

Adams Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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.



Lisa Veal

Principal, Adams Middle

About Our School

Contact

Adams Middle
2600 Ripley Ave.
Redondo Beach, CA 90278-4555

Phone: 310-798-8636
E-mail: veal@rbusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
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 2016-17)	
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	veal@rbusd.org
Web Site	http://adamsmiddle.org
County-District-School (CDS) Code	19753416021992

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

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 1001 students. Adams' population consists of students in grades 6th, 7th and 8th.

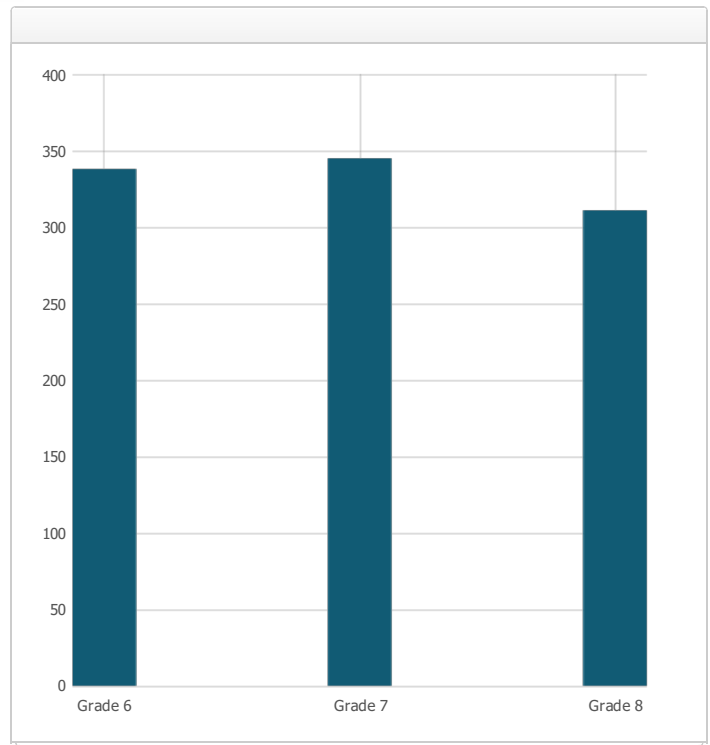
As one of two middle schools in Redondo Beach, its community takes pride in its diversity and the excellent educational program it offers its students. Adams' mission is to provide a challenging and rigorous curriculum in a safe and positive environment where students can flourish. Its programs are student-focused 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 also participate in courses such as art, drama, creative writing, robotics, engineering, Spanish, Chinese, video broadcasting and so much more.

Adams participates in a block schedule, mirroring that of Redondo Union High School, and ensuring instructional time is maximized. 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.

Last updated: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	338
Grade 7	345
Grade 8	311
Total Enrollment	994



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7.1 %
American Indian or Alaska Native	0.5 %
Asian	9.7 %
Filipino	2.5 %
Hispanic or Latino	30.2 %
Native Hawaiian or Pacific Islander	0.4 %
White	40.6 %
Two or More Races	9.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	25.8 %
English Learners	5.6 %
Students with Disabilities	10.9 %
Foster Youth	0.5 %

Last updated: 1/31/2017

A. Conditions of Learning

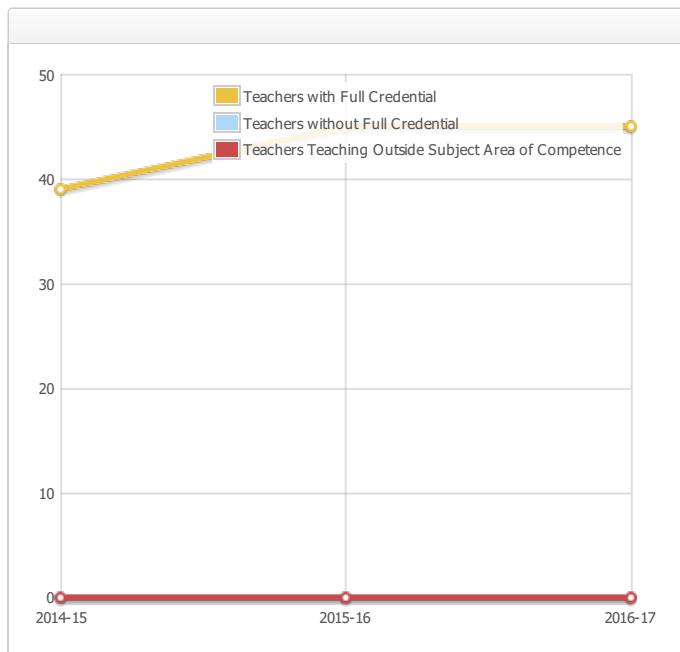
State Priority: Basic

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	39	45	45	432
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/31/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/31/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 6-8: Literature and Language Arts.....Holt	Yes	0.0 %
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	0.0 %
Science	Grades 6-8: CA Science Explore-Focus on Science..... Pearson Prentice Hall	Yes	0.0 %
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	0.0 %
Foreign Language	Grades 6-8: Avancemos Level 1..... McDougal Littell Grades 6-8: Chinese Link Level 1.....Pearson/Prentice Hall	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/31/2017

