

Redondo Union High

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.



Jens Brandt

Principal, Redondo Union High

About Our School

Contact

*Redondo Union High
One Sea Hawk Way
Redondo Beach, CA 90277-3125*

*Phone: 310-798-8665
E-mail: jbrandt@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 Union High |
| Street | One Sea Hawk Way |
| City, State, Zip | Redondo Beach, Ca, 90277-3125 |
| Phone Number | 310-798-8665 |
| Principal | Jens Brandt |
| E-mail Address | jbrandt@rbusd.org |
| Web Site | http://redondounion.org |
| County-District-School (CDS) Code | 19753411937143 |

Last updated: 1/26/2017

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

Redondo Union High School has been successfully educating students for over a century. Founded in 1905, RUHS is the only comprehensive high school in the Redondo Beach Unified School District. Located in South Redondo Beach, the scenic 56-acre campus is the "Home of Scholars and Athletes". The entire school community is proud of the Sea Hawk traditions and is dedicated to achieving academic excellence.

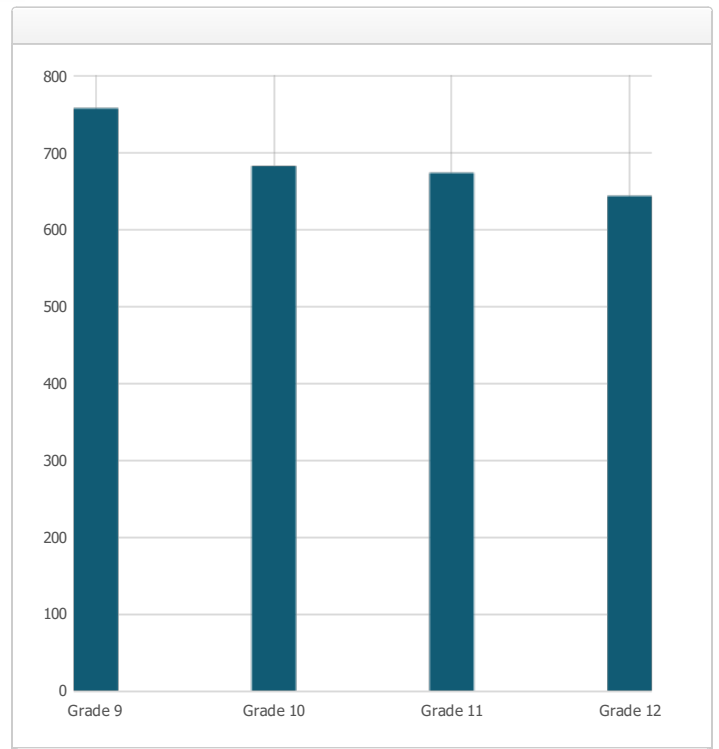
Our Mission Statement: The students, families, staff and community of Redondo Union High School provide a safe educational environment that supports the needs and co-curricular interests of a diverse population of students in meeting high academic expectations and post-secondary goals.

The enrollment of 2,829 includes students in grades 9-12. The school operates on a three-period block schedule of 110 minutes four days per week. The Monday schedule follows a traditional six-period day, each period meeting for 55 minutes. The entire school is committed to providing excellent programs to meet each student's individual needs. The staff at RUHS vigorously challenges students to pursue the highest academic, extra-curricular and athletic standards. All students are encouraged to complete in academically challenging courses of study.

