

Parras (Nick G.) Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/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](#) 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., 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.

Dr. Lars Nygren, Principal

Principal, Parras (Nick G.) Middle

About Our School

Contact

Parras (Nick G.) Middle
200 North Lucia
Redondo Beach, CA 90277-3220

Phone: 310-798-8616
E-mail: lnygren@rbusd.org

About This School

Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
School Name	Parras (Nick G.) Middle
Street	200 North Lucia
City, State, Zip	Redondo Beach, Ca, 90277-3220
Phone Number	310-798-8616
Principal	Dr. Lars Nygren, Principal
E-mail Address	lnygren@rbusd.org
Web Site	http://parras.middle.org
County-District-School (CDS) Code	19753416022081

Last updated: 1/6/2016

School Description and Mission Statement - Most Recent Year

Parras' mission is "To ensure continual growth in our students' learning and academic achievement while promoting responsible citizenship."

Nick G. Parras Middle School first opened its doors to Redondo Beach students in 1952. As many residents in our community know, our school's former name was Hillcrest Junior High School. Since 1952, we have been providing the finest education for the students who have attended our beautiful school. Our school has been awarded the highly distinguished honor of being a Blue Ribbon School in 1994, California Distinguished School in 2005 and 2009, and California Gold Ribbon School in 2015.

Our school is over 50 years old; however, the facilities are unmatched in many ways. With the funds provided by the Redondo Beach community through Measure C, E, and Q bonds, our school has undergone extensive renovations and construction. Each student is issued their own Google chromebook to use in school and at home. Through the bonds we have equipped our classrooms, students, teachers and campus to meet the demands needed for an education in the 21st century.

Parras Middle School is highly regarded for the rigorous education that is delivered to our students by our outstanding teachers. Our students are taught higher level thinking skills so they may apply what they have learned to solve real life problems. Our teachers plan interdisciplinary units across their teams in order for students to see how concepts can be applied across the different subjects. At Parras Middle School, we offer a wide range of courses for our students to experience. In addition to mathematics, science, social studies, and language arts, our students may take classes such as video technology, art, Spanish, Chinese, drama, creative writing, student leadership, and many more.

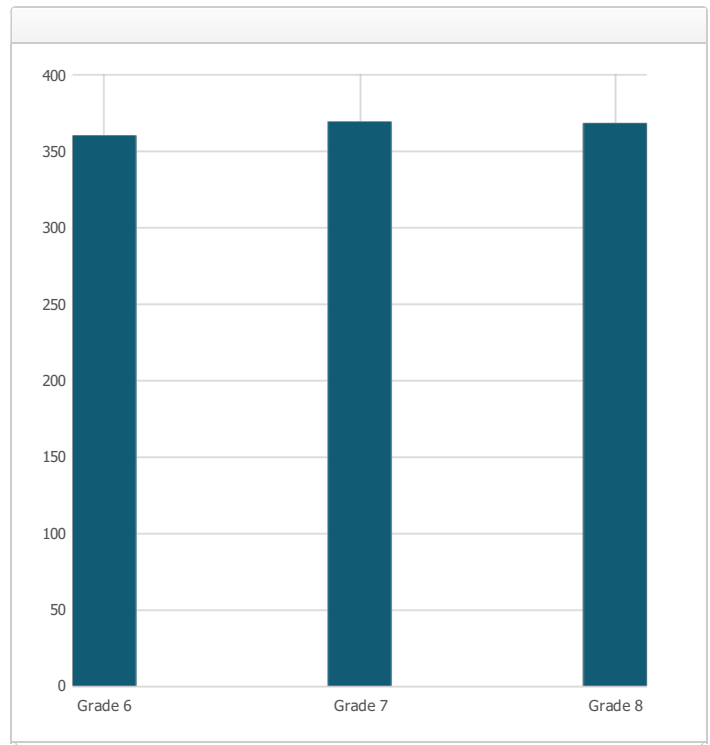
At Parras Middle School, our focus is not only on providing our students with a strong academic education, but also to ensure their social and emotional needs are met. Our students are placed on a team of teachers who teach our students a rigorous academic curriculum. Having our students placed on teams allows our teachers the opportunity to work together to help support our students in achieving a first class education. If teachers feel other academic or social and emotional supports would be of benefit to a student, they are able to work with our award winning counseling department.