School Facility Conditions and Planned Improvements

Improvements for the 2016-17 school year include:

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

Last updated: 1/31/2017

School Facility Good Repair Status

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

Overall Rating	Good
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Last updated: 1/31/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	61.0%	70.0%	68.0%	73.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	50.0%	47.0%	56.0%	61.0%	34.0%	36.0%

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.

Last updated: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	336	332	98.8%	72.9%
Male	171	170	99.4%	68.8%
Female	165	162	98.2%	77.2%
Black or African American	26	26	100.0%	65.4%
American Indian or Alaska Native	--	--	--	--
Asian	38	38	100.0%	89.5%
Filipino	--	--	--	--
Hispanic or Latino	95	94	99.0%	60.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	131	97.8%	77.1%
Two or More Races	33	33	100.0%	78.8%
Socioeconomically Disadvantaged	90	88	97.8%	47.7%
English Learners	31	31	100.0%	32.3%
Students with Disabilities	35	35	100.0%	17.1%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	346	340	98.3%	71.5%
Male	189	189	100.0%	68.3%
Female	157	151	96.2%	75.5%
Black or African American	23	23	100.0%	73.9%
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.0%	90.0%
Filipino	--	--	--	--
Hispanic or Latino	105	103	98.1%	57.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	135	132	97.8%	80.3%
Two or More Races	41	41	100.0%	63.4%
Socioeconomically Disadvantaged	99	98	99.0%	61.2%
English Learners	--	--	--	--
Students with Disabilities	34	33	97.1%	12.1%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	313	309	98.7%	66.3%
Male	144	142	98.6%	52.8%
Female	169	167	98.8%	77.8%
Black or African American	21	21	100.0%	61.9%
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.0%	88.9%
Filipino	--	--	--	--
Hispanic or Latino	98	97	99.0%	50.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	135	134	99.3%	75.4%
Two or More Races	17	17	100.0%	64.7%
Socioeconomically Disadvantaged	82	79	96.3%	44.3%
English Learners	--	--	--	--
Students with Disabilities	35	35	100.0%	14.3%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	336	331	98.5%	45.6%
Male	171	169	98.8%	46.2%
Female	165	162	98.2%	45.1%
Black or African American	26	26	100.0%	23.1%
American Indian or Alaska Native	--	--	--	--
Asian	38	38	100.0%	65.8%
Filipino	--	--	--	--
Hispanic or Latino	95	94	99.0%	29.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	130	97.0%	53.9%
Two or More Races	33	33	100.0%	51.5%
Socioeconomically Disadvantaged	90	88	97.8%	23.9%
English Learners	31	31	100.0%	9.7%
Students with Disabilities	35	34	97.1%	8.8%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	346	339	98.0%	47.8%
Male	189	188	99.5%	49.7%
Female	157	151	96.2%	45.3%
Black or African American	23	23	100.0%	56.5%
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.0%	70.0%
Filipino	--	--	--	--
Hispanic or Latino	105	103	98.1%	30.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	135	131	97.0%	54.6%
Two or More Races	41	41	100.0%	55.0%
Socioeconomically Disadvantaged	99	98	99.0%	25.5%
English Learners	--	--	--	--
Students with Disabilities	34	33	97.1%	6.1%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	313	309	98.7%	46.4%
Male	144	142	98.6%	44.7%
Female	169	167	98.8%	47.9%
Black or African American	21	21	100.0%	28.6%
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.0%	85.2%
Filipino	--	--	--	--
Hispanic or Latino	98	97	99.0%	23.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	135	134	99.3%	57.1%
Two or More Races	17	17	100.0%	47.1%
Socioeconomically Disadvantaged	82	79	96.3%	22.1%
English Learners	--	--	--	--
Students with Disabilities	35	35	100.0%	11.4%
Students Receiving Migrant Education Services	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	80.0%	75.0%	75.0%	83.0%	79.0%	81.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	313	309	98.7%	75.1%
Male	144	142	98.6%	72.5%
Female	169	167	98.8%	77.3%
Black or African American	21	21	100.0%	71.4%
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.0%	92.6%
Filipino	--	--	--	--
Hispanic or Latino	98	97	99.0%	56.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	135	134	99.3%	84.3%
Two or More Races	17	17	100.0%	88.2%
Socioeconomically Disadvantaged	82	79	96.3%	63.3%
English Learners	--	--	--	--
Students with Disabilities	35	35	100.0%	37.1%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/31/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.6%	19.0%	60.7%