Last updated: 1/26/2017

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 757 |
| Grade 10 | 682 |
| Grade 11 | 673 |
| Grade 12 | 643 |
| Total Enrollment | 2755 |



Last updated: 1/26/2017

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 8.9 % |
| American Indian or Alaska Native | 0.5 % |
| Asian | 9.9 % |
| Filipino | 2.7 % |
| Hispanic or Latino | 24.1 % |
| Native Hawaiian or Pacific Islander | 1.3 % |
| White | 47.2 % |
| Two or More Races | 5.5 % |
| Other | -0.1 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 20.4 % |
| English Learners | 4.0 % |
| Students with Disabilities | 10.6 % |
| Foster Youth | 0.2 % |

Last updated: 2/1/2017

A. Conditions of Learning

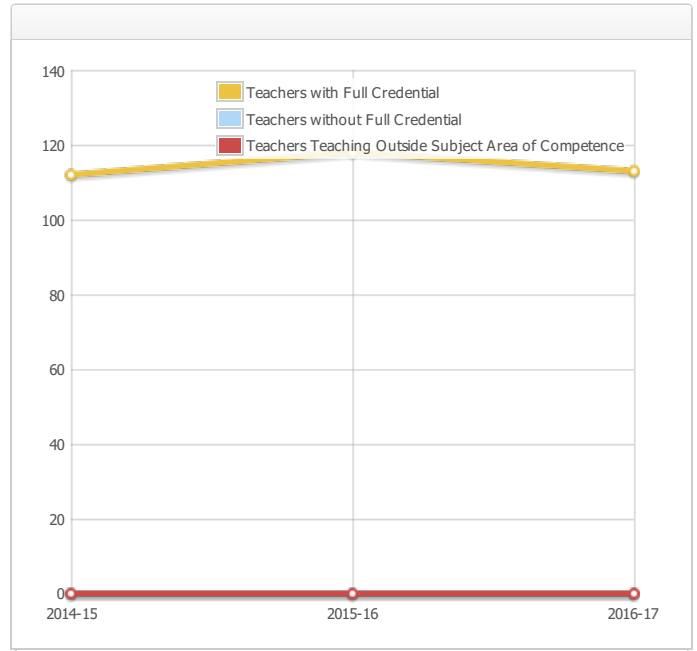
State Priority: Basic

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

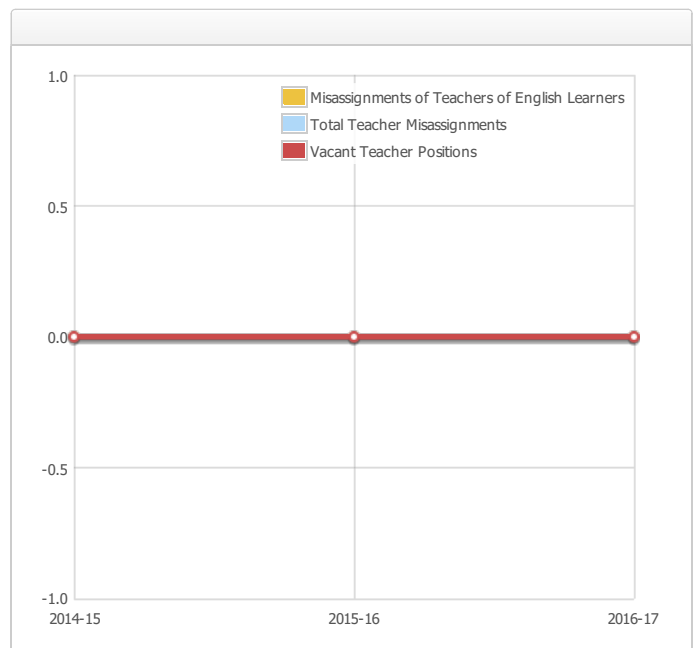
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 112 | 118 | 113 | 432 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 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: 1/27/2017

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: 1/27/2017

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 French Bon Voyage – Level 1.....Glencoe Bon Voyage – Level 2.....Glencoe Bon Voyage – Level 3.....Glencoe Chinese Chinese 1, 2, & 3 – Chinese Link.....Pearson Prentice Hall AP Chinese 4 – Chinese Link.....Pearson Prentice Hall | | | |
| 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

Improvements for the 2016-17 school year include:

- Warranty replacement of (2) synthetic playfields.
- Sidewalk-flatwork replacement campus wide.
- Bogan PA upgrade.
- Pool lights and (2) gyms lighting upgrade to LED.
- West campus reclaimed.
- Irrigation water upgrade.

