

Adams Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Mr. Anthony Taranto, Principal

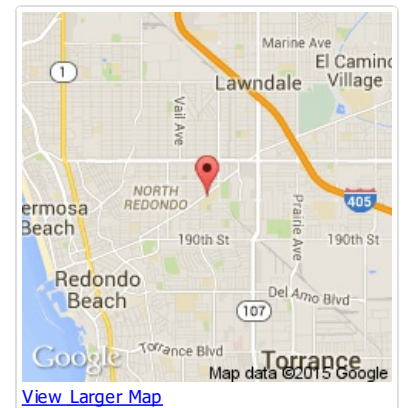
Principal, Adams Middle

About Our School

Contact

2600 Ripley Ave.
Redondo Beach, CA
90278-4555

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



[View Larger Map](#)

About This School

Contact Information - Most Recent Year

School	
School Name	Adams Middle
Street	2600 Ripley Ave.
City, State, Zip	Redondo Beach, Ca, 90278-4555
Phone Number	310-798-8636
Principal	Mr. Anthony Taranto, Principal
E-mail Address	ataranto@rbusd.org
Web Site	http://adamsmiddle.org
County-District-School (CDS) Code	19753416021992

District	
District Name	Redondo Beach Unified
Phone Number	(310) 379-5449
Web Site	http://www.rbusd.org
Superintendent First Name	Steven
Superintendent Last Name	Keller
E-mail Address	skeller@rbusd.org

Last updated: 1/15/2015

School Description and Mission Statement (Most Recent Year)

Adams Middle School is located in North Redondo Beach. Adams provides a rigorous education for our students, which prepares them to be successful at Redondo Union High School. Our motivated students are high-achieving and they are able to pursue their interests in sports, music, drama, clubs, foreign languages, and writing. Adams Middle School participates in a block schedule, mirroring that of Redondo Union High School, in order to maximize instructional time and prepare students for their future transition to RUHS.

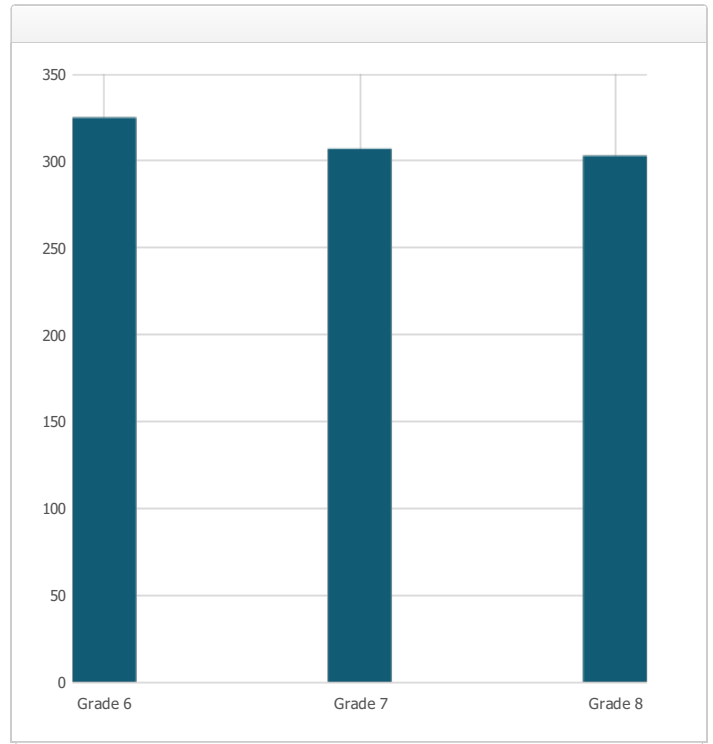
Students come from our four feeder elementary schools. The school has two computer labs on campus, each equipped with workstations for student usage on a one-to-one ratio. Teachers and classified staff are encouraged and empowered to be involved in the decision making process.

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.

