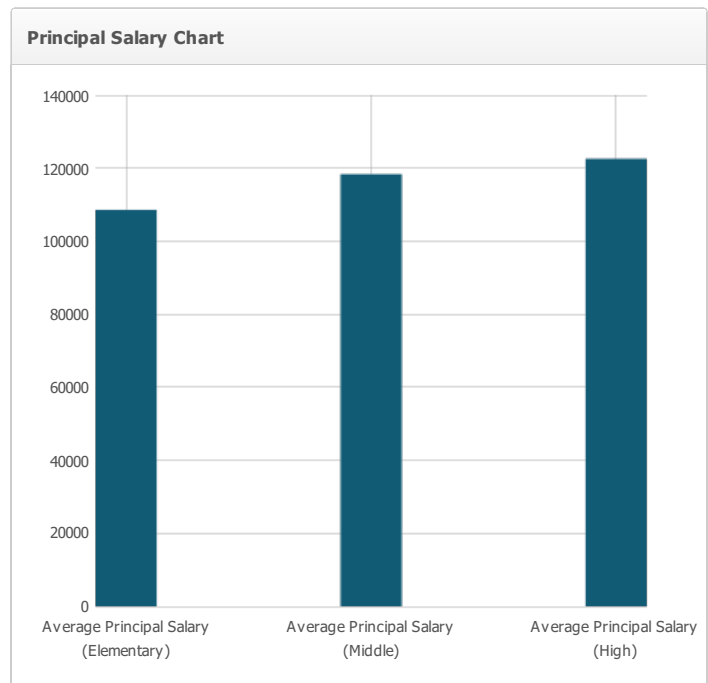
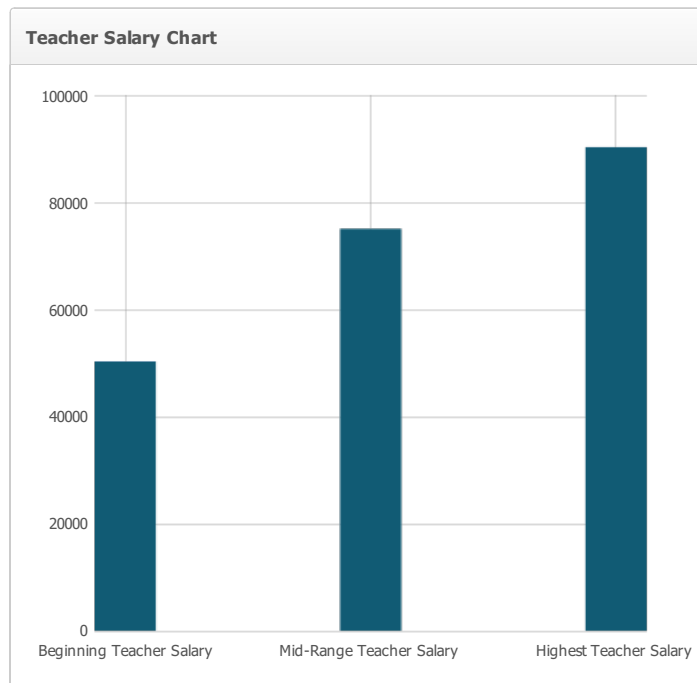
Redondo Shores' provides program and supplemental services funded through LCFF Base Funding and LCFF Supplemental Funding. Funding was used to meet the identified needs and goals enumerated in the school's annual plan. The school's goals are to improve attendance, increase graduation rates, improve the 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 as improved access to technology and online curriculum are also supported.

Last updated: 1/26/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,286	\$43,821
Mid-Range Teacher Salary	\$75,061	\$69,131
Highest Teacher Salary	\$90,293	\$89,259
Average Principal Salary (Elementary)	\$108,574	\$108,566
Average Principal Salary (Middle)	\$118,342	\$115,375
Average Principal Salary (High)	\$122,582	\$125,650
Superintendent Salary	\$268,376	\$198,772
Percent of Budget for Teacher Salaries	42.0%	37.0%
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: 1/26/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2017

Professional Development

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 elementary schools utilize weekly collaborative planning time through the implementation of a School Instructional Leadership Team and grade level leads.

The use of student data is critical to better assess and support individual student development. The District provides training on our student data management, Illuminate Education, to analyze individual and aggregate student progress. Elementary teachers and secondary math teachers utilize the Tenmarks math program both to assign and assess student performance. All of the above teachers have had PD training on the Tenmarks program.

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.

Through the collective bargaining process, additional paid professional development days have been added to the teacher work calendar (1 additional day in 2015-2016, 2 additional days in 2016-2017 and 2017-2018).

Last updated: 2/1/2017