

Redondo Beach Learning Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Anthony Bridi

Principal, Redondo Beach Learning Academy

About Our School

Contact

*Redondo Beach Learning Academy
1000 Del Amo St.
Redondo Beach, CA 90277-3934*

*Phone: 310-798-8690
E-mail: abridi@rbusd.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Redondo Beach Unified
Phone Number	(310) 379-5449
Superintendent	Dr. Steven Keller
E-mail Address	skeller@rbusd.org
Web Site	http://www.rbusd.org

School Contact Information (School Year 2017-18)	
School Name	Redondo Beach Learning Academy
Street	1000 Del Amo St.
City, State, Zip	Redondo Beach, Ca, 90277-3934
Phone Number	310-798-8690
Principal	Anthony Bridi
E-mail Address	abridi@rbusd.org
Web Site	https://rshs.rbusd.org/
County-District-School (CDS) Code	19753410116285

Last updated: 1/23/2018

School Description and Mission Statement (School Year 2017-18)

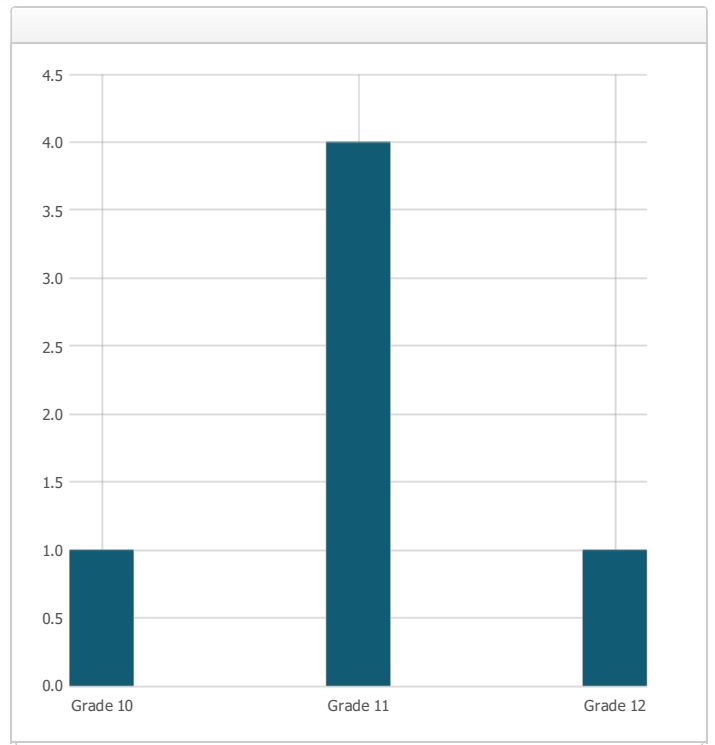
The primary vision of Redondo Beach Learning Academy is to ensure equal access to a quality standards-based curriculum and to provide preparation to meet the assessment requirements all students must attain, as well as, to excite, motivate, and support the students' quest for education. The ultimate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

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

Last updated: 1/23/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 10	1
Grade 11	4
Grade 12	1
Total Enrollment	6



Last updated: 1/23/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	16.7 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	33.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	50.0 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.7 %
English Learners	16.7 %
Students with Disabilities	50.0 %
Foster Youth	0.0 %