Last updated: 1/15/2015

Student Enrollment by Grade Level (School Year 2013-14)

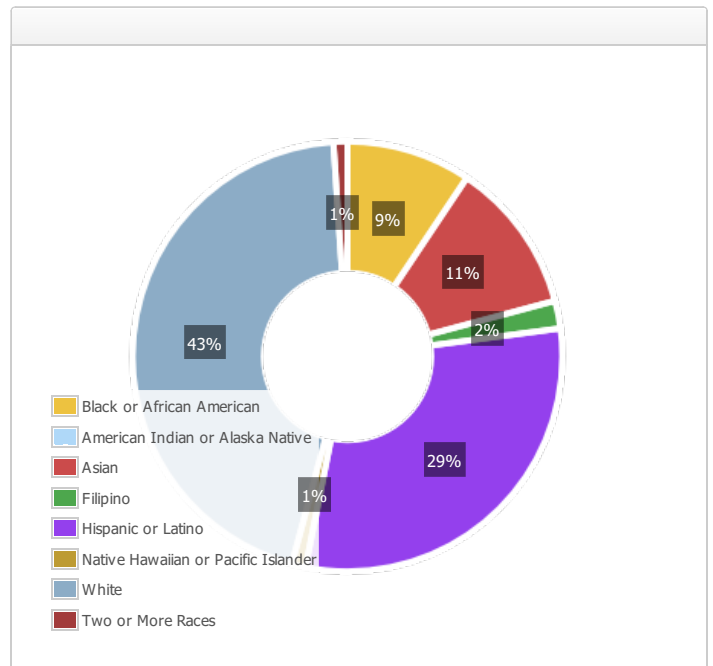
Grade Level	Number of Students
Grade 6	325
Grade 7	307
Grade 8	303
Total Enrollment	935



Last updated: 1/22/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	9.0
American Indian or Alaska Native	0.7
Asian	11.6
Filipino	2.9
Hispanic or Latino	29.3
Native Hawaiian or Pacific Islander	1.4
White	43.4
Two or More Races	1.7
Socioeconomically Disadvantaged	32.2
English Learners	6.7
Students with Disabilities	10.7



Last updated: 1/15/2015

A. Conditions of Learning

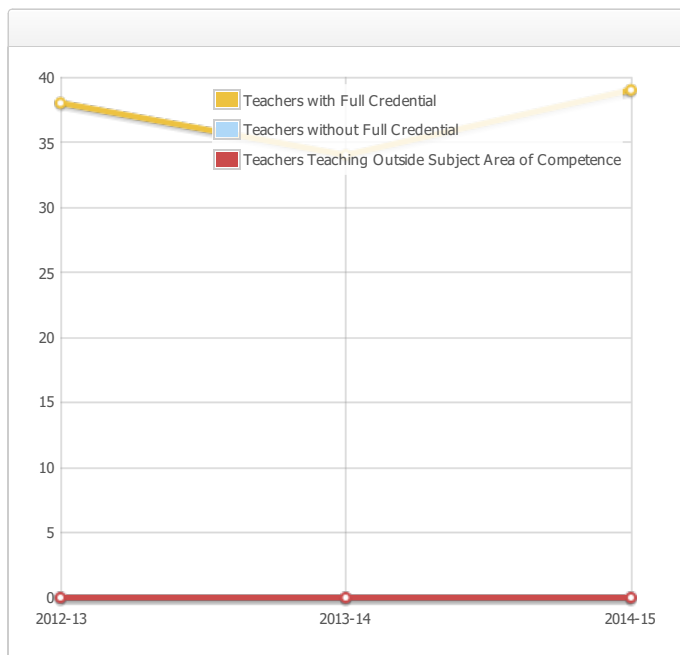
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

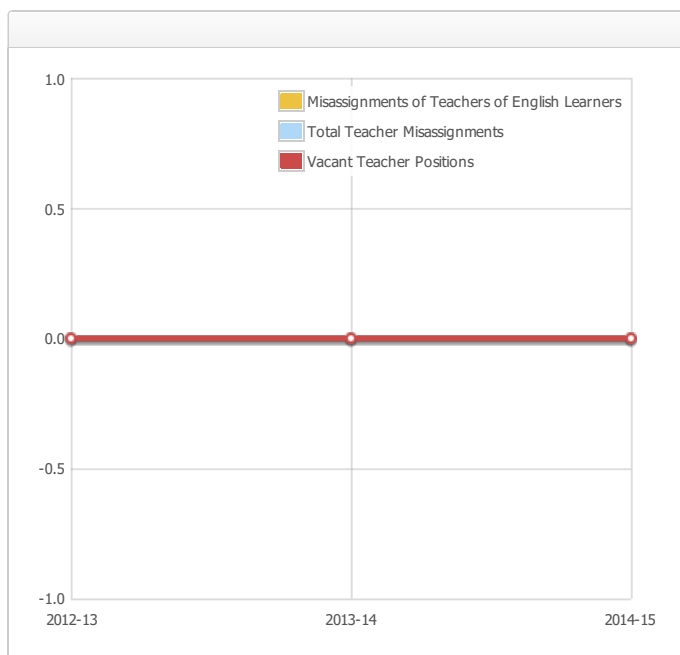
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	38	34	39	387
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/22/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/22/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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
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.