Our staff at Parras Middle School is committed to providing our students with the finest education possible.

Last updated: 1/25/2016

Student Enrollment by Grade Level (School Year 2014-15)

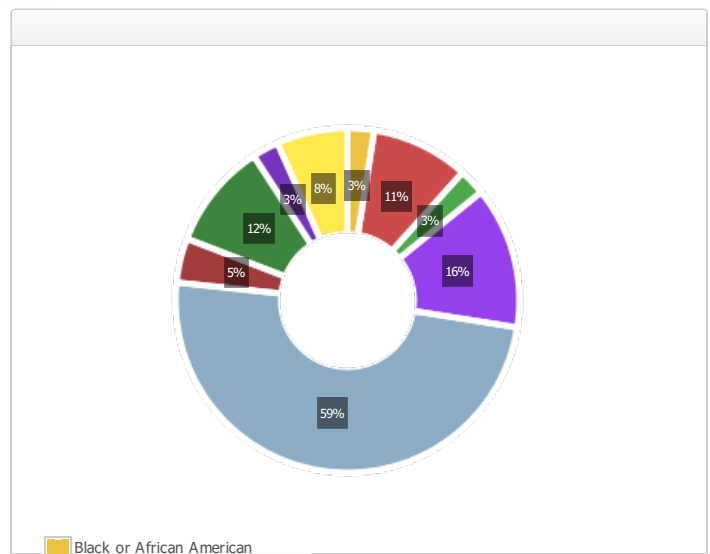
Grade Level	Number of Students
Grade 6	360
Grade 7	369
Grade 8	368
Total Enrollment	1097



Last updated: 1/8/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.7 %
American Indian or Alaska Native	0.3 %
Asian	11.3 %
Filipino	3.0 %
Hispanic or Latino	16.4 %
Native Hawaiian or Pacific Islander	0.9 %
White	59.3 %
Two or More Races	5.1 %
Socioeconomically Disadvantaged	12.1 %
English Learners	3.3 %
Students with Disabilities	8.2 %
Foster Youth	0.2 %