Last updated: 1/27/2017

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 |
|----------------|------|

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) | 76.0% | 64.0% | 68.0% | 73.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 48.0% | 47.0% | 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 | 656 | 622 | 94.8% | 63.8% |
| Male | 334 | 314 | 94.0% | 51.8% |
| Female | 322 | 308 | 95.7% | 76.1% |
| Black or African American | 68 | 64 | 94.1% | 50.8% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 78 | 75 | 96.2% | 82.7% |
| Filipino | 19 | 18 | 94.7% | 94.1% |
| Hispanic or Latino | 151 | 148 | 98.0% | 50.0% |
| Native Hawaiian or Pacific Islander | 12 | 12 | 100.0% | 75.0% |
| White | 297 | 276 | 92.9% | 65.8% |
| Two or More Races | 28 | 26 | 92.9% | 73.1% |
| Socioeconomically Disadvantaged | 139 | 132 | 95.0% | 47.7% |
| English Learners | 19 | 19 | 100.0% | 5.3% |
| Students with Disabilities | 64 | 61 | 95.3% | 16.4% |
| 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 | 656 | 604 | 92.1% | 47.3% |
| Male | 334 | 308 | 92.2% | 39.9% |
| Female | 322 | 296 | 91.9% | 55.1% |
| Black or African American | 68 | 61 | 89.7% | 37.7% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 78 | 74 | 94.9% | 76.7% |
| Filipino | 19 | 17 | 89.5% | 88.2% |
| Hispanic or Latino | 151 | 145 | 96.0% | 27.3% |
| Native Hawaiian or Pacific Islander | 12 | 11 | 91.7% | 54.6% |
| White | 297 | 267 | 89.9% | 49.2% |
| Two or More Races | 28 | 26 | 92.9% | 50.0% |
| Socioeconomically Disadvantaged | 139 | 126 | 90.7% | 32.5% |
| English Learners | 19 | 19 | 100.0% | 5.3% |
| Students with Disabilities | 64 | 52 | 81.3% | 5.9% |
| 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) | 78.0% | 69.0% | 72.0% | 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 | 679 | 652 | 96.0% | 71.9% |
| Male | 332 | 318 | 95.8% | 71.7% |
| Female | 347 | 334 | 96.3% | 72.2% |
| Black or African American | 55 | 54 | 98.2% | 48.2% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 79 | 76 | 96.2% | 79.0% |
| Filipino | 16 | 14 | 87.5% | 71.4% |
| Hispanic or Latino | 163 | 157 | 96.3% | 66.2% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 310 | 295 | 95.2% | 79.0% |
| Two or More Races | 42 | 42 | 100.0% | 61.9% |
| Socioeconomically Disadvantaged | 145 | 137 | 94.5% | 55.5% |
| English Learners | 14 | 11 | 78.6% | 9.1% |
| Students with Disabilities | 63 | 57 | 90.5% | 33.3% |
| 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)

Redondo Union High School has a comprehensive College and Career Counseling Program that assists students as they prepare for a variety of post-secondary opportunities. RUHS offers a variety of courses focused on career preparation such as Media Arts, Advanced Media Arts, Computer Art and Design, and Advanced Placement Computer Science. In addition, RUHS has an Engineering pathway, where students take Project Lead the Way (PLTW) courses: Introduction to Engineering Design, Principles of Engineering, and Digital Electronics. Through a partnership with Southern California Regional Occupational Center (SCROC), students are provided with career technical education. Students may attend classes at SCROC or take classes on campus taught by a SCROC instructor or RUHS instructors. These on-campus classes include: Digital Photography, Advanced Digital Photography, Culinary Arts, Web Design, and Introduction to Broadcasting. Lastly, Northrop Grumman supports Beach Cities Robotics, which is a competitive Vex Robotics team made of RUHS and Mira Costa High School students. The 2013-14 Robotics team won first in the Los Angeles Regional competition, landing them a spot at the World Championship competition, where they placed 16 out of 100 in their division.