Last updated: 1/23/2018

A. Conditions of Learning

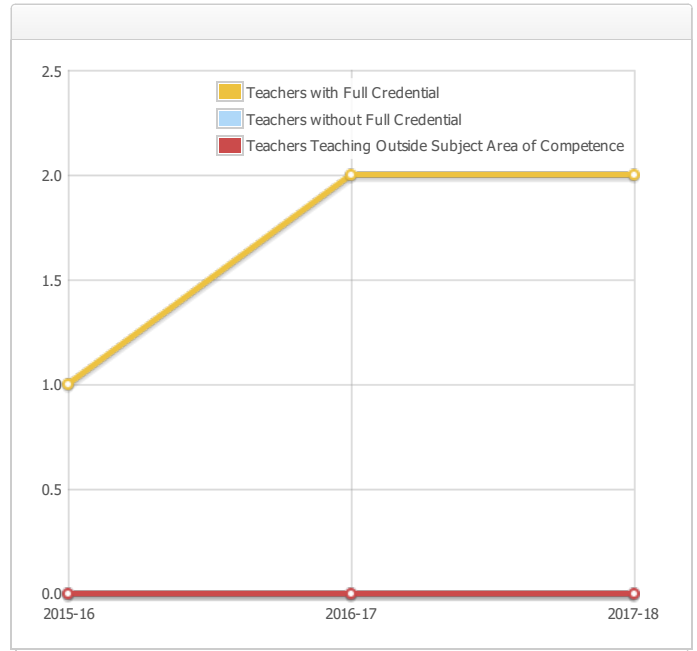
State Priority: Basic

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

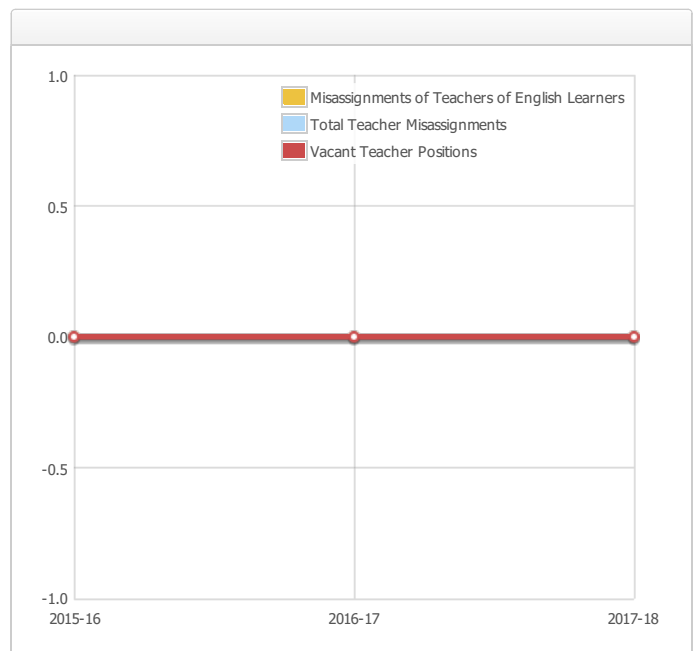
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	1	2	2	444
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/23/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/23/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature.....McDougal Littell AP English Language & Composition: Modern American Prose..... Glencoe AP English Language & Composition: Prose Style.....Pearson Prentice Hall AP Literature: Structure, Sound and Sense.....Holt	Yes	0.0 %
Mathematics	Algebra 1.....Houghton Mifflin Harcourt Geometry.....Houghton Mifflin Harcourt Algebra 2.....Houghton Mifflin Harcourt Precalculus.....Cengage Learning Trigonometry.....Cengage Learning Functions, Trigonometry & Stats.....Pearson AP Calculus (AB).....Pearson AP Calculus (BC).....Cengage Learning	Yes	0.0 %
Science	Earth Science.....Pearson Prentice Hall Biology.....McDougal Littell AP Biology.....Pearson Prentice Hall Chemistry: World of Chemistry.....McDougal Littell AP Chemistry.....Houghton Mifflin Physics.....Holt AP Physics – College Physics.....Holt Physiology/Essentials of Anatomy & Physiology.....Pearson Prentice Hall AP Environmental Science – Environmental Science: Earth as a Living Planet.....Peoples Education	Yes	0.0 %
History-Social Science	World History – The Modern World.....Pearson Prentice Hall AP European History – A History of Western Society Since 1300.....Houghton Mifflin U.S. History – America: Pathway to the Present.....Pearson Prentice Hall Economics: Principals and Practices.....Glencoe AP Economics – McConnell and Brue Economics.....McGraw Hill Government – MacGruder’s American Government.....Pearson Prentice Hall AP Government – American Government.....Houghton Mifflin Psychology – An Introduction.....McGraw Hill AP Psychology.....Worth Publishers	Yes	0.0 %
Foreign Language	Spanish Spanish 1 – Avancemos Level 1.....McDougal Littell Spanish 2 – Avancemos Level 2.....McDougal Littell Spanish 3 – EnMarcha.....Pearson Prentice Hall Spanish 4 – Reflejos.....Houghton Mifflin Spanish 5 – AP Language-Abriendo passo: Lectura.....Pearson Prentice Hall Spanish 5 – AP Literature – Abriendo puertas-Tomo 1.....McDougal Littell Abriendo puertas – Tomo 2.....McDougal Littell Spanish Speakers 2 – Avancemos 1.....McDougal Littell Spanish Speakers 3 – Neuvas Vistas curso 1.....Holt, Rinehart, & Winston Spanish Speakers 4 – Neuvas Vistas curso 2.....Holt, Rinehart, & Winston French Bon Voyage – Level 1.....Glencoe Bon Voyage – Level 2.....Glencoe Bon Voyage – Level 3.....Glencoe Chinese Chinese 1, 2, & 3 – Chinese Link.....Pearson Prentice Hall AP Chinese 4 – Chinese Link.....Pearson Prentice Hall	Yes	0.0 %
Health		Yes	0.0 %

