

# Patricia Dreizler Continuation High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Patricia Dreizler Continuation High School
<b>Street</b>	1000 Del Amo St.
<b>City, State, Zip</b>	Redondo Beach, CA 90277-3034
<b>Phone Number</b>	310.798.8690
<b>Principal</b>	Anthony Bridi
<b>Email Address</b>	abridi@rbusd.org
<b>Website</b>	<a href="http://rshs.rbusd.org/">http://rshs.rbusd.org/</a>
<b>County-District-School (CDS) Code</b>	19753411995752

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

## School Description and Mission Statement (School Year 2019-20)

The mission statement of Patricia Dreizler Continuation High School reads: The Patricia Dreizler Continuation High School learning community provides opportunities for all students to achieve their academic and career aspirations to become successful global 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 sixth time in 2018 - 2019 school-year.

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 (SLOs) drive teaching and learning. Completion of the WASC self-study in the 2018-2019 school-year, in addition to the name change from Redondo Shores High School to Patricia Dreizler, solidified the schools mascot to become "The Breakers." The name change allowed for the re-creation of our SLOs to align with our current learners. In addition to achieving competency in basic skills, every student will be challenged to break:

**Cycles:** Students will demonstrate a sense of personal and social responsibility through positive decision-making and collaboratively resolve conflicts.

**Molds:** Students will apply established criteria to support judgments and opinions. They will examine situations, weigh alternatives and exercise problem-solving skills to achieve common goals.

**Ground:** Students will prepare for college/career readiness through the application of 21st century skills. They will apply rigorous standards-based concepts to everyday situations.

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 2018-19)

Grade Level	Number of Students
Grade 11	12
Grade 12	27
<b>Total Enrollment</b>	<b>39</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	46.2
White	48.7
Two or More Races	5.1
Socioeconomically Disadvantaged	41
English Learners	7.7
Students with Disabilities	28.2
Foster Youth	2.6
Homeless	

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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.....BioZones 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<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 – 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Health – A Guide to Wellness.....Glencoe Positive Prevention Plus	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.  
 Replace all HVAC units  
 Roof maintenance all buildings.  
 Rain gutter repairs

**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

**Year and month of the most recent FIT report:** 2019 May

System Inspected	Rating	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	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	4	27	74	78	50	50
Mathematics (grades 3-8 and 11)	0	0	69	72	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	15	83.33	16.67	26.67
Male	12	10	83.33	16.67	20.00
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	14	77.78	22.22	0.00
Male	12	9	75.00	25.00	0.00
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					



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  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

Academic success is greatly enhanced by providing a plethora of credit opportunities, including, but not limited to coursework earned at El Camino Community College, Southern California Regional Occupational Center, Service Learning and /or Work Experience/Work Ability. Approximately 29.5% of Patricia Dreizler students participated in these programs in the 2018-2019 school-year.

**Career Technical Education Participation (School Year 2018-19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	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.

**California Physical Fitness Test Results (School Year 2018-19)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)**

Parents are encouraged and expected to become involved in their child’s experience at PDHS. Parents participate in all intake and transition meetings, summer registration, 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. Quarterly progress reports are mailed to all residences, in addition to quarterly informal phone calls initiated by staff cohort leads. Parents are also invited to be part of the school community by having opportunities to serve as School Site Council members, focus group participants, becoming committee members, attending culminating student events, and providing input from parent surveys.

**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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	17.1	13.9	4.8	2.2	2	1.3	9.7	9.1	9.6
Graduation Rate	77.1	86.1	85.7	95.7	95.8	94.5	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	4.1	15.5	14.8	1.8	1.8	2.7	3.6	3.5	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 2019-20)

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
<b>English</b>	3	17			4	18			2	17		
<b>Mathematics</b>	7	6			9	5			8	4		
<b>Science</b>	6	4			8	4			6	4		
<b>Social Science</b>	4	13			4	16			3	14		

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
<b>Academic Counselors*</b>	78.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	18865.63	3265.03	15600.6	96951.99
District	N/A	N/A	10647.85	\$84,193.00
Percent Difference - School Site and District	N/A	N/A	37.7	14.1
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	70.1	21.6

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 2018-19)

Patricia Dreizler provides programs 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,786	\$49,084
Mid-Range Teacher Salary	\$83,269	\$76,091
Highest Teacher Salary	\$100,168	\$95,728
Average Principal Salary (Elementary)	\$126,678	\$118,990
Average Principal Salary (Middle)	\$133,334	\$125,674
Average Principal Salary (High)	\$141,116	\$137,589
Superintendent Salary	\$316,398	\$230,096
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2018-19)

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

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 supporting of the social, emotional, and behavioral needs of all students, particularly through 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; book studies; 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 and understanding text complexity
- MTSS and Tier 2 Intervention Strategies
- Supporting students with disabilities through inclusive practices and co-teaching
- Grade level articulation
- Professional Learning Communities (PLCs)
- Student mental health
- Suicide prevention
- Mastery Learning
- 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, Performance Matters, to analyze individual and aggregate student progress. Elementary teachers and secondary math teachers receive ongoing training and support on diagnosing students learning targets and adjusting instruction to increase number sense.

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 are included in the teacher work calendar.