



RBEF Funding 2017-2018

Teacher Grants: Focusing On Student College Readiness

\$50,000

Potential Student Impact: up to 9,500 kinder-12th grade students

Category: College Going Culture

Providing individual teacher incentive and recognition to incorporate the college-going school district culture in the classroom is critical. We have seen elementary STEM labs created, science equipment and interactive response systems utilized in classrooms, and student performances flourish. This grant program would continue to allow individual teachers, or grade level or department teams of teachers the ability to apply for funds that would create innovative college-going experiences for their students.

The school district contributes over \$250,000 annually for staffing, materials and training for this program. We are asking for an \$18,000 commitment which will be applied to school district and school membership fees.

College Field Trips

\$12,000 (4th grade)

\$8,000 (middle and high school AVID)

\$15,000 (9th grade)

Potential Student Impact: 775 4th grade students, 400 secondary AVID students, and 825 9th grade students

Category: College Going Culture

This has been one of our most well-received and memorable activities with students, parents and staff. The funds requested previously provided bus transportation for all fourth graders to attend a public or private four-year university campus-wide tour within a 50 mile radius. Many of the schools start off the field trip day with a tour of Redondo Union High School before heading off to their college tour, thus allowing nine and ten year olds to more truly experience their "path to college." Our middle and high school AVID students (Advancement Via Individual Determination) are included in this proposal. They are students "in the middle" who, with additional support and direction, are ready for college by the end of high school. Over the past five years, more than 90% of AVID seniors have met the 'a-g' college entrance requirements by high school graduation. This year's proposal is adding a trip for all 9th grade students. Since not all of our students matriculate through our elementary and middle schools before attending RUHS, we want ALL of our freshmen to experience the possibilities of attending a four year university in their future.

ELEMENTARY FUNDING

5th Grade Band Teacher

\$125,000

Potential Student Impact: up to 775 5th grade students

Category: Arts/Music

For the past four years, the RBUSD has funded a full-time elementary band teacher and RBEF has funded a second full-time teacher. The two teachers travel together and work at all eight of our elementary schools twice per week. With approximately 500 students now participating in the 5th grade band program across the school district, this model has paid off in dividends. Students now receive more appropriate small group instruction when needed along with whole group support from two very talented credentialed band teachers. This model has led to larger and more successful middle school and high school band programs in our school district.

Four Credentialed Elementary Science Teachers

\$360,000

Potential Student Impact: 2,300 3rd – 5th grade students

Category: STEM

Currently, all elementary classroom teachers, regardless of subject-area expertise, are expected to provide the state-mandated science curriculum to their students. Some students learn science from teachers with a strong science background, while others do not. These funds have allowed four credentialed teachers to continue to work at our eight elementary schools as roving science teacher specialists in grades 3, 4, and 5. In addition to their ongoing weekly science instruction from their classroom teacher, this program allows students to participate in a 45-55 minute weekly hands-on science lab and investigation with a science specialist. With the science teacher specialist and the general classroom teacher working together, students are better equipped to ask and develop meaningful questions, conduct and perform careful investigations, and develop important critical thinking skills. In the upcoming year, all classrooms will be expected to implement the Next Generation Science Standards which have been adopted by the state of California. We believe that having a strong core team of elementary science lab teachers to serve as teacher leaders within our district, will help us successfully take the leap into the Next Generation.

1st-4th Grade Vocal Music Teachers

\$160,000

Potential Student Impact: 3,000 1st, 2nd, 3rd and 4th grade students

Category: Arts/Music

We are proposing to expand our vocal music into first and second grade next year and move away from the teacher residency program we have had in place at those grade levels for the past seven years. We believe having a consistent program in place for a student over four (or five) years in elementary school will allow teachers to really develop and build upon prior student learning. This funding will allow us to increase our credentialed teacher staffing from one to two full time vocal teachers in those grades.