Health – A Guide to Wellness.....Glencoe

Visual and Performing Arts	Gardner’s Art Through the Ages.....Thomson Wadsworth Understanding Movie’s.....Pearson Education	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/23/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Exemplary
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Last updated: 1/23/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)			73%	73%	48%	48%
Mathematics (grades 3-8 and 11)			61%	65%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2018

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)			79.0%	81.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/23/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	83.3%
2015-16 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 area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	--	--	--

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to become involved in their child’s experience at RBLA in a variety of ways. Parents attend all intake and transition meetings, student progress meetings, and fall and spring parent conferences. The staff also communicates regularly with parents through phone, email, and written correspondence, so parents are kept abreast of student achievement and progress. Parents are invited to all alternative education parent workshops and are encouraged to enroll in classes at the South Bay Adult School, located on the same campus, as a way to help emphasize the importance of education for their children.

State Priority: Pupil Engagement

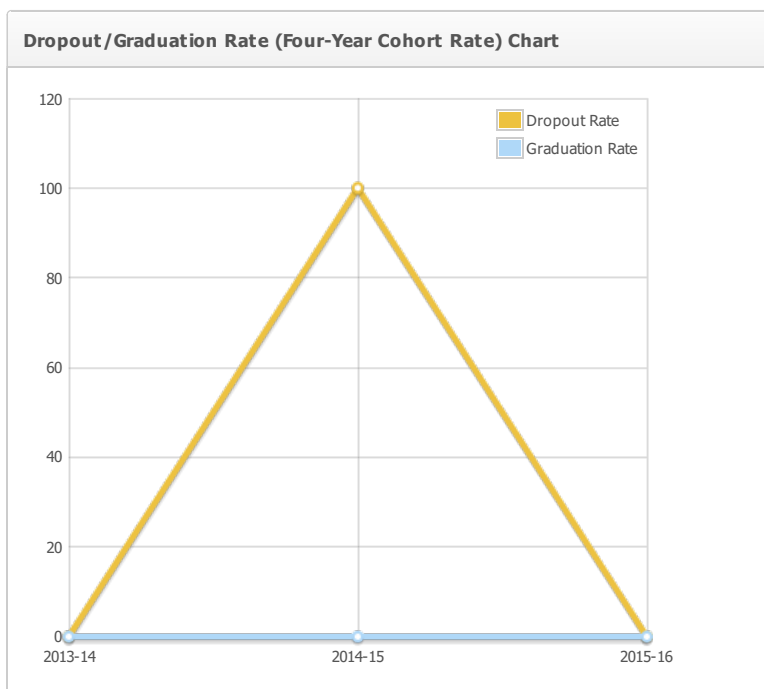
Last updated: 1/23/2018

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	100.0%	0.0%	0.0%	2.5%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	94.1%	93.7%	95.7%	81.0%	82.3%	83.8%



Last updated: 1/23/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	92.1%	87.1%
Black or African American	--	95.5%	79.2%
American Indian or Alaska Native	--	33.3%	80.2%
Asian	--	98.1%	94.4%
Filipino	--	91.3%	93.8%
Hispanic or Latino	--	94.6%	84.6%
Native Hawaiian or Pacific Islander	--	100.0%	86.6%
White	--	88.3%	91.0%
Two or More Races	--	100.0%	90.6%
Socioeconomically Disadvantaged	--	91.6%	85.5%
English Learners	--	61.5%	55.4%
Students with Disabilities	--	79.1%	63.9%
Foster Youth	--	--	--

