

Adams Middle School

2600 Ripley Avenue, Redondo Beach, CA 90278

2012-13 School Accountability Report Card ~ Published in 2013-14

Redondo Beach Unified School District

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RBUSD

MISSION STATEMENT

We, in the Redondo Beach Unified School District, are dedicated to providing every student with the knowledge and skills necessary to succeed in a global society, today, and in the future.

1401 Inglewood Avenue
 Redondo Beach, CA 90278
 310-379-5449
 www.rbusd.org

School Description and Mission Statement

This section provides information about the schools goals and programs.

Adams Middle School is located in North Redondo Beach. It receives students from four feeder elementary schools. The school has two computer labs on campus each equipped with workstations for student usage on a one-to-one ratio. Teachers and classified staff are encouraged and empowered to be involved in the decision making progress. Parent involvement is strongly encouraged with parents serving on School Site Council, ELAC Committee, PTSA, as well as participating as docents in BCHD LiveWell Kids nutrition lessons and Hands-On Art.

Mission Statement: The parents, students, faculty and support staff at Adams Middle School are committed to the pursuit of excellence in all curricular endeavors as well as the cultivation of individual student abilities, fostering citizenship in a safe, healthy and supportive environment.

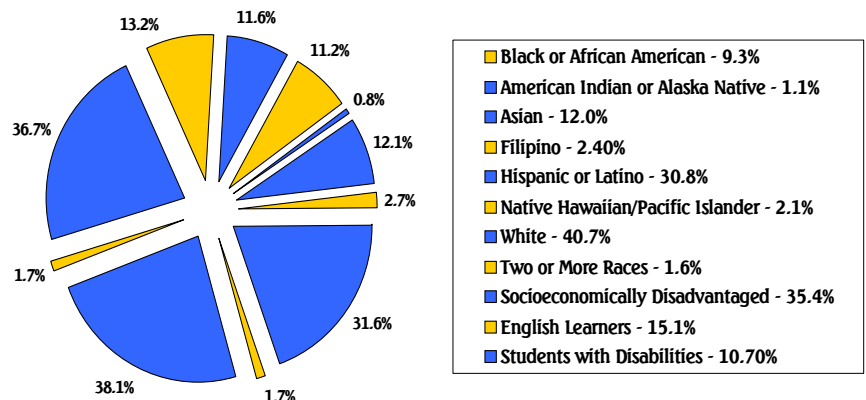
Opportunities for Parental Involvement

Adams Middle School encourages many different forms of parent participation including our PTSA. Please contact Adam Silver, PTSA President, at: 310-798-8636 or email adamsnews@rbusd.org.

Student Enrollment by Grade Level (2012-13)

Grade 6	Grade 7	Grade 8	Total
312	322	288	922

Student Enrollment by Subgroup (2012-13)



Average Class Size

2010-11	English	24.7
	Mathematics	26.0
	Science	28.7
2011-12	English	31.3
	Mathematics	32.2
	Science	27.6
2012-13	English	30
	Mathematics	30
	Science	30
2012-13	English	30
	Mathematics	30
	Science	30

Class Size Distribution

Yr.	Subject	Number of Classrooms		
		1-22	23-32	33+
2010-11	English	10	8	9
	Mathematics	8	10	7
	Science	3	9	10
	Social Science	5	7	10
2011-12	English	0	10	8
	Mathematics	0	9	11
	Science	5	9	8
	Social Science	1	6	11
2012-13	English	1	3	15
	Mathematics	3	9	7
	Science	3	2	16
	Social Science	2	7	11

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

RATE	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	7.8	6.0	7.7	4.12	2.7	2.8
Expulsions	0.0	0.0	0.0	0.11	0.08	.07

School Safety Plan

School Safety is one of our highest priorities. Adams Middle School has developed a school safety plan that encompasses all aspects of school safety including physical and social-emotional safety as well as internet safety. All sites and the district office have completed new emergency plans aligned with the State Emergency Management System (SEMS). The plans link communication, resources, services and facilities in an up-to-date plan. Our school safety plan is reviewed annually and presented for approval by the School Site Council, consisting of student, parent, certificated and classified representation. Staff discussed the plan during the month of January.

School Facility Conditions and Planned Improvements (School Year 2013-14)

Items Inspected	Repair Status			Repairs Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			
Interior: Interior Surfaces	✓			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓			
Electrical: Electrical	✓			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓			
Safety: Fire Safety, Hazardous Materials	✓			
Structural: Structural Damage, Roofs	✓			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓			

Overall Facility Rating (School Year 2012-13)

Exemplary

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2010-11	2011-12	2012-13	
With Full Credential	39	36	38	376
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2011-12	2012-13	2013-14
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

This table displays the % of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	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.

Professional Development (School Year 2012-13)

Adams continues to focus on engaging all students in the lesson and checking for understanding formatively throughout the lesson by using components of prior staff development in Direct Interactive Instruction training through Action Learning Systems. (ALS)

There is a continued focus on differentiating for EL and special needs students. Staff Development has taken place on strategies for working with EL students as well as curriculum pacing/calendars, benchmark assessments, GATE strategies, and the implementation of Cornell Notes, an AVID strategy, school-wide.

Support Staff (2012-13)

The following is a list of support staff at the school and their full time equivalent. The average number of students per academic counselor is 922.