Last updated: 1/6/2016

A. Conditions of Learning

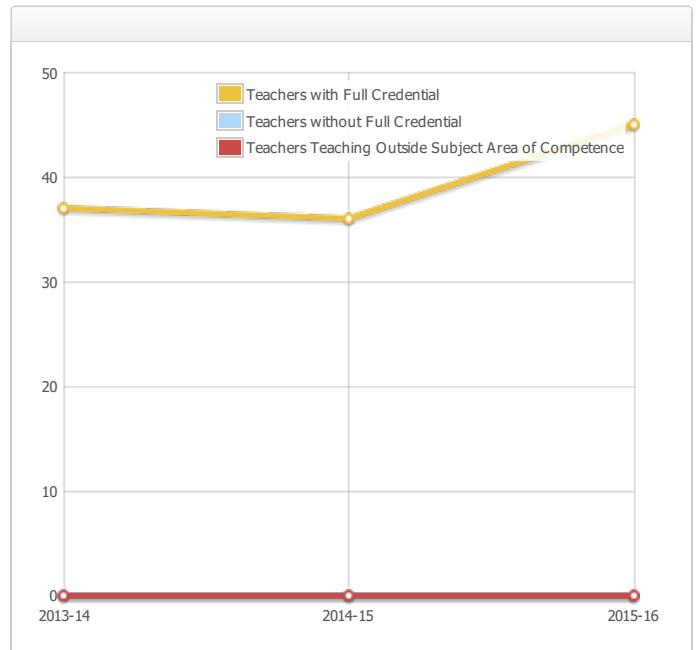
State Priority: Basic

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

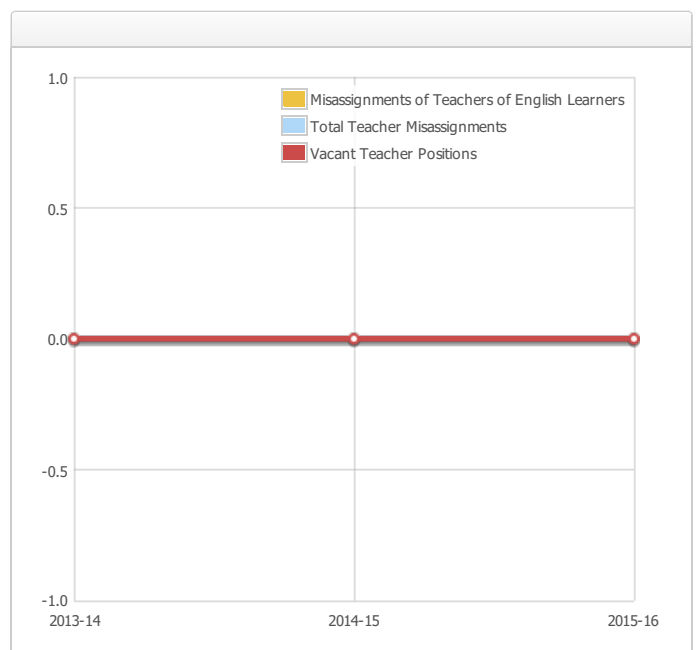
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	37	36	45	447
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/25/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/21/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	0.0%	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.

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

Year and month in which data were collected: January 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 Harcourt Grade 8: Algebra 1.....Houghton Mifflin Harcourt Grade 8: Geometry.....Houghton Mifflin Harcourt	Yes	0.0 %
Science	Grades 6-8: CA Science Explorer-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)			0.0 %

Last updated: 1/26/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Parras Middle School has a consistent maintenance and grounds care program that keep this site in top condition. Improvements that have been scheduled for the 2015-16 school year include:

Modernization of one, 3 classroom building.

Construct four (4) new classrooms, two (2) restrooms and one (1) new lunch shade structure.

Remove all windows in all existing classrooms and install new storefront window systems.

Install air conditioning in Library building.

Install secure parent portal entrance to Administration Building.

Last updated: 1/12/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: May 2015