MIDDLE SCHOOL FUNDING

Math Coaching Model

\$130,000 (6 teaching periods)

Potential Student Impact: 2,300 middle school students

Category: STEM

For the past three years, RBUSD has worked with Loyola Marymount University's Center for Math and Science Teaching. This is a teacher leadership model that trains teachers to effectively balance teaching students, coaching colleagues and sharing leadership in the transition to Common Core State Standards implementation. The system is designed to transform the classroom where students actively reason and utilize mathematical and scientific practices as they become co-facilitators in the classroom. LMU staff observes and debriefs with RBUSD teachers twice per month. RBUSD teacher leaders enroll and attend two university graduate level math courses on the LMU campus each year to help them serve as math teacher leaders in the classroom and on their campuses. RBUSD teachers support two other math colleagues. RBUSD will spend approximately \$125,000 toward this program in the upcoming year. In addition to this, we are requesting support in the amount of \$130,000, which is the cost to provide one coaching (non-teaching) period for each of the six middle school math teachers, who will serve as teacher leaders at their school site for the 2017-2018 school year.

HIGH SCHOOL FUNDING

Tutoring/Test Proctoring – Critical Learners

\$21,000

Potential Student Impact: Estimated 400 9th-12th grade students, esp. critical learners

Category: College Going Culture

Teachers in each of the five major academic departments (English, Math, Science, Social Studies, and World Languages) will address the needs of critical learners by offering after school tutoring for 3 or 4 hours per week for 30 weeks of the 2017-18 school year. The tutoring time will also be utilized to arrange make up testing or retesting so that students have an opportunity to take tests without missing instructional time. Retesting provides students the opportunity to improve previous test grades. The funding will be used to compensate teachers at the rate of \$40/hr. $(30 \text{ weeks}) \times (5 \text{ departments}) \times (3.5 \text{ hours}) \times (\$40/\text{hr}) = \$21,000$ per year. Thirty weeks excludes the first two weeks of each semester and final exam weeks.

Chemistry Support – Critical Learners

\$20,000

Potential Student Impact: 20 to 30 juniors in CP Chemistry

Category: College Going Culture, STEM

The science department has analyzed the success of students enrolled in each science course. They have identified a group of 11th grade students that could benefit from extra support during their CP Chemistry class. These students typically had Geoscience during their sophomore year, passed the class with a C and had a very difficult time passing Chemistry. Chemistry exposes weak math skills many of these students possess. A Chemistry Support class will be an extra period assigned to these students concurrent with their CP Chemistry class. The course will feature direct instruction to strengthen the targeted math skills, direct instruction on some key chemistry concepts, and time for extra practice on Chemistry problems. The class will also strengthen general study skills. The funding will be used to compensate a teacher for one period of their teaching assignment.

Student Motivational Speakers/Improvement Incentives **\$4,000**

Potential Student Impact: 80 Alternative Education High School Students

Category: Whole Child Wellness

The Alternative Education Program plans to invite motivational speakers to interface with the staff and student body during special and/or monthly assemblies. One possibility is Jonathan Mooney, MCHS grad and author of *The Short Bus*. Currently, student academic growth, attendance improvement, wellness champions, and student(s) of the month are acknowledged every month during our all school assembly. The acknowledgements are in the form of certificates and public salutations. Incentives, RSHS items and gift cards would be a nice addition to the acknowledgements and serve as a reward for our most at risk students.

Alternative Education Wellness Center **\$6,000**

Potential Student Impact: 80 Redondo Shores High School Students

Category: Whole Child Wellness

Redondo Shores High School supports many students that struggle with academic, social, and personal challenges. The school site currently hosts a variety of group and individual counseling sessions (Thelma McMillen Center, Beach Cities Health District, South Bay Children's Health Center) on a weekly basis. A wellness center on the campus would be the host location for these type of meetings. Classroom 9 would be converted into this space and the funding would provide for comfortable seating (couch and chairs, standing desks, meeting table, window treatment and lighting/lamps).

Alternative Education Wilderness Challenge **\$25,000**

Potential Student Impact: 25 Redondo Shores High School students

Category: Whole Child Wellness

Ten students at our continuation high school have participated in our annual Wilderness Challenge program. Our program provides students with a 10 week counseling component and a local ropes course, leading up to a three day structured trip to Joshua Tree National Monument. There, students backpack, climb, learn mountaineering and engage in intensive self-examination. Through this experience, students develop greater self-awareness, self-management, responsible decision-making skills and social awareness. In the past, the funding primarily came from the South Bay Children's Health Center. This is not possible for the 2017-2018 school year. We would like to continue this program to support a larger number of our student body (up to 25 students at \$1,000 each). Funding would pay for counseling services and staff professional development leading up to the event/experience; transportation, reservations, and professional guide/counseling services on the educational experience.