

# Redondo Union High

## 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Redondo Union High
<b>Street</b>	One Sea Hawk Way
<b>City, State, Zip</b>	Redondo Beach, CA 90277-3125
<b>Phone Number</b>	310.798.8665
<b>Principal</b>	Jens Brandt
<b>E-mail Address</b>	jbrandt@rbusd.org
<b>Web Site</b>	<a href="http://www.redondounion.org/">http://www.redondounion.org/</a>
<b>CDS Code</b>	19753411937143

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

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

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 2,979 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.

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

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	801
Grade 10	773
Grade 11	710
Grade 12	664
<b>Total Enrollment</b>	<b>2,948</b>

### Student Enrollment by Group (School Year 2017-18)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	5.4
American Indian or Alaska Native	0.2
Asian	7.6
Filipino	2.0
Hispanic or Latino	23.8
Native Hawaiian or Pacific Islander	0.8
White	45.4
Socioeconomically Disadvantaged	20.5
English Learners	2.4
Students with Disabilities	10.6
Foster Youth	0.2

## 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
<b>With Full Credential</b>	113	122	121	456
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
<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

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
<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	Yes	0
<b>Mathematics</b>	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
<b>Science</b>	Earth Science.....Pearson Prentice Hall Biology.....McDougal Littell AP Biology.....Pearson Prentice Hall Chemistry: World of Chemistry.....McDougal Littell	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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		
<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 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
<b>Foreign Language</b>	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 – Abreendo 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	Yes	0
<b>Health</b>	Health – A Guide to Wellness.....Glencoe	Yes	0
<b>Visual and Performing Arts</b>	Gardner’s Art Through the Ages.....Thomson Wadsworth	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Understanding Movie's.....Pearson Education		

**School Facility Conditions and Planned Improvements (Most Recent Year)**

- Install air conditioning in the 300 wings
- Warranty replacement of (2) synthetic play fields.
- Sidewalk-flat-work replacement campus wide.
- Pool lights and (2) gyms lighting upgrade to LED.
- West campus reclaimed Irrigation water upgrade.

**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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> 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)	69.0	59.0	73.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	53.0	55.0	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	686	662	96.50	58.61
Male	346	333	96.24	54.65
Female	340	329	96.76	62.61
Black or African American	38	38	100.00	47.37
Asian	49	48	97.96	68.75
Filipino	14	13	92.86	61.54
Hispanic or Latino	154	147	95.45	49.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	309	297	96.12	59.60
Two or More Races	117	114	97.44	67.54
Socioeconomically Disadvantaged	152	148	97.37	51.35
English Learners	41	38	92.68	26.32
Students with Disabilities	79	73	92.41	9.59

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	687	673	97.96	55.13
Male	347	337	97.12	57.86
Female	340	336	98.82	52.38
Black or African American	38	38	100	39.47
Asian	49	49	100	77.55
Filipino	14	13	92.86	53.85
Hispanic or Latino	154	149	96.75	44.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	310	303	97.74	56.44
Two or More Races	117	116	99.15	62.07
Socioeconomically Disadvantaged	152	149	98.03	38.26
English Learners	41	41	100	29.27
Students with Disabilities	80	74	92.5	9.46

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)

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 Robotics team made up of RUHS and Mira Costa High School students.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	633
% of pupils completing a CTE program and earning a high school diploma	26%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	45%

### 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	98.9
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	1.6

## 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.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.1	22.1	63.4

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.

## 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)

#### Opportunities for Parental Involvement:

Redondo Union's Parent Teacher Student Association (PTSA), along with parent booster clubs, support and provides 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, Academic Letter Night, College Awareness Presentations, All 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, Challenge Success Advisory Board, ELAC and STEM Advisory Board. 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 Challenge Success 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, Track and Cross Country Boosters, and athletics booster programs.

## 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
<b>Dropout Rate</b>	1.9	1.3	1.1	2.5	2.2	2.0	10.7	9.7	9.1
<b>Graduation Rate</b>	95.3	96.9	97.4	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
<b>All Students</b>	95.4	96.6	88.7
<b>Black or African American</b>	100.0	100.0	82.2
<b>American Indian or Alaska Native</b>	100.0	100.0	82.8
<b>Asian</b>	96.9	95.5	94.9
<b>Filipino</b>	100.0	100.0	93.5
<b>Hispanic or Latino</b>	90.1	92.1	86.5
<b>Native Hawaiian/Pacific Islander</b>	100.0	100.0	88.6
<b>White</b>	94.9	97.3	92.1
<b>Two or More Races</b>	100.0	100.0	91.2
<b>Socioeconomically Disadvantaged</b>	96.7	100.0	88.6
<b>English Learners</b>	84.2	76.2	56.7
<b>Students with Disabilities</b>	100.0	100.0	67.1
<b>Foster Youth</b>	100.0	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
<b>Suspensions</b>	3.8	3.3	3.0	1.8	1.8	1.8	3.7	3.7	3.5
<b>Expulsions</b>	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				2016-17				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+
<b>English</b>	27.0	24	20	60	28.0	22	18	64	28.0	21	24	62
<b>Mathematics</b>	28.0	15	31	43	30.0	14	21	55	29.0	17	34	47
<b>Science</b>	29.0	15	17	50	29.0	12	31	38	29.0	15	23	42
<b>Social Science</b>	28.0	13	25	39	29.0	14	18	47	28.0	17	23	44

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
<b>Academic Counselor</b>	9.0	
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	1	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0	N/A
<b>Psychologist</b>	2.7	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	.35	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>	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	9912.99	3232.81	6680.17	78762.43
District	N/A	N/A	9902.1	\$82,747
Percent Difference: School Site and District	N/A	N/A	-38.9	-4.9
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-6.4	2.9

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)**

- 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 by Department
- FIRST Robotics Program

**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	4	N/A
English	5	N/A
Fine and Performing Arts	5	N/A
Foreign Language	2	N/A
Mathematics	9	N/A
Science	10	N/A
Social Science	26	N/A
All courses	61	32.4

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).