*Last updated: 1/26/2017***Career Technical Education Participation (School Year 2015-16)**

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | 755 |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | 100.0% |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 26.0% |

*Last updated: 1/26/2017***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 | 97.0% |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 60.2% |

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

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 7.0% | 20.4% | 64.2% |

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: 2/1/2017

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)

Opportunities for Parental Involvement:

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

Parent Advisories & Leadership:

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

State Priority: Pupil Engagement

Last updated: 2/1/2017

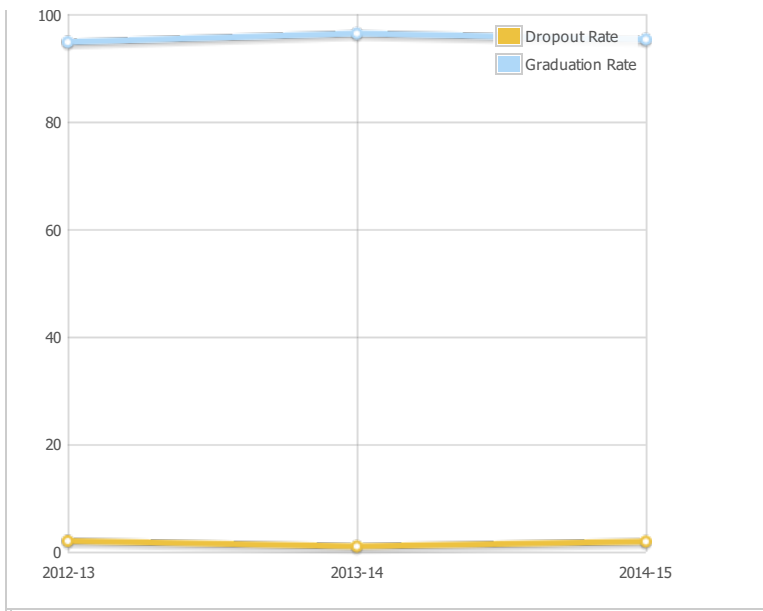
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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 | 2.0% | 1.0% | 1.9% | 3.6% | 1.8% | 2.5% | 11.4% | 11.5% | 10.7% |
| Graduation Rate | 94.80 | 96.40 | 95.30 | 90.70 | 94.10 | 93.70 | 80.44 | 80.95 | 82.27 |

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



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 | 93 | 90 | 85 |
| Black or African American | 92 | 93 | 77 |
| American Indian or Alaska Native | 100 | 100 | 75 |
| Asian | 100 | 99 | 99 |
| Filipino | 93 | 93 | 97 |
| Hispanic or Latino | 95 | 89 | 84 |
| Native Hawaiian or Pacific Islander | 100 | 100 | 85 |
| White | 89 | 87 | 87 |
| Two or More Races | 94 | 94 | 91 |
| Socioeconomically Disadvantaged | 31 | 31 | 77 |
| English Learners | 76 | 69 | 51 |
| Students with Disabilities | 78 | 79 | 68 |
| Foster Youth | -- | -- | -- |