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

Year and month in which data were collected: May 2015

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/11/2016

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	70.0%	68.0%	44.0%
Mathematics (grades 3-8 and 11)	55.0%	55.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	360	354	98.3%	6.0%	21.0%	43.0%	30.0%
Male	360	168	46.7%	9.0%	24.0%	42.0%	24.0%
Female	360	186	51.7%	4.0%	18.0%	43.0%	34.0%
Black or African American	360	12	3.3%	17.0%	8.0%	33.0%	42.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	360	38	10.6%	3.0%	16.0%	39.0%	42.0%
Filipino	360	6	1.7%	--	--	--	--
Hispanic or Latino	360	59	16.4%	12.0%	27.0%	39.0%	22.0%
Native Hawaiian or Pacific Islander	360	4	1.1%	--	--	--	--
White	360	217	60.3%	6.0%	21.0%	45.0%	28.0%
Two or More Races	360	18	5.0%	6.0%	22.0%	33.0%	39.0%
Socioeconomically Disadvantaged	360	36	10.0%	28.0%	33.0%	31.0%	8.0%
English Learners	360	11	3.1%	36.0%	27.0%	27.0%	9.0%
Students with Disabilities	360	31	8.6%	35.0%	35.0%	23.0%	6.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	372	361	97.0%	11.0%	16.0%	47.0%	26.0%
Male	372	183	49.2%	14.0%	19.0%	49.0%	19.0%
Female	372	178	47.8%	9.0%	13.0%	45.0%	33.0%
Black or African American	372	7	1.9%	--	--	--	--
American Indian or Alaska Native	372	1	0.3%	--	--	--	--
Asian	372	41	11.0%	2.0%	7.0%	54.0%	37.0%
Filipino	372	18	4.8%	11.0%	22.0%	56.0%	11.0%
Hispanic or Latino	372	63	16.9%	14.0%	21.0%	49.0%	16.0%
Native Hawaiian or Pacific Islander	372	3	0.8%	--	--	--	--
White	372	210	56.5%	11.0%	15.0%	43.0%	30.0%
Two or More Races	372	18	4.8%	17.0%	11.0%	67.0%	6.0%
Socioeconomically Disadvantaged	372	52	14.0%	12.0%	42.0%	40.0%	6.0%
English Learners	372	11	3.0%	36.0%	27.0%	36.0%	0.0%
Students with Disabilities	372	26	7.0%	58.0%	19.0%	15.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	373	368	98.7%	11.0%	23.0%	42.0%	24.0%
Male	373	208	55.8%	14.0%	23.0%	42.0%	21.0%
Female	373	160	42.9%	6.0%	23.0%	43.0%	28.0%
Black or African American	373	22	5.9%	23.0%	36.0%	27.0%	14.0%
American Indian or Alaska Native	373	1	0.3%	--	--	--	--
Asian	373	45	12.1%	7.0%	13.0%	42.0%	38.0%
Filipino	373	9	2.4%	--	--	--	--
Hispanic or Latino	373	55	14.7%	20.0%	25.0%	45.0%	9.0%
Native Hawaiian or Pacific Islander	373	3	0.8%	--	--	--	--
White	373	212	56.8%	8.0%	25.0%	40.0%	27.0%
Two or More Races	373	21	5.6%	5.0%	10.0%	57.0%	29.0%
Socioeconomically Disadvantaged	373	51	13.7%	20.0%	37.0%	29.0%	14.0%
English Learners	373	16	4.3%	44.0%	19.0%	31.0%	6.0%
Students with Disabilities	373	29	7.8%	48.0%	24.0%	21.0%	7.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	360	354	98.3%	11.0%	32.0%	30.0%	27.0%
Male	360	168	46.7%	13.0%	31.0%	29.0%	27.0%
Female	360	186	51.7%	9.0%	33.0%	31.0%	27.0%
Black or African American	360	12	3.3%	8.0%	50.0%	25.0%	17.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	360	38	10.6%	3.0%	21.0%	39.0%	37.0%
Filipino	360	6	1.7%	--	--	--	--
Hispanic or Latino	360	59	16.4%	22.0%	42.0%	17.0%	19.0%
Native Hawaiian or Pacific Islander	360	4	1.1%	--	--	--	--
White	360	217	60.3%	9.0%	32.0%	32.0%	27.0%
Two or More Races	360	18	5.0%	17.0%	17.0%	22.0%	44.0%
Socioeconomically Disadvantaged	360	36	10.0%	44.0%	31.0%	22.0%	3.0%
English Learners	360	11	3.1%	27.0%	55.0%	9.0%	9.0%
Students with Disabilities	360	31	8.6%	48.0%	26.0%	16.0%	10.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	372	361	97.0%	14.0%	31.0%	27.0%	28.0%
Male	372	183	49.2%	14.0%	28.0%	28.0%	30.0%
Female	372	178	47.8%	14.0%	35.0%	26.0%	25.0%
Black or African American	372	7	1.9%	--	--	--	--
American Indian or Alaska Native	372	1	0.3%	--	--	--	--
Asian	372	41	11.0%	0.0%	12.0%	34.0%	54.0%
Filipino	372	18	4.8%	11.0%	39.0%	22.0%	28.0%
Hispanic or Latino	372	63	16.9%	24.0%	41.0%	14.0%	21.0%
Native Hawaiian or Pacific Islander	372	3	0.8%	--	--	--	--
White	372	210	56.5%	12.0%	32.0%	29.0%	27.0%
Two or More Races	372	18	4.8%	17.0%	28.0%	44.0%	11.0%
Socioeconomically Disadvantaged	372	52	14.0%	33.0%	46.0%	17.0%	4.0%
English Learners	372	11	3.0%	18.0%	45.0%	36.0%	0.0%
Students with Disabilities	372	26	7.0%	58.0%	27.0%	4.0%	12.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	373	368	98.7%	20.0%	26.0%	24.0%	30.0%
Male	373	208	55.8%	22.0%	23.0%	25.0%	30.0%
Female	373	160	42.9%	18.0%	29.0%	23.0%	31.0%
Black or African American	373	22	5.9%	32.0%	45.0%	14.0%	9.0%
American Indian or Alaska Native	373	1	0.3%	--	--	--	--
Asian	373	45	12.1%	9.0%	18.0%	31.0%	42.0%
Filipino	373	9	2.4%	--	--	--	--
Hispanic or Latino	373	55	14.7%	25.0%	27.0%	24.0%	24.0%
Native Hawaiian or Pacific Islander	373	3	0.8%	--	--	--	--
White	373	212	56.8%	21.0%	25.0%	22.0%	32.0%
Two or More Races	373	21	5.6%	5.0%	33.0%	29.0%	33.0%
Socioeconomically Disadvantaged	373	51	13.7%	37.0%	27.0%	14.0%	22.0%
English Learners	373	16	4.3%	38.0%	19.0%	25.0%	19.0%
Students with Disabilities	373	29	7.8%	66.0%	14.0%	10.0%	10.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	90.0%	90.0%	87.0%	81.0%	83.0%	79.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	79.0%
All Students at the School	87.0%
Male	86.0%
Female	86.0%
Black or African American	76.0%
American Indian or Alaska Native	--
Asian	89.0%
Filipino	--
Hispanic or Latino	79.0%
Native Hawaiian or Pacific Islander	--
White	88.0%
Two or More Races	100.0%
Socioeconomically Disadvantaged	70.0%
English Learners	62.0%
Students with Disabilities	58.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	11.9%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