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: 1/31/2017

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 2016-17)

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 such as Career Day, Greek and Renaissance Days, Fall Fitness Festival, intramural sports program, Hands-on-Art, field trips and fundraising activities. Adams is fortunate to have a parent base that 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: Pupil Engagement

Last updated: 1/31/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

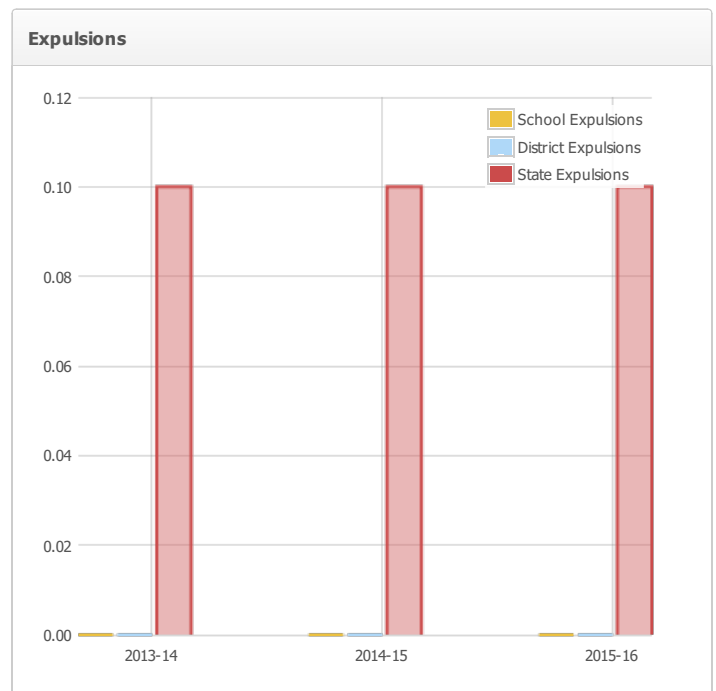
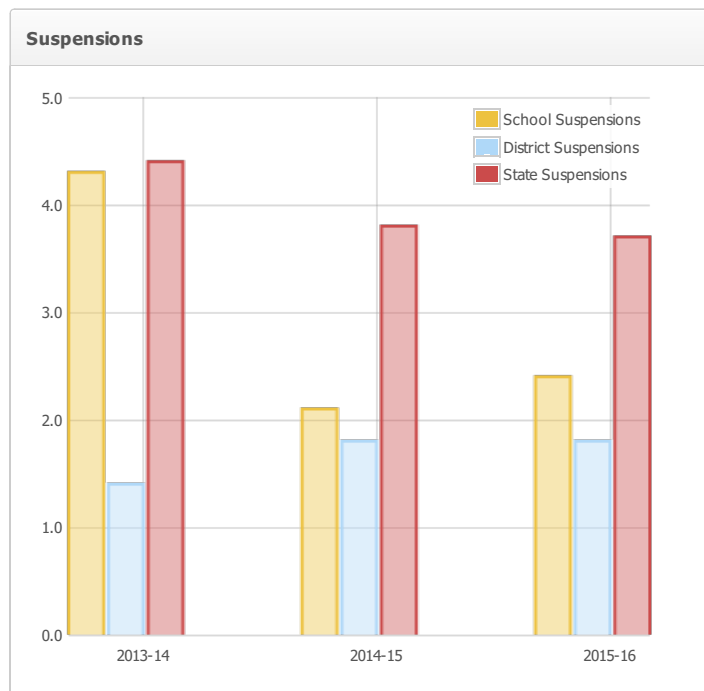
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.3	2.1	2.4	1.4	1.8	1.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

School Safety Plan (School Year 2016-17)

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 SB 187, 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 guides detail teacher and staff procedures in an actual emergency, in addition to site emergency response teams.