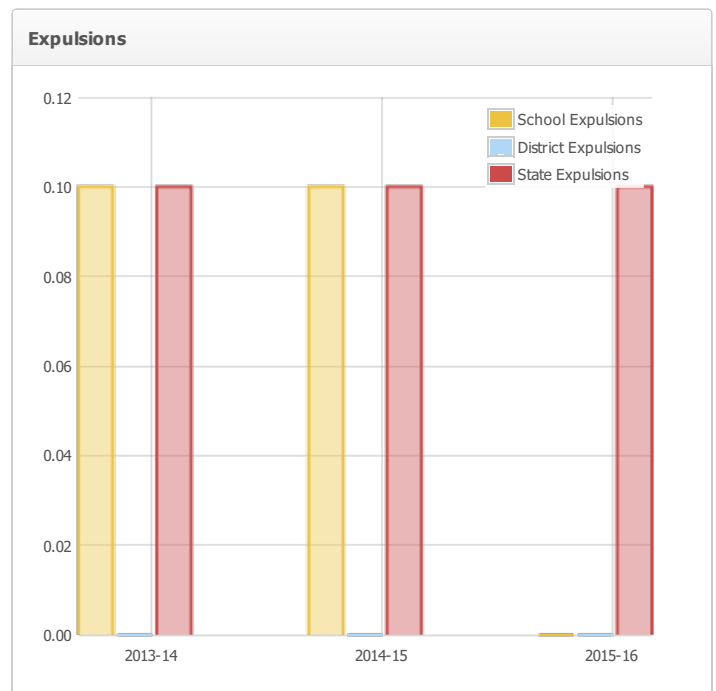
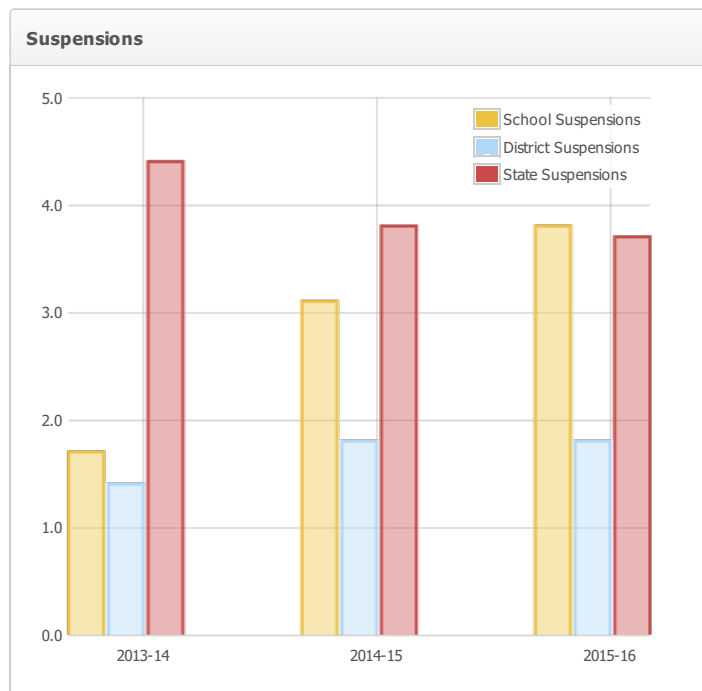
State Priority: School Climate

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 | 1.7 | 3.1 | 3.8 | 1.4 | 1.8 | 1.8 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |



Last updated: 1/26/2017

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: 1/26/2017

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 26.0 | 28 | 16 | 58 | 25.0 | 33 | 13 | 62 | 29.0 | 12 | 28 | 54 |
| Mathematics | 28.0 | 14 | 19 | 46 | 28.0 | 18 | 19 | 48 | 29.0 | 12 | 42 | 31 |
| Science | 27.0 | 20 | 18 | 45 | 28.0 | 16 | 13 | 54 | 29.6 | 12 | 24 | 44 |
| Social Science | 30.0 | 10 | 9 | 51 | 28.0 | 16 | 12 | 49 | 30.1 | 6 | 35 | 30 |

* 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: 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 | 8.6 | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (librarian) | 1.0 | N/A |
| Library Media Services Staff (paraprofessional) | | N/A |
| Psychologist | 2.3 | N/A |
| Social Worker | | N/A |
| Nurse | 0.4 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | 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 | \$8418.0 | \$2657.2 | \$5760.8 | \$74631.2 |
| District | N/A | N/A | \$5279.4 | \$72814.0 |
| Percent Difference – School Site and District | -- | -- | 9.1% | 2.5% |
| State | N/A | N/A | \$5677.0 | \$71517.0 |
| Percent Difference – School Site and State | -- | -- | 7.7% | 7.8% |