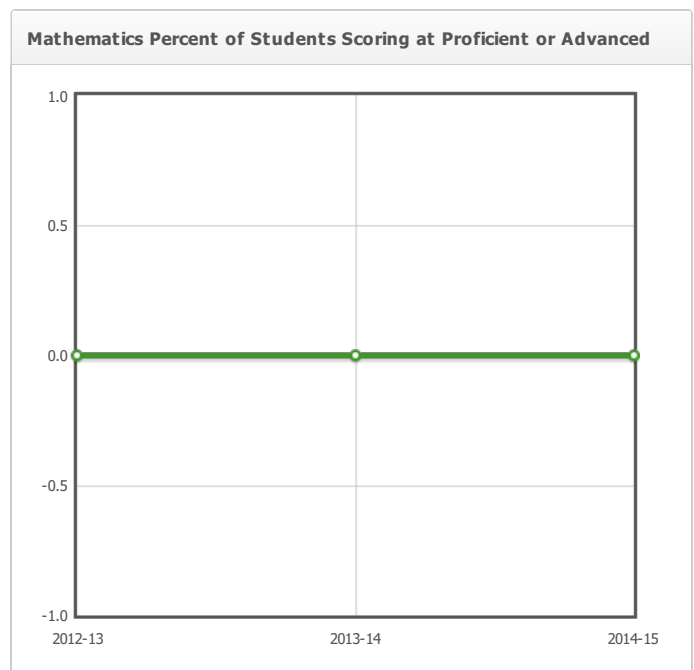
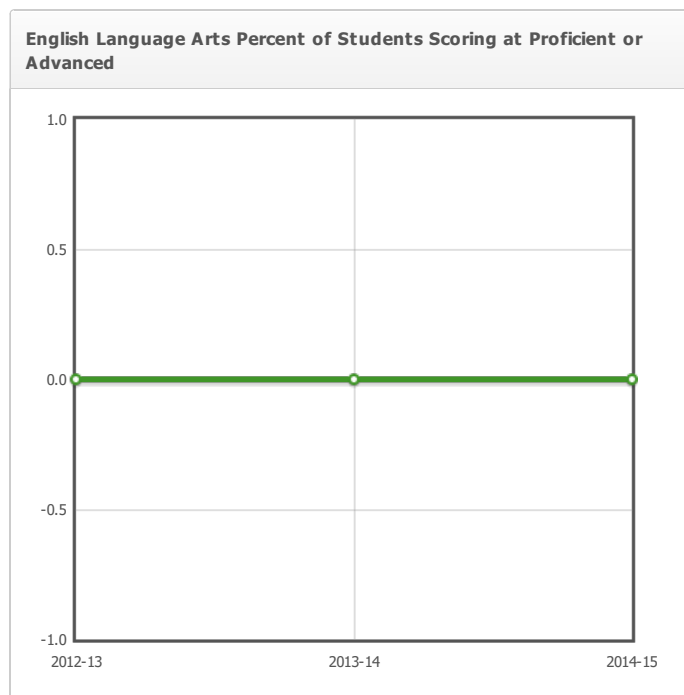
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	75.0%	42.0%	46.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	74.0%	41.0%	46.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	--	--	--	--	--	--
All Students at the School	--	--	--	--	--	--
Male	--	--	--	--	--	--
Female	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
English Learners	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