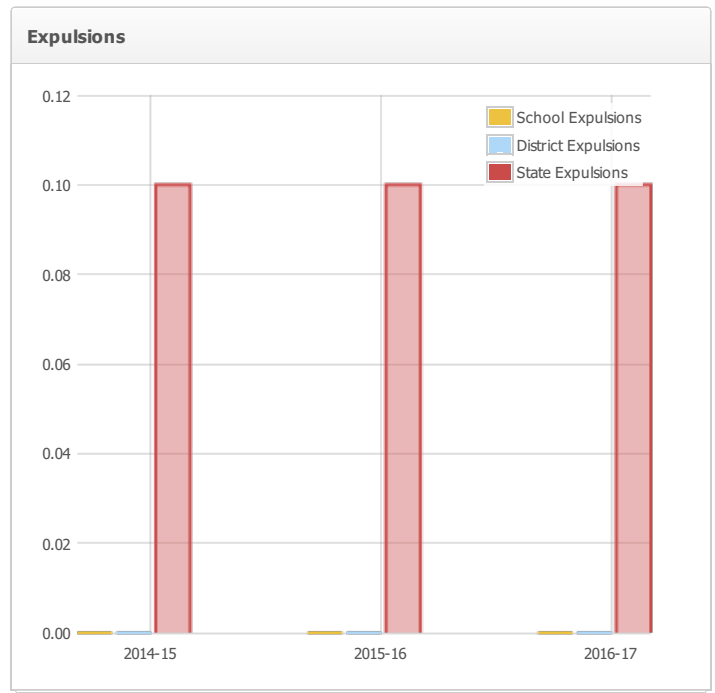
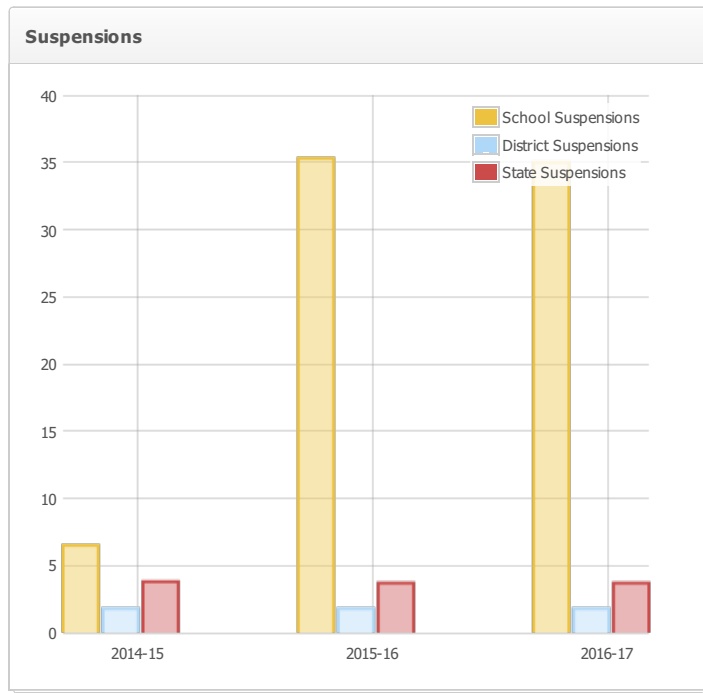
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.5%	35.3%	35.0%	1.8%	1.8%	1.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2018

School Safety Plan (School Year 2017-18)

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.

Last updated: 1/23/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Last updated: 1/23/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	1	0	0	1.0	1	0	0	0.0	1	0	0
Mathematics	0.0	1	0	0	3.0	1	0	0	2.0	1	0	0
Science	0.0	1	0	0	4.0	1	0	0	2.0	1	0	0
Social Science	0.0	1	0	0	3.0	1	0	0	4.0	1	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/26/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/23/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$42403.5	\$2776.5	\$39627.1	\$89868.1
District	N/A	N/A	\$6179.7	\$80788.0
Percent Difference – School Site and District	N/A	N/A	541.2%	11.2%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	502.8%	20.7%

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

Last updated: 1/31/2018

Types of Services Funded (Fiscal Year 2016-17)