Last updated: 1/22/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: October 2013

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Year adopted: 2011 Grades 6 - 8: Literature and Language Arts.....Holt	Yes	0.0
Mathematics	Year adopted: 2008 Grade 6: Nubers to Algebra Course 1.....Holt Grade 6 - 8: Pre-Algebra Course 2.....HYolt Grade 6 - 8: Algebra 1.....Holt Grade 6 - 8: Geometry.....Pearson/Prentice Hall Grade 8: Algebra Readiness.....Holt	Yes	0.0
Science	Year adopted: 2007 Grade 6 - 8: CA Science Explorer - Focus on Science.....Pearson/Prentice Hall	Yes	0.0
History-Social Science	Year adopted: 2006 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	Year adopted: 2007 Grade 6 - 8: Avancemos Level 1.....McDougal Littell Grade 6 - 8: Chinese Link Level 1.....Pearson/Prentice Hall	Yes	0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment			0.0

Last updated: 1/29/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Adams Middle School has a consistent maintenance and grounds care program that keep this site in top condition. Improvements that have been completed in the 2014-15 school year included:

Wrought-iron fencing along the perimeter of the school.

Fiber cabling

Solar Panels

New stage

Modification of existing gym

Upgrade to the PA system

Last updated: 1/27/2015

School Facility Good Repair Status - Most Recent Year

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 - Most Recent Year

Overall Rating	Exemplary
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Last updated: 1/15/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	84	80	80	84	82	83	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 1/15/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	83
All Students at the School	80
Male	83
Female	77
Black or African American	69
American Indian or Alaska Native	
Asian	86
Filipino	
Hispanic or Latino	67
Native Hawaiian or Pacific Islander	
White	90
Two or More Races	
Socioeconomically Disadvantaged	68
English Learners	31
Students with Disabilities	57
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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: 1/15/2015

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	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%
History-Social Science	72%	72%	74%	70%	73%	74%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/15/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	9		9
Similar Schools	10		6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/15/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	1		B
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		

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/15/2015

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	2.6
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	14.3%	26.2%	45.5%
9	N/A	N/A	N/A

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: 1/15/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

Adams Middle School encourages many different forms of parent participation through our Parent Teacher Student Association (PTSA) and the Redondo Beach Education Foundation (RBEF). Parent involvement is strongly encouraged with parents serving on School Site Council, ELAC Committee, PTSA, and Hands-On Art as well as volunteering on campus.

State Priority: Pupil Engagement

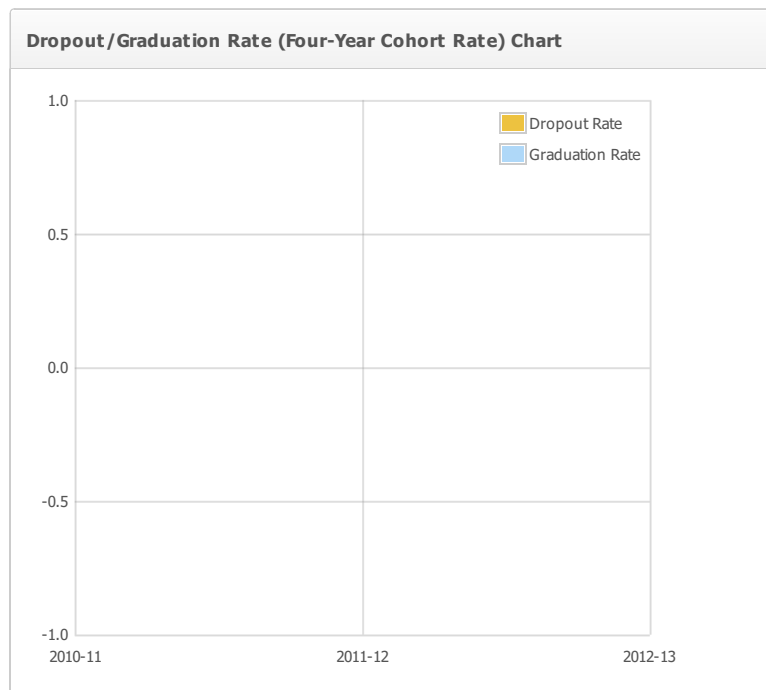
Last updated: 1/15/2015

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				89.26	91.67	90.74	77.14	78.87	80.44