At Parras Middle School, we work hard to foster a strong relationship between the school, home and student. Through this partnership, we are able to help ensure that students are successful learners. To help facilitate the involvement of parents in their child's education, we provide the following opportunities:

- Parent Teacher Student Association (PTSA)

The Parras Middle School PTSA plays a large part in helping our students, teachers and school be successful. Parents who are members of this organization help to organize large events such as our student registration at the beginning of the year. PTSA helps to raise funds which are used to provide assemblies that focus on the performing arts for our students. PTSA members volunteer their time to help organize school functions such as the Renaissance Faire, Greek Day, and our end of year activities for our eighth grade students such as the Disneyland fieldtrip. Our PTSA produces a weekly newsletter that is sent to all parents to keep them informed of the happenings at our school. They provide funding for our teachers which allows them to purchase supplies needed to enrich their students' education. The PTSA meets once a month to discuss important topics related to the school and their children.

- School Site Council (SSC)

The SSC is an advisory council that is made up of parents, teachers, students and other staff members. This group meets to discuss our Single Plan for Student Achievement (SPSA) which is a working document that addresses school climate, academic achievement, parental involvement, implementing the common core, among other topics. Parents are elected to this body and they help to provide valuable insight and feedback for the SPSA.

- English Language Advisement Committee (ELAC)

Parents of our English language learners make up the Parras Middle School ELAC. This group offers suggestions to help improve the education for English language learners. This committee meets throughout the school year and is also represented on our SSC.

A priority of Parras Middle School is to have strong school to home communication. To help facilitate this, we have a variety of ways to keep parents informed of about their children's progress and what is happening at Parras Middle School. These methods include:

- Infinite Campus Access – Parents are able to view online their child's quarter grades, assignment grades and period attendance in real time.
- Infinite Campus Bulletin – Each week parents are able to view what will be happening at Parras Middle School by accessing the Infinite Campus app.
- Quarter grades and progress reports are mailed home approximately every 9 weeks. Parents will receive a progress report if their child is earning a C- or below.
- School Web Page – At www.parrasmiddle.org, we have a comprehensive school webpage that has news, a calendar, and other pertinent information for parents to access. The website has become our central repository for school documents needed by parents.
- Each week our PTSA emails a newsletter with important information to parents.
- Through ParentLink, we are able to email, text, and voice call all parents. This service is used to quickly communicate information if needed.

