

Adams Middle

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Adams Middle
Street	2600 Ripley Ave.
City, State, Zip	Redondo Beach, CA 90278-4555
Phone Number	310.798.8636
Principal	Lisa Veal
E-mail Address	lveal@rbusd.org
Web Site	http://www.adamsmiddle.org/
CDS Code	19753416021992

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 2017-18)

Adams Middle School is located in North Redondo Beach and has been serving the community since 1955. It receives students from four feeder elementary schools and has a current enrollment of 1041 students. Adams' population consists of students in grades 6th, 7th and 8th.



As one of two middle schools in Redondo Beach, the community takes pride in its diversity and the excellent educational program it offers its students. The Adams mission is to provide a challenging and rigorous curriculum in a safe and positive environment where students can flourish. Its programs are student-focused and designed to support academic, emotional and social development and growth. We provide a wide variety of courses from which to choose, and in addition to the core content areas, students can choose to participate in courses such as art, drama, music, creative writing, robotics, engineering, Spanish, Chinese, video broadcasting and so much more. Adams encourages its students to get involved and stay involved. We believe it is important to be connected to the school through positive relationships, a sense of community, and participation in extracurricular opportunities.

Adams operates on a block schedule, mirroring that of Redondo Union High School in order to maximize instructional time and prepare students for their future transition to high school. The Adams Middle School staff is comprised of highly-trained teaching professionals who are dedicated to providing a safe, healthy, and supportive environment where students collaborate and achieve together. Our students are inquisitive, collaborative, talented and empowered to take control of their learning as we prepare them for success in high school and beyond. Likewise, our staff is committed to providing Adams' students a first rate education.

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

Grade Level	Number of Students
Grade 6	322
Grade 7	341
Grade 8	341
Total Enrollment	1,004

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	0.2
Asian	8.8
Filipino	2
Hispanic or Latino	29.2
Native Hawaiian or Pacific Islander	0.4
White	39.4
Two or More Races	13.8
Socioeconomically Disadvantaged	22.9
English Learners	5.6
Students with Disabilities	11.6
Foster Youth	0.1

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	45	45	46	444
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	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.

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

Year and month in which data were collected: October 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 6-8: Literature and Language Arts.....Holt	Yes	0
Mathematics	Grades 6-8: Common Core Math.....Houghton Mifflin Haracourt Grades 6-8: Algebra 1.....Houghton Mifflin Haracourt Grades 6-8: Geometry.....Houghton Mifflin Haracourt	Yes	0
Science	Grades 6-8: CA Science Explore-Focus on Science.....Pearson Prentice Hall	Yes	0
History-Social Science	Grade 6: Social Studies, Ancient Civilizations..... Holt Grade 7: Social Studies, Medieval to Early Modern Times..... Holt Grade 8: Social Studies, U.S. History, Independence to 1914.....Holt	Yes	0
Foreign Language	Grades 6-8: Avancemos Level 1.....McDougal Littell Grades 6-8: Chinese Link Level 1.....Pearson/Prentice Hall	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

New synthetic sports field.
 New secured entry to main office.
 Remodeled room c/o back to a classroom.
 New fabric cover on existing shade structure in lunch area.
 Upgrade Bogan PA system

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: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	70	71	73	73	48	48
Mathematics (grades 3-8 and 11)	47	56	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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,005	996	99.1	70.98
Male	548	544	99.27	66.18
Female	457	452	98.91	76.77
Black or African American	60	60	100	61.67
American Indian or Alaska Native	--	--	--	--
Asian	86	85	98.84	91.76
Filipino	16	16	100	56.25
Hispanic or Latino	298	294	98.66	58.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	391	388	99.23	77.84
Two or More Races	148	148	100	70.95
Socioeconomically Disadvantaged	224	223	99.55	52.02
English Learners	111	111	100	49.55
Students with Disabilities	130	125	96.15	21.6
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,005	993	98.81	56.05
Male	548	541	98.72	55.19
Female	457	452	98.91	57.08
Black or African American	60	60	100	46.67
American Indian or Alaska Native	--	--	--	--
Asian	86	85	98.84	83.53
Filipino	16	16	100	50
Hispanic or Latino	298	294	98.66	37.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	391	386	98.72	65.19
Two or More Races	148	147	99.32	58.5
Socioeconomically Disadvantaged	224	222	99.11	32.13
English Learners	111	111	100	32.43
Students with Disabilities	130	122	93.85	14.88
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	Percent 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)	75	75	79	81	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.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.2	25.1	51.2

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

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)

Adams Middle School has a supportive community, an active Parent Teacher Student Association (PTSA), a School Site Council, an English Language Advisory Committee (ELAC) and a Wellness Council that work in unison with the faculty to provide a safe and supportive environment for its students. In addition to the aforementioned, parent volunteer opportunities include special school events and activities:

- Watch D.O.G.S. volunteer
- Career Day
- Greek, Renaissance and Civil War Days
- Fall Fitness Festival
- Intramural sports coaching
- Hands-on-Art docent
- Field trip chaperones
- Fundraising activities

Adams is fortunate to have a parent base that is both highly supportive and realizes the importance of working in partnership with their children's school. Please call the school office at (310) 798-8636 to inquire about volunteer opportunities.

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	2.1	2.4	1.9	1.8	1.8	1.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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.

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	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement*	Year 2	Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	28	6	7	15	26	18	27	5	26	8	25	3
Mathematics	11	4			25	9	21	3	16	14	20	6
Science	29	4	6	12	27	5	22	9	31	3	16	14
Social Science	31	2	4	14	28	4	18	12	31	3	16	13

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.4	
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	.9	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8745.03	3001.73	5743.31	70005.48
District	N/A	N/A	6879.79	\$80,788
Percent Difference: School Site and District	N/A	N/A	-16.5	-13.3
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-12.6	-6.0

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

Types of Services Funded (Fiscal Year 2016-17)

As a targeted Title I school, Adams Middle School receives Title I monies in addition to LCFF Base and Supplemental Funding. These monies are used to support our targeted populations and provide support for all students' learning. Programs include:

- Title I teacher on special assignment (TOSA) to oversee Title I intervention program
- English language arts and math intervention classes
- After school tutoring support
- English language site coordinator to oversee program and provide support for EL learners
- Attendance intervention and incentives
- Special Education Program
- Advancement Via Individual Determination (AVID)
- Drug and Alcohol Education and Prevention
- Honors courses

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%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

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 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).