

Adams Middle

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	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 2018-19)

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 1063 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 elect 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.

As a result of the generosity of the Redondo Beach community and the passing of Measure Q, our facility has undergone extensive renovations including facility upgrades and solar shade structures. We take pride in providing a clean and welcoming environment for our staff and students. Additionally, all Adams students have 1:1 Chromebooks for school and home use as we strive to develop 21st century learners who are well equipped to meet the demands of a global society.

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 learning 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 2017-18)

Grade Level	Number of Students
Grade 6	373
Grade 7	327
Grade 8	334
Total Enrollment	1,034

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.2
Asian	8.9
Filipino	2.4
Hispanic or Latino	27.5
Native Hawaiian or Pacific Islander	0.7
White	39.6
Socioeconomically Disadvantaged	24.0
English Learners	5.0
Students with Disabilities	13.5
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	45	46	47	456
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 6-8: Literature and Language Arts.....Holt	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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: Amplify Science	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
Health	Grades 7-8: Positive Prevention Plus	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Install air conditioning in classrooms
 New secured entry to main office.
 Remodeled room c/o back to a classroom.
 New fabric cover on existing shade structure in lunch area.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2018 May		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

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
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 May	
Overall Rating	Exemplary
	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)	71.0	73.0	73.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	56.0	62.0	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	1022	1012	99.02	72.73
Male	546	542	99.27	67.90
Female	476	470	98.74	78.30
Black or African American	51	51	100.00	56.86
American Indian or Alaska Native	--	--	--	--
Asian	94	93	98.94	91.40
Filipino	14	14	100.00	78.57
Hispanic or Latino	284	282	99.30	59.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	406	400	98.52	76.75
Two or More Races	166	165	99.40	81.82
Socioeconomically Disadvantaged	257	256	99.61	55.08
English Learners	124	123	99.19	53.66
Students with Disabilities	137	132	96.35	28.03

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	1,023	1,014	99.12	61.74
Male	547	542	99.09	59.96
Female	476	472	99.16	63.77
Black or African American	51	51	100	43.14
American Indian or Alaska Native	--	--	--	--
Asian	94	93	98.94	89.25
Filipino	14	14	100	64.29
Hispanic or Latino	284	283	99.65	42.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	407	401	98.53	69.33
Two or More Races	166	165	99.4	67.27
Socioeconomically Disadvantaged	257	257	100	41.63
English Learners	124	124	100	41.94
Students with Disabilities	138	133	96.38	21.8

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.

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
7	11.9	25.1	54.0

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.

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)

Adams Middle School has a supportive community, an active Parent Teacher Student Association (PTSA), a School Site Council, an English Learner 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:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Watch D.O.G.S. • Career Day • 6th Grade Greek Day • 7th Grade Renaissance Day • 8th Civil War Day • Annual Bike Safety Event | <ul style="list-style-type: none"> • Fall Fitness Festival • Intramural sports coaching • Hands-on-Art docent • Field trip chaperones • Back-to-school Registration • 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. Similar to our students, we highly encourage parents to get involved and stay involved. 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.4	1.9	2.1	1.8	1.8	1.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Redondo Beach Unified School District has developed Comprehensive School Safety Plans and coordinated school crisis response procedures in partnership with law enforcement and emergency response organizations. The comprehensive School Safety Plans meet the requirements of the annual Safety Plan Process under California SB 187. As stated in SB187, school safety plans are updated annually with participation from staff and additional stakeholders in a School Site Council.

District schools have also developed a “Grab and Go” guide to supplement the Comprehensive School Safety Plans. The Grab and Go guide details teacher and staff procedures in an actual emergency, in addition to site emergency response teams.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				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+
English	26.0	5	18	7	26.0	8	15	8	27.0	5	16	8
Mathematics	17.0	4	3		16.0	5	1	1	25.0	7	16	4
Science	27.0	3	14	7	31.0	2	8	12	31.0	2	7	12
Social Science	28.0	2	14	7	31.0	2	10	10	30.0	3	9	10

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.1	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9302.18	3135.5	6166.68	73047.72
District	N/A	N/A	9902.1	\$82,747
Percent Difference: School Site and District	N/A	N/A	-46.5	-12.5
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-14.4	-4.6

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 2017-18)

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
- Literacy intervention classes
- Teacher-led after school tutoring support in all core subject areas
- After school homework support
- Peer tutoring
- English language site coordinator to oversee program and provide support for EL learners
- Attendance intervention and incentives
- Advancement Via Individual Determination (AVID) Program
- Drug and Alcohol Education and Prevention

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/>.

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).