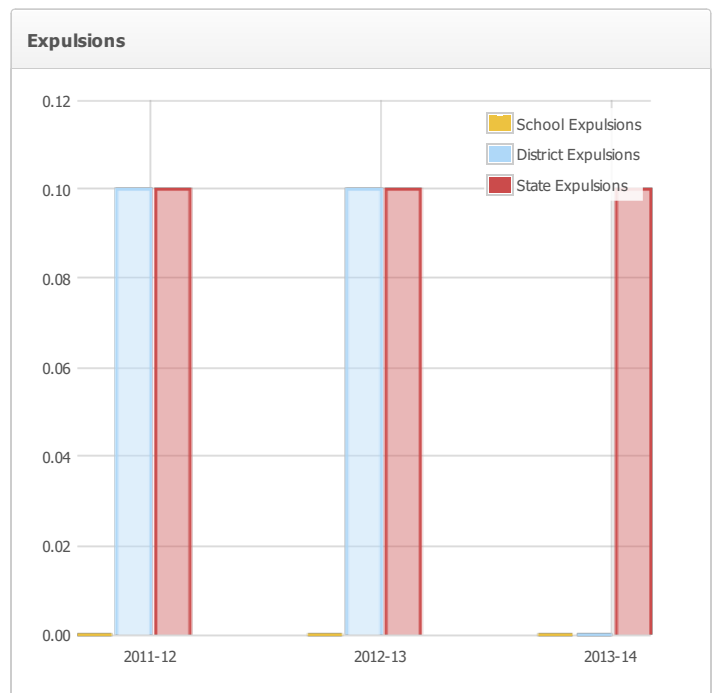
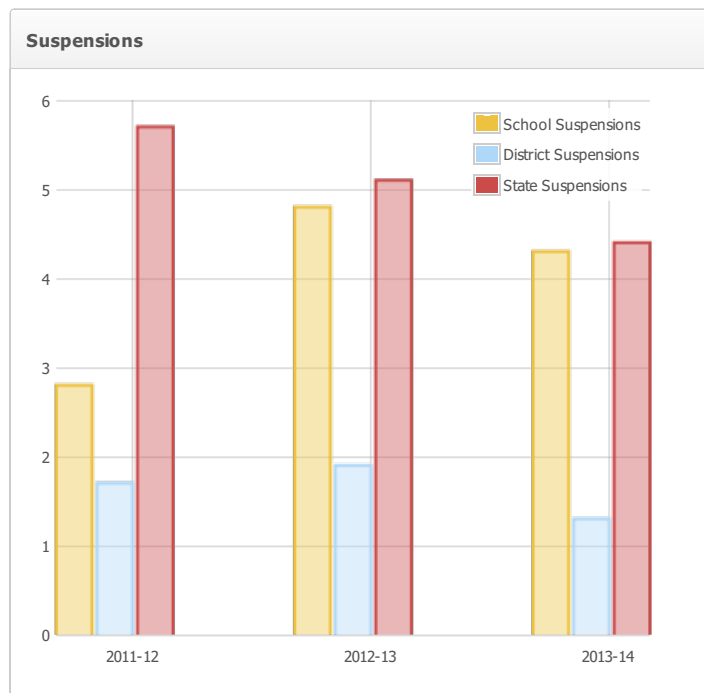
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.80	4.80	4.30	1.70	1.90	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.00	0.10	0.10	0.10



Last updated: 1/15/2015

School Safety Plan - Most Recent Year

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: 1/26/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	N/A	Yes

Last updated: 1/30/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement *		Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	16.7%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Elementary)

2011-12		2012-13			2013-14							
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6					25.0	26	34	25	27.0	24	16	42
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/15/2015

Average Class Size and Class Size Distribution (Secondary)

2011-12		2012-13			2013-14							
Subject	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	31.3	0	10	8	33.0	1	3	15	30.0	1	10	10
Mathematics	32.2	0	9	11	30.0	3	9	7	30.0	2	10	7
Science	27.6	5	9	8	30.0	3	2	16	29.0	4	9	9
Social Science	31.9	1	6	11	30.0	2	7	11	30.0	2	6	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: 1/15/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	935.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.7	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: 1/22/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,330	\$2,433	\$4,991	\$65,928
District	N/A	N/A	\$5,187	\$70,163
Percent Difference – School Site and District	N/A	N/A	-3.80%	6.40%
State	N/A	N/A	\$4,690	\$67,762
Percent Difference – School Site and State	N/A	N/A	-6.00%	-4.90%