State Priority: Pupil Engagement

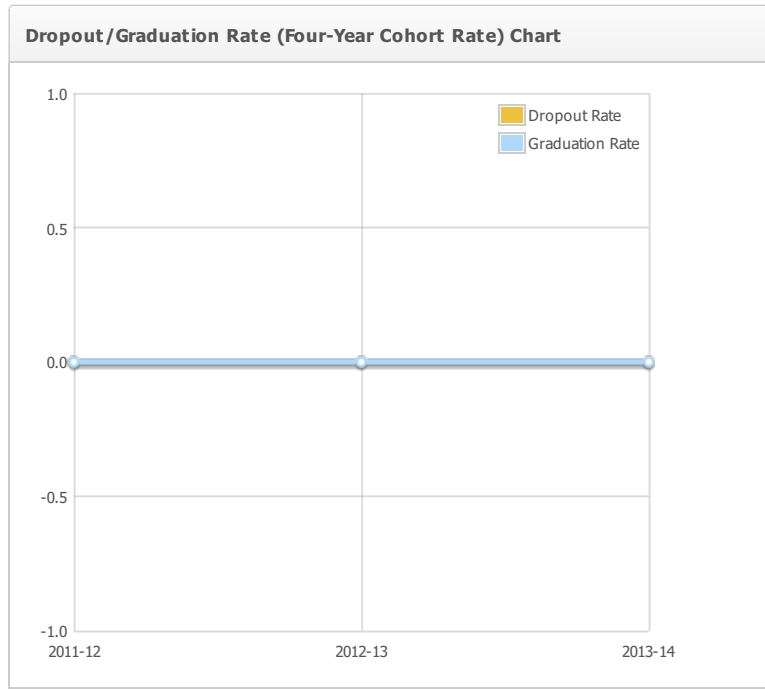
Last updated: 1/26/2016

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	91.70	90.70	94.10	78.87	80.44	80.95



Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	93	84
Black or African American	--	98	76
American Indian or Alaska Native	--	100	78
Asian	--	95	92
Filipino	--	100	96
Hispanic or Latino	--	93	81
Native Hawaiian or Pacific Islander	--	100	83
White	--	91	89
Two or More Races	--	100	82
Socioeconomically Disadvantaged	--	91	81
English Learners	--	60	50
Students with Disabilities	--	71	61
Foster Youth	--	--	--