Academic Counselor	1
Librarian	
Psychologist	.5
Social Worker	
Nurse	
Health Aide	1
Speech/Language/Hearing Specialist	.5
Resource Specialist (Non-teaching)	
Other	

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials (2013-14)

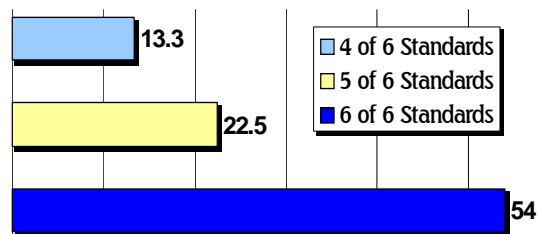
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was received and approved by the Board of Education on October 2, 2012.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	% of Pupils Who Lack Their Own Assigned Textbooks & Instructional Materials
Reading/ Language Arts	6-8 Literature and Language Arts Holt	0%
Mathematics	6 Numbers to Algebra Course 1 Holt	0%
	6-8 Pre-Algebra Course 2 Holt	
	6-8 Algebra 1 Holt	
	6-8 Geometry Pearson/Prentice Hall	
	8 Algebra Readiness Holt	
Science	6-8 CA Science Explorer - Focus on Science Pearson/Prentice Hall	0%
History-Social Science	6 Social Studies, Ancient Civilizations Holt	0%
	7 Social Studies, Medieval to Early Modern Times Holt	
	8 Social Studies, U.S. History, Independence to 1914 Holt	
Foreign Language	6-8 Avancemos Level 1 McDougal Littell	0%
	6-8 Chinese Link Level 1 Pearson/Prentice Hall	

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\) Web page](#).

Percent Of Seventh Grade Students Meeting Healthy Fitness Zones



STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Subject	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	71	76	72	74	78	78	54	56	55
Mathematics	64	66	66	67	70	67	49	50	50
Science	91	85	80	82	85	82	57	60	59
History-Social Science	72	72	74	70	73	74	48	49	49

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level for the most recent testing period. Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy.

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	67	82	74
All Students at the School	72	66	80	74
Male	65	66	82	72
Female	78	66	78	78
Black or African American	61	52	74	72
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	84	81	93	93
Filipino	71	81	n/a	n/a
Hispanic or Latino	61	53	73	63
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a
White	77	74	82	79
Two or More Races	83	63	n/a	n/a
Socioeconomically Disadvantaged	62	54	74	63
English Learners	26	36	54	34
Students with Disabilities	55	39	n/a	27
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

ACCOUNTABILITY

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

API Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	n/a	
Similar Schools	10	n/a	

Academic Performance Index Ranks

The statewide API rank ranges from one (lowest) to ten (highest). The schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of one means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school’s academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2010-11	2011-12	2012-13
This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/D" means that no data were available to the CDE or LEA to report.	All Students at the School	1		8
	Black or African American			
	American Indian or Alaska Native			
	Asian			
	Filipino			
	Hispanic or Latino	-1		
	Native Hawaiian or Pacific Islander			
	White	-23		
	Two or More Races			
	Socioeconomically Disadvantaged	15		
	English Learners	21		
	Students with Disabilities	38		

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	886	872	6,442	887	4,655,989	790
Black or African American	80	829	436	826	296,463	708
American Indian or Alaska Native	9		31	835	30,394	743
Asian	109	923	739	939	406,527	906
Filipino	21	936	179	919	121,054	867
Hispanic or Latino	273	814	1,458	830	2,438,951	744
Native Hawaiian or Pacific Islander	18	844	62	871	25,351	774
White	360	906	3,262	908	1,200,127	853
Two or More Races	16	899	275	892	125,025	824
Socioeconomically Disadvantaged	316	821	1,492	824	2,774,640	743
English Learners	134	763	613	805	1,482,316	721
Students with Disabilities	110	687	819	750	527,476	615

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
 - Percent proficient on the state's standards-based assessments in ELA and mathematics
 - API as an additional indicator
 - Graduation rate (for secondary schools)
- Detailed information about AYP can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

AYP Overall and by Criteria (School Year 2012-13)	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

“Yes” Met 2012 AYP Criteria “No” Did not Meet 2012 AYP Criteria

Federal Intervention Program (2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-13	2013-2014
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50.0%

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	7879.45	2607.62	5271.83	70,940.83
District			5,361.19	\$71,706.
Percent Difference School Site and District			--1.7%	-1.1%
State			\$5,537	\$67,106
Percent Difference School Site and State			-4.8%	4.3%

Teacher and Administrative Salaries (Fiscal Year 2011-12)

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits Web page](#).

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,290	\$40,928
Mid-Range Teacher Salary	\$70,589	\$64,449
Highest Teacher Salary	\$84,914	\$82,826
Average Principal Salary (Elementary)	\$102,682	\$102,640
Average Principal Salary (Middle)	\$107,964	\$109,253
Average Principal Salary (High)	\$114,058	\$118,527
Superintendent Salary	\$239,658	\$183,968
Percent of Budget for Teacher Salaries	43.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

Types of Services Funded (2012-13)

Adams provides program and supplemental services funded through Title 1, ELAP, EIA and the district's general fund in the form of a Block grant. Funding was used to support the curriculum with supplementary materials, new technology, extracurricular excursions, 1.0 Teacher on Special Assignment, intervention programs, and staff development.



Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#). For additional information about the school, parents 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).