

Patricia Dreizler Continuation High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 and 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/fg/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 at <http://dq.cde.ca.gov/dataquest/> 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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Patricia Dreizler Continuation High School
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://rshs.rbusd.org/
CDS Code	19753411995752

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

School Description and Mission Statement (School Year 2018-19)

The mission of Patricia Dreizler 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. Patricia Dreizler High School (Dreizler), located in south Redondo Beach, is a continuation high school serving the community of Redondo Beach. Prior to 2018, the school name was Redondo Shores High School. 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. Dreizler was recognized as a Model Continuation High School for the fifth time in 2016.

Dreizler serves high school students ages 16-18 who have not been successful in the traditional high school setting. Students are referred to our school 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, Dreizler can accommodate up to 110 students. The curriculum is aligned with the California Core State Standards and the core courses meet A-G college 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 Dreizler 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: Dreizler; the Independent Study Program, and the Redondo Beach Learning Academy Community Day School. All core teachers at Dreizler 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 Dreizler 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 Dreizler 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
- 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
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- Peacefully resolve conflicts
- Work effectively with others

EFFECTIVE

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

STUDENTS

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

Small classes with a low ratio of students to teachers (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 Dreizler 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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 11	30
Grade 12	33
Total Enrollment	63

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	6.3
Filipino	0.0
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	0.0
White	49.2
Socioeconomically Disadvantaged	47.6
English Learners	4.8
Students with Disabilities	20.6
Foster Youth	1.6

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	6	6	6	456
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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
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
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 Printice Hall AP Environmental Science – Environmental Science: Earth as a Living Planet.....Peoples Education	Yes	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish 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 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 – Nevas Vistas curso 1.....Holt, Rinehart, & Winston Spanish Speakers 4 – Nevas 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	Yes	0
Health	Health – A Guide to Wellness.....Glencoe	Yes	0
Visual and Performing Arts	Gardner’s Art Through the Ages.....Thomson Wadsworth Understanding Movie’s.....Pearson Education	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

- Paint exterior all site buildings.
- Re-stripe parking and basketball areas.
- Flooring repairs in Science and fitness areas.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 2018 May		
System Inspected	Repair Status	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 Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 May	
Overall Rating	Exemplary

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	21.0	4.0	73.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	3.0	0.0	65.0	69.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	28	93.33	3.57
Male	16	16	100.00	0.00
Female	14	12	85.71	8.33
Hispanic or Latino	--	--	--	--
White	16	15	93.75	6.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	13	92.86	7.69
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	31	30	96.77	0
Male	17	17	100	0
Female	14	13	92.86	0
Hispanic or Latino	11	10	90.91	0
White	16	16	100	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.33	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 21% of Redondo Shores' students participated in these programs last year.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	18
% of pupils completing a CTE program and earning a high school diploma	1
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0
2016–17 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 areas 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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to become involved in their child’s experience at PDHS. 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 be part of the school community by having opportunities to serve as School Site Council members, focus group participants, becoming committee members and providing input from parent surveys. Last, parents had the opportunity to attend our school's name change dedication, in addition to attending our Wellness Center Open House.

State Priority: Pupil Engagement

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	5.8	17.1	13.9	2.5	2.2	2.0	10.7	9.7	9.1
Graduation Rate	80.8	77.1	86.1	93.6	95.7	95.8	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	96.6	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	95.5	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	92.1	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	97.3	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	0.0	76.2	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	100.0	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.4	4.1	15.5	1.8	1.8	1.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 SB187, 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 guide details teacher and staff procedures in an actual emergency, in addition to site emergency response teams.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	2.0	23			3.0	17			4.0	18				
Mathematics	3.0	6			7.0	6			9.0	5				
Science	2.0	13			6.0	4			8.0	4				
Social Science	3.0	15			4.0	13			4.0	16				

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	.025	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	18442.25	2841.37	15600.88	80186.03
District	N/A	N/A	9902.1	\$82,747
Percent Difference: School Site and District	N/A	N/A	44.7	-3.1
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	74.6	4.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 and improved access to technology and online curriculum are also supported.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,234	\$47,547
Mid-Range Teacher Salary	\$82,445	\$74,775
Highest Teacher Salary	\$99,176	\$93,651
Average Principal Salary (Elementary)	\$124,189	\$116,377
Average Principal Salary (Middle)	\$131,934	\$122,978
Average Principal Salary (High)	\$140,263	\$135,565
Superintendent Salary	\$302,673	\$222,853
Percent of Budget for Teacher Salaries	42.0	35.0
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/>.

Advanced Placement (AP) Courses (School Year 2017-18)

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

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The Redondo Beach Unified School District is focusing staff professional development (PD) in three main areas: effective instructional strategies aligned to California State Standards at schools 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 instructional and curriculum in mathematics, English, and science, the RBUSD is also developing PD for History 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.

Targeted teacher development activities are essential for increasing the quality of education to students. The below topics are a few of the professional development areas for this school year:

- Reading strategies
- Grade level articulation
- Professional Learning Communities (PLCs)
- Student mental health
- Mastery Learning
- Failure as part of the learning process
- Examination of student assessment results

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 stated 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.

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 with 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 (two additional days in 2017-18 and 2018-19).