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

English Learners

Special Education

Drug and Alcohol Counseling

Social Emotional Counseling

Attendance Intervention

College and Career Center (The Nest)

Marine Corps Junior ROTC

Advancement Via Individual Determination (AVID)

Advanced Placement/Honors courses

Student Intervention Advisor - Academic Intervention

Tutoring Center (The Lounge)

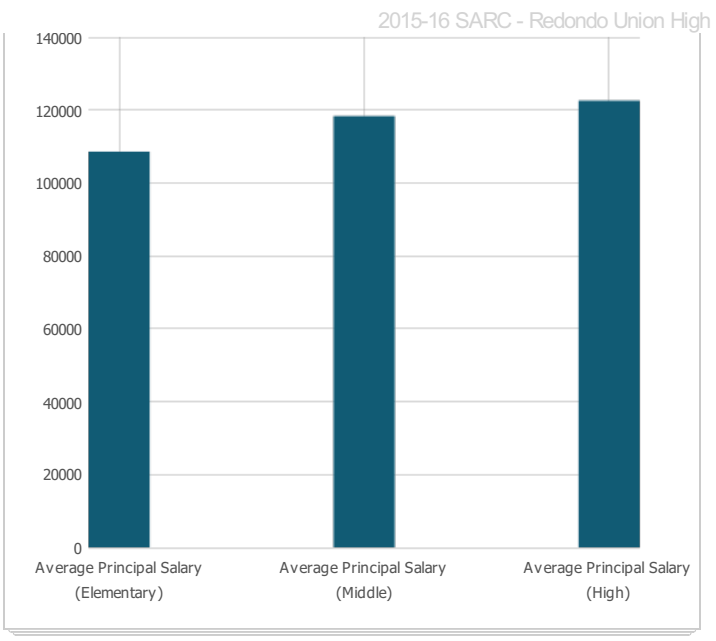
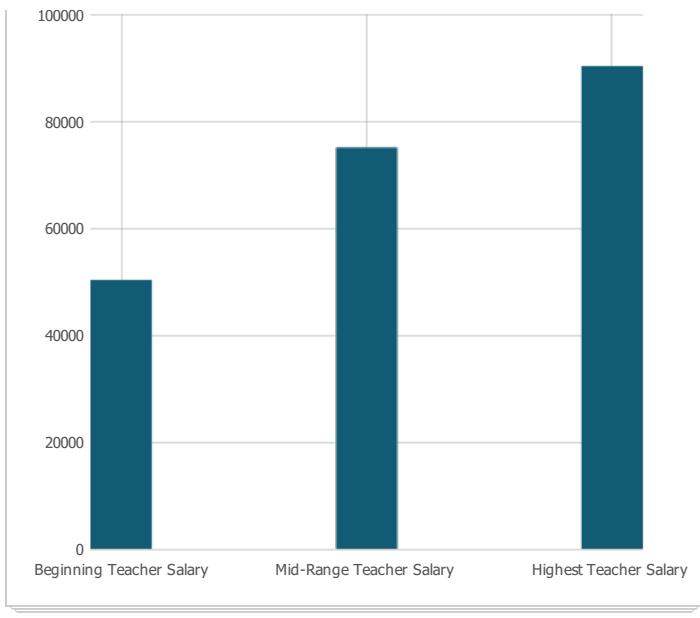
*Last updated: 1/26/2017***Teacher and Administrative Salaries (Fiscal Year 2014-15)**

| 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/>.

Teacher Salary Chart

Principal Salary Chart



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 | 1 | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | 2 | N/A |
| Foreign Language | 2 | N/A |
| Mathematics | 3 | N/A |
| Science | 4 | N/A |
| Social Science | 5 | N/A |
| All Courses | 19 | 28.0% |

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