Last updated: 1/31/2017

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 2016-17)

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	16.7%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	30.0	1	10	10	28.0	6	7	15	24.0	18	27	5
Mathematics	30.0	2	10	7	11.0	4	0	0	24.8	9	21	3
Science	29.0	4	9	9	29.0	4	6	12	26.1	5	22	9
Social Science	30.0	2	6	12	31.0	2	4	14	28.4	4	18	12

* 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: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.9	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.9	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: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7454.0	\$2621.2	\$4832.8	\$66575.6
District	N/A	N/A	\$5279.4	\$72814.0
Percent Difference – School Site and District	--	--	-8.5%	-8.6%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	-9.6%	-3.9%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

The Redondo Beach Unified School District is focusing staff professional development (PD) in several areas including developing effective Common Core-aligned instructional strategies at school sites; increase student engagement; and checking for understanding. While the current PD focuses on instruction and curriculum in mathematics and English Language Arts (ELA), the RBUSD is also developing professional development opportunities for teachers in regards to 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; professional 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. Internal PD offerings are supplemented by partnering with external professional development organizations, including universities such as Loyola Marymount University and UCLA. Our partners advise on the District's program development and provide PD for teachers and administration on instructional programs for all students.

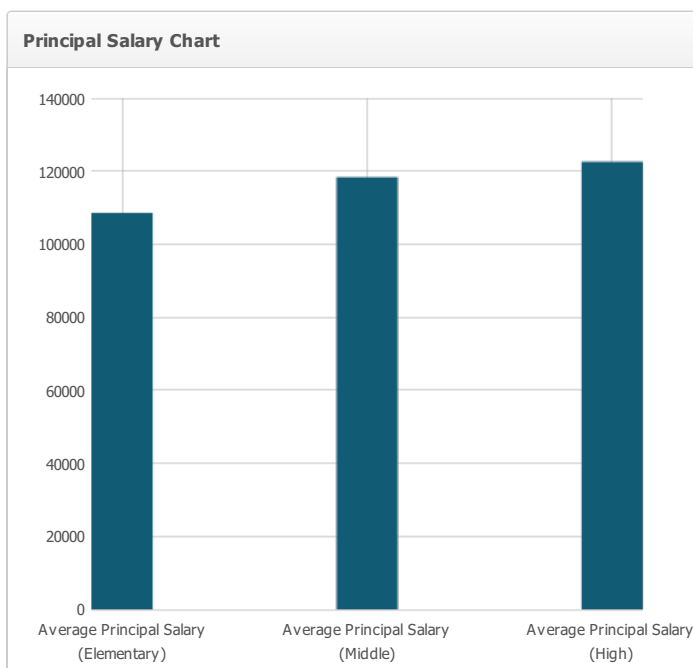
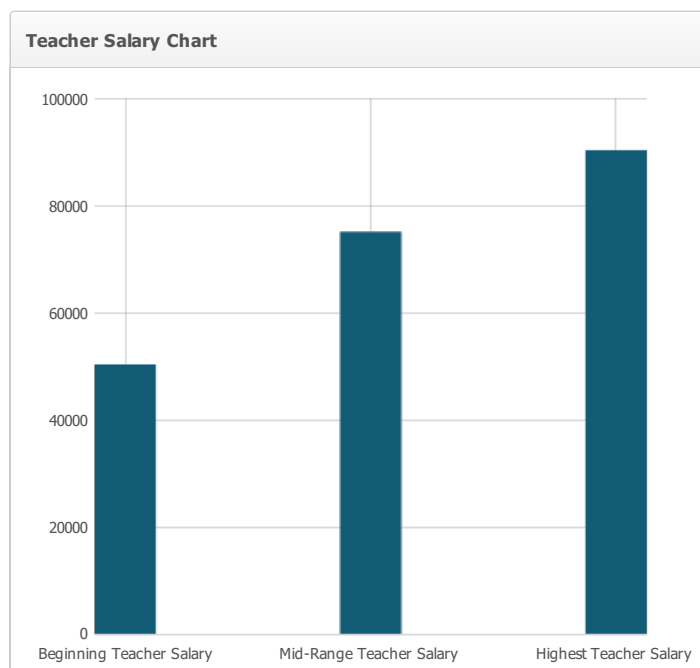
Our new teachers are supported at school sites and at the District level through the Beginning Teacher Support and Assessments (BTSA) Program where each new teacher is mentored by a BT SA support provider. By working within BTSA, a new teacher receives support and resources to improve their teaching 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: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,286	\$43,821
Mid-Range Teacher Salary	\$75,061	\$69,131
Highest Teacher Salary	\$90,293	\$89,259
Average Principal Salary (Elementary)	\$108,574	\$108,566
Average Principal Salary (Middle)	\$118,342	\$115,375
Average Principal Salary (High)	\$122,582	\$125,650
Superintendent Salary	\$268,376	\$198,772
Percent of Budget for Teacher Salaries	42.0%	37.0%
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/>.



Last updated: 1/31/2017

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 BTSA 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: 1/31/2017