



3401 Inglewood Ave, Redondo Beach, CA 90278  
 2011-12 School Accountability Report Card ~  
 Published in 2012-13

**Redondo Beach Unified  
 School District**

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 Dr. Erin M. Simon

**Superintendent**  
 Dr. Steven Keller

**Board of Education**

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- Laura Emdee, Vice-President
- Jane Diehl, Presiding Officer
- Drew Gamet, Member
- Todd Loewenstein, Member
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**RBUSD**

**MISSION STATEMENT**

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

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

**School Description and Mission Statement**

The primary vision of Redondo Beach Learning Academy is to ensure equal access to a quality standards based curriculum and to provide preparation to meet the assessment requirements all students must attain, as well as, to excite, motivate, and support the students' quest for education. The ultimate vision is to prepare students for a seamless re-entry into high school as each individual completes a high school program that is comparable to any RBUSD student's educational preparation. Excellent attendance, educational success, and improved behavior are the main foci of the Redondo Beach Learning Academy's program.

The mission of the Redondo Beach Learning Academy is to ensure that every student has the opportunity to access an educational program whose content is rigorously equal to the coursework offered to all high school students in Redondo Beach Unified School District regardless of race, color, creed, language ability, socioeconomic status, physical ability, and other challenges experienced by teens in the 21st Century. To provide a challenging academic curriculum, pro-social skills, and resiliency training to high-risk youth referred by expulsion or a School Attendance Review Board. The students, staff, and parents of the Redondo Beach Learning Academy work as a team to promote growth and pride in learning. We believe that every student can learn and should be challenged to achieve his/her potential regardless of their previous academic performance, family background, or socioeconomic status in a positive school environment.

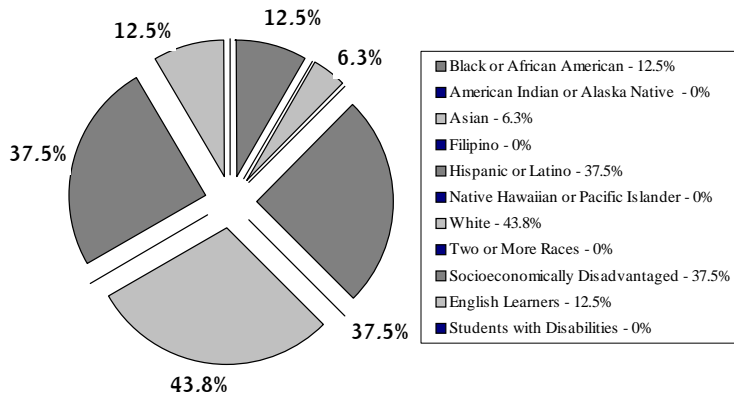
**Opportunities for Parental Involvement**

Parents are encouraged to become involved in their child's experience at RBLA. Parents participate in all intake/exit meetings, period conferences and through frequent phone, email, and written correspondence, are kept abreast of student achievement and progress. The instructor for RBLA is bilingual in English/Spanish and provides support to Spanish speaking parents dealing with often complex teenage social emotional issues. Parents are encouraged to enroll in classes of the South Bay Adult School, co-located with RBLA as a way to help emphasize the importance of education for their children.

**Student Enrollment (2011-12)**

Grade 09	Grade 10	Grade 11	Grade 12	Total
1	6	6	3	16

## Student Enrollment by Subgroup (2011-12)



## Average Class Size and Distribution

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

Year/Grade Level	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
<b>2009-2010</b>				
9 - 12	18.5	1	-	-
<b>2010-2011</b>				
9 - 12	18	1	-	-
<b>2011-2012</b>				
9 - 12	13	1	-	-

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

RATE	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>Suspensions</b>	<b>27.78</b>	<b>133.33</b>	<b>43.8</b>	<b>3.07</b>	<b>4.12</b>	<b>2.7</b>
<b>Expulsions</b>	<b>0.0</b>	<b>0.0</b>	<b>18.75</b>	<b>0.11</b>	<b>.11</b>	<b>.08</b>