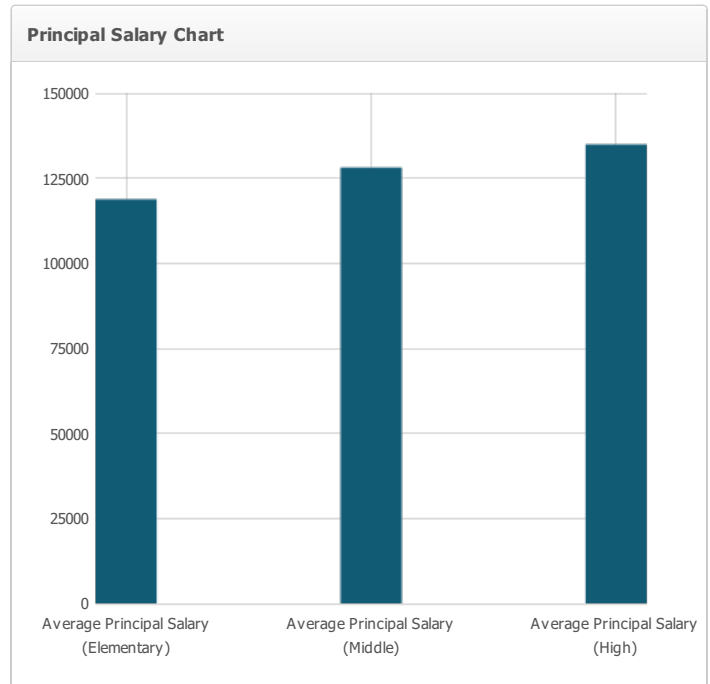
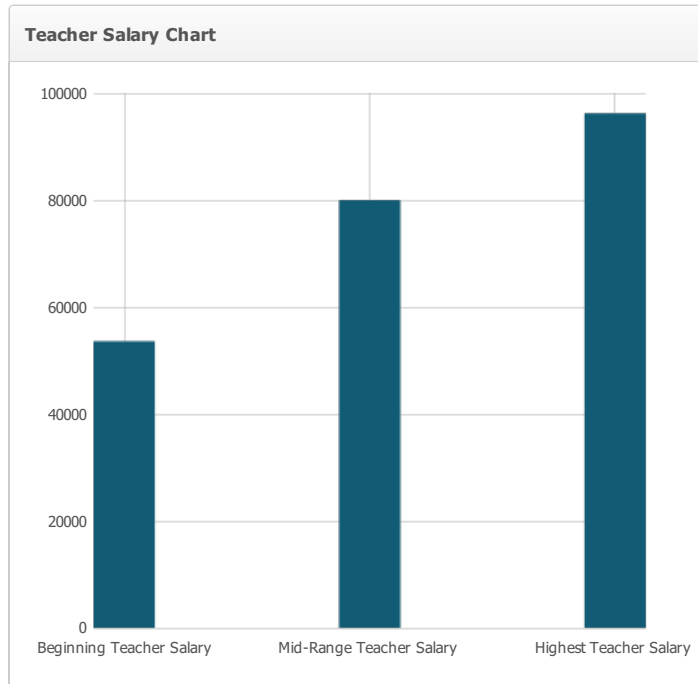
The Redondo Beach Learning Academy provides alternative education program services funded through the district's LCFF Base Funding.

Last updated: 1/23/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,595	\$46,511
Mid-Range Teacher Salary	\$79,999	\$73,293
Highest Teacher Salary	\$96,233	\$92,082
Average Principal Salary (Elementary)	\$118,804	\$113,263
Average Principal Salary (Middle)	\$128,132	\$120,172
Average Principal Salary (High)	\$134,930	\$131,203
Superintendent Salary	\$295,290	\$213,732
Percent of Budget for Teacher Salaries	42.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/23/2018

Advanced Placement (AP) Courses (School Year 2016-17)

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	0.0%

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

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

Last updated: 1/23/2018

Professional Development**PROFESSIONAL DEVELOPMENT:**

The Redondo Beach Unified School District is focusing staff professional development (PD) in three main areas: effective instructional strategies aligned to Common Core State Standards (CCSS) at school sites; use of technology in instruction; and the implementation of Positive Behavioral Intervention and Supports (PBIS) in all schools. While the current PD does focus on instruction and curriculum in mathematics and English Language Arts (ELA), the RBUSD is also developing PD for the Next Generation Science Standards (NGSS) and social science standards.

The RBUSD is engaged in a multi-layered approach to delivering PD. The District provides PD through: teacher release time; conference attendance; one-day workshops; mentoring; and after-school, "early out" days. The elementary schools utilize weekly collaborative planning time through the implementation of a School Instructional Leadership Team and grade level leads.

The use of student data is critical to better assess and support individual student development. The District provides training on our student data management, Illuminate Education, to analyze individual and aggregate student progress. Elementary teachers and secondary math teachers utilize the Tenmarks math program both to assign and assess student performance. All of the above teachers have had PD training on the Tenmarks program.

Internal PD offerings are supplemented by partnering with external professional development organizations, including universities such as LMU and UCLA. Our partners advise on the District's program development and provide PD for teachers and administration on instructional programs for all students.

The District is designing a teacher coaching model in concert with the Redondo Beach Teachers Association to mentor teacher development in: differentiating instruction; developing CCSS aligned lesson plans; as well as English Language Development aligned instruction strategies to better support our English Learner student population.

Our new teachers are supported at school sites and at the District level through the Beginning Teacher Support and Assessments (BTSA) Program where each new teacher is mentored by a BT SA support provider. By working within BTSA, a new teacher receives support and resources to improve their teaching pedagogy.

Through the collective bargaining process, additional paid professional development days have been added to the teacher work calendar (1 additional day in 2015-2016, 2 additional days in 2016-2017 and 2017-2018)

Last updated: 1/23/2018