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

Last updated: 1/23/2015

Types of Services Funded (Fiscal Year 2013-14)

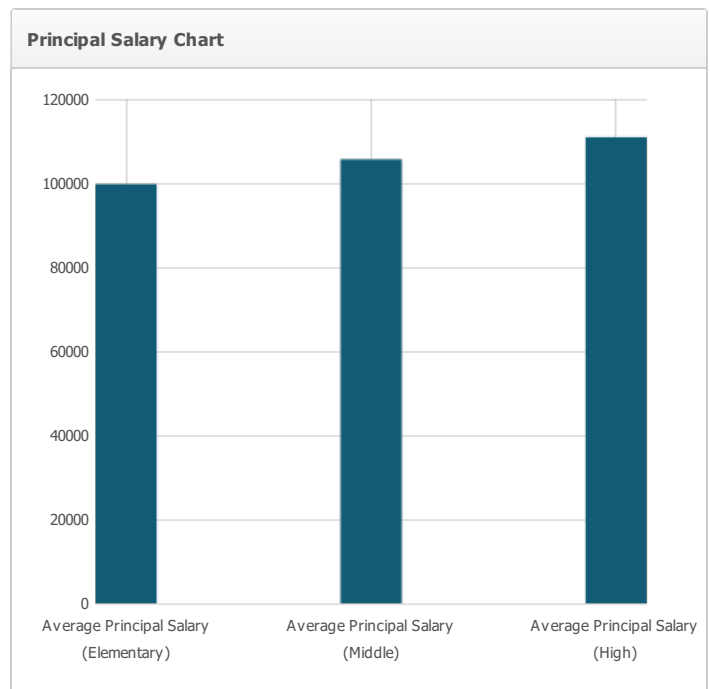
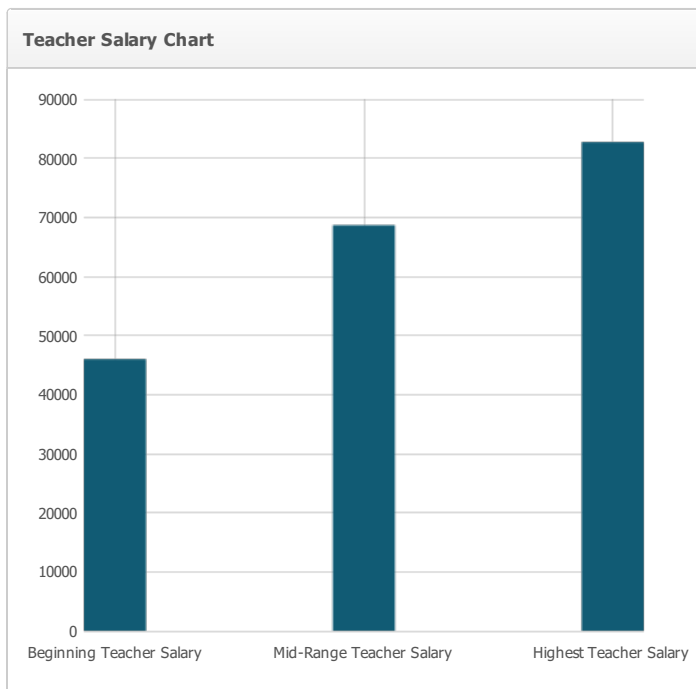
Adams provides program and supplemental services funded through Title I, ELAP, EIA and the district's general fund in the form of a Block grant. Funding was used to support the curriculum with supplementary materials, new technology, extracurricular excursions, 1.0 Teacher on a Special Assignment, intervention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

Last updated: 1/15/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,998	\$41,243
Mid-Range Teacher Salary	\$68,660	\$64,893
Highest Teacher Salary	\$82,729	\$83,507
Average Principal Salary (Elementary)	\$99,756	\$103,404
Average Principal Salary (Middle)	\$105,674	\$109,964
Average Principal Salary (High)	\$110,948	\$120,078
Superintendent Salary	\$234,211	\$183,557
Percent of Budget for Teacher Salaries	42.0%	40.0%
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: 1/15/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

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

*Where there are student course enrollments.

Last updated: 1/15/2015

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 use of student data is critical to better assess and support individual student development. The District provides training on our new student data management, Illuminate Education, to analyze individual and aggregate student progress.

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.

Last updated: 1/26/2015