## SCHOOL CLIMATE

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

## School Facility Conditions and Planned Improvements

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

## Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

### TEACHERS

Teachers	School			District 2011-12
	2009-10	2010-11	2011-12	
<b>With Full Credential</b>	1	1	1	<b>380</b>
<b>Without Full Credential</b>	0	0	0	<b>0</b>
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	<b>N/A</b>

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2010-11	2011-12	2012-13
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2011-12)

This table displays the % of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100%	0%
<b>All Schools in District</b>	100%	0%
<b>High-Poverty Schools in District</b>	100%	0%
<b>Low-Poverty Schools in District</b>	100%	0%

## Professional Development

At the beginning of the school year teachers were provided with Professional Development to increase literacy amongst the following subgroups: EL students, students with disabilities, and socioeconomically disadvantaged students. After the literacy PD, the following were implemented at RBLA.

1. Reading and writing across the curriculum
2. School-wide implementation of graphic organizers to represent knowledge
3. Achievement and effort rubrics across the curriculum

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

## Support Staff

The following is a list of support staff at the school and their full time equivalent. The average number of students per academic counselor is 16.

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

# CURRICULUM AND INSTRUCTIONAL MATERIALS (2012-13)

This information was received and approved by the Board of Education on October 2, 2012.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	% of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
<b>Reading/ Language Arts</b>	Language of Literature.....McDougal Littell AP English Language & Composition: Modern American Prose..... Glencoe AP English Language & Composition: Prose Style..... Pearson Prentice Hall AP Literature: Structure, Sound and Sense..... Holt	0%
<b>Mathematics</b>	Algebra 1..... Holt Geometry..... Pearson Prentice Hall Algebra 2.....McDougal Littell Precalculus - Precalculus with limits: A Graphing Approach.... Houghton Mifflin Holt Functions, Trigonometry & Facts - Algebra & Trigonometry..... Pearson Education AP Calculus (AB) - Calculus: Graphical, Numerical, Algebraic. Pearson Prentice Hall AP Calculus (BC) - Calculus of a Single Variable..... Houghton Mifflin Holt AP Statistics - The Practice of Statistics..... W.H. Freeman & Co.	0%
<b>Science</b>	Earth Science..... Pearson Prentice Hall Biology.....McDougal Littell AP Biology..... Pearson Prentice Hall Chemistry: World of Chemistry.....McDougal Littell AP Chemistry..... Houghton Mifflin Physics..... Holt AP Physics - College Physics..... Holt Physiology/Essentials of Anatomy & Physiology..... Pearson Prentice Hall AP Environmental Science - Environmental Science: Earth as a Living Planet..... Peoples Education	0%
<b>Science Laboratory Equipment</b>	Available at school site in each classroom	0%
<b>Health</b>	Health - A Guide to Wellness..... Glencoe	0%
<b>History- Social Science</b>	World History - The Modern World..... Pearson Prentice Hall AP European History - A History of Western Society Since 1300..... Houghton Mifflin US History - America: Pathway to the Present..... Pearson Prentice Hall AP US History - American Pageant..... Houghton Mifflin Economics: Principals and Practices..... Glencoe AP Economics - McConnell and Brue Economics..... McGraw Hill Government - MacGruder’s American Government..... Pearson Prentice Hall AP Government - American Government..... Houghton Mifflin Psychology - An Introduction..... McGraw Hill AP Psychology..... Worth Publishers	0%
<b>Foreign Language</b>	<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	0%

## SCHOOL FINANCES

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	N/Z	N/A	N/A	N/A
District			N/A	71,246
Percent Difference School Site and District			N/A	N/A
State			\$5,455	\$66,336
Percent Difference School Site and State			N/A	N/A

### Teacher and Administrative Salaries (Fiscal Year 2010-11)

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,290	\$40,656
Mid-Range Teacher Salary	\$70,589	\$64,181
Highest Teacher Salary	\$84,914	\$82,486
Average Principal Salary (Elementary)	\$104,765	\$102,165
Average Principal Salary (Middle)	\$108,964	\$108,480
Average Principal Salary (High)	\$113,308	\$117,845
Superintendent Salary	\$230,440	\$181,081
Percent of Budget for Teacher Salaries	42.00%	40.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing assessment.

The CST's are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for Students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

## STUDENT PERFORMANCE

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	16	26	7	72	74	78	52	54	56
Mathematics	0	18	0	64	67	69	48	50	51
Science	0	0	0	79	82	84	54	57	60
History-Social Science	0	0	0	68	70	72	44	48	49

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level for the most recent testing period. Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	69	84	72
All Students at the School	7	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Black or African American	0	0	0	0
American Indian or Alaska Native				
Asian	0	0	0	0
Filipino				
Hispanic or Latino	0	0	0	0
Native Hawaiian or Pacific Islander				
White	0	0	0	0
Two or More Races				
Socioeconomically Disadvantaged	0	0	0	0
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

**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.**

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts				69	75	78	54	59	56
Mathematics				68	65	76	54	56	58

## CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period. **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.**

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	22%	25%	53%	24%	45%	31%
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*

## ACCOUNTABILITY

**This school had fewer than 11 valid STAR test scores.**

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

## Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

## Academic Performance Index Ranks

The statewide API rank ranges from one (lowest) to ten (highest). The schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of one means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school’s academic performance is better than at least 90 of the 100 similar schools.

## Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

**This school had fewer than 11 valid STAR test scores. No reliable API can be calculated with so few scores.**

**This table displays, by student group, the number of students included in the API and the 2012 Growth API at the School, District, and state level.**

Group	2012 Growth API					
	Number of Students	School	Number of Students	District	Number of Students	State
All Students at the School			6,285	891	4,664,264	788
Black or African American			434	833	313,201	710
American Indian or Alaska Native			38	833	31,606	742
Asian			760	944	404,670	905
Filipino			172	918	124,824	869
Hispanic or Latino			1,443	835	2,425,230	740
Native Hawaiian or Pacific Islander			67	892	26,563	775
White			3,201	910	1,221,860	853
Two or More Races			167	911	88,428	849
Socioeconomically Disadvantaged			1,297	825	2,779,680	737
English Learners			568	797	1,530,297	716
Students with Disabilities			802	743	530,935	607

### Adequate Yearly Progress (11/12)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

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

AYP Overall and by Criteria	School	District
<b>Overall</b>	<b>Yes</b>	<b>No</b>
<b>Participation Rate - English-Language Arts</b>	<b>Yes</b>	<b>Yes</b>
<b>Participation Rate - Mathematics</b>	<b>Yes</b>	<b>Yes</b>
<b>Percent Proficient - English-Language Arts</b>	<b>Yes</b>	<b>No</b>
<b>Percent Proficient - Mathematics</b>	<b>Yes</b>	<b>No</b>
<b>API</b>	<b>N/A</b>	<b>Yes</b>
<b>Graduation Rate</b>	<b>N/A</b>	<b>No</b>

“Yes” Met 2011 AYP Criteria “No” Did not Meet 2011 AYP Criteria

### Federal Intervention Program (2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>		<b>Not In PI</b>
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>		<b>2</b>
<b>Percent of Schools Currently in Program Improvement</b>		<b>15.4%</b>

### School Completion and Postsecondary Preparation

**University of California** Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California Web site](#).

**California State University** Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University Web site](#).

### Dropout Rate and Graduation Rate

Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Dropout Rate (1 year)</b>		<b>50.0</b>	<b>42.9</b>		<b>4.7</b>	<b>5.3</b>		<b>16.6</b>	<b>14.4</b>
<b>Graduation Rate</b>		<b>0.00</b>	<b>57.14</b>		<b>91.06</b>	<b>88.87</b>		<b>74.72</b>	<b>76.26</b>



## Completion of High School Graduation Requirements

Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Group	Graduating Class of 2012		
	School	District	State
All Students	2	636	N/D
African American	0	50	N/D
American Indian or Alaska Native	0	4	N/D
Asian	0	61	N/D
Filipino	0	12	N/D
Hispanic or Latino	0	158	N/D
Pacific Islander	0	5	N/D
White (not Hispanic)	2	335	N/D
Socioeconomically Disadvantaged	0	110	N/D
English Learners	0	73	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

## Career Technical Education Programs (School Year 2011-12)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

**No career technical education programs were offered during the 2010-11 school year.**

## Career Technical Education Participation (School Year 2011-12)

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

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

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

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

DataQuest is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.