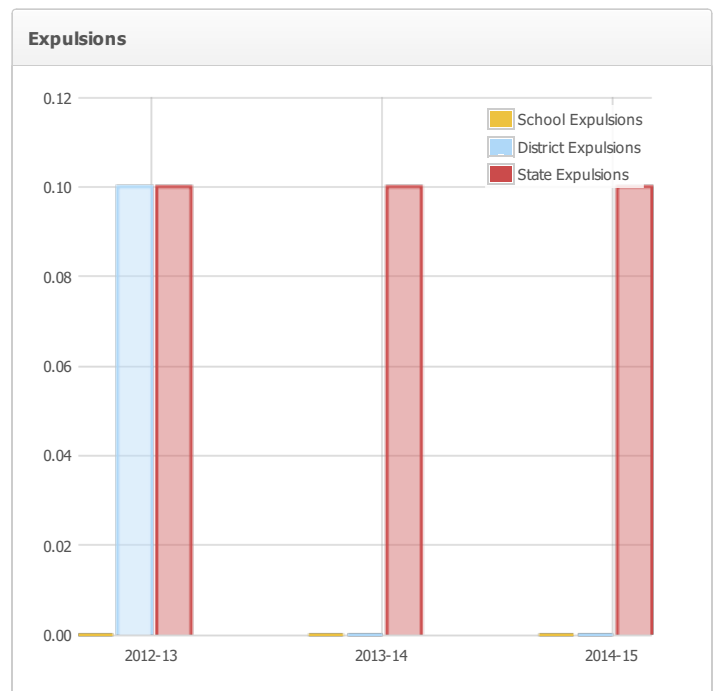
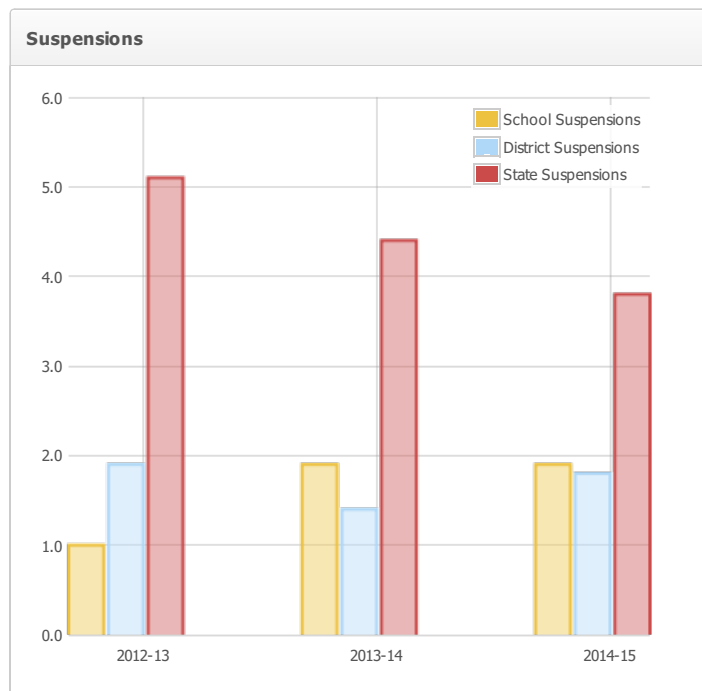
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.0	1.9	1.9	1.9	1.4	1.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1



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: 1/28/2016

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/8/2016

Federal Intervention Program (School Year 2015-16)

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	50.0%

Note: Cells with NA values do not require data.

Last updated: 1/8/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	33.0	3	11	43	33.0	12	45	30.0	5	33	29	
Other												

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

Last updated: 1/8/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	28.0	4	10	11	29.0	5	10	11	29.0	4	9	14
Mathematics	27.0	5	11	8	29.0	3	13	8	12.0	4		
Science	32.0	1	5	15	32.0	1	5	16	32.0	1	6	16
Social Science	32.0	1	6	14	32.0	1	5	16	32.0	1	5	17

* 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: 1/8/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	549.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.8	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: 1/28/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7076.5	\$2444.4	\$4632.1	\$69246.8
District	N/A	N/A	\$5279.4	\$72814.0
Percent Difference – School Site and District	N/A	N/A	-12.3%	-4.9%
State	N/A	N/A	\$5348.0	\$69257.0
Percent Difference – School Site and State	N/A	N/A	-13.4%	0.0%

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

Last updated: 1/26/2016

Types of Services Funded (Fiscal Year 2014-15)

Parras Middle School receives LCFF Base Funding along with LCFF Supplemental Funding. Our LCFF Supplemental Funding is used to promote course access for students, improve school climate, increase academic achievement, implement the common core state standards and increase parental involvement.

LCFF Supplemental Funding is used to pay for a Library-Media Tech position. This position has allowed us to open our library for students during all times of the day. In the library students are taught about research methods, they check out books that are of interest to them, and access reference materials for their classes. We have expanded access to our award winning band program by purchasing additional instruments with LCFF Supplemental Funding so that more students can participate. Additionally, we have used LCFF Supplemental Funding to provide training for teachers in the CCSS in math and language arts. This in turn will help increase student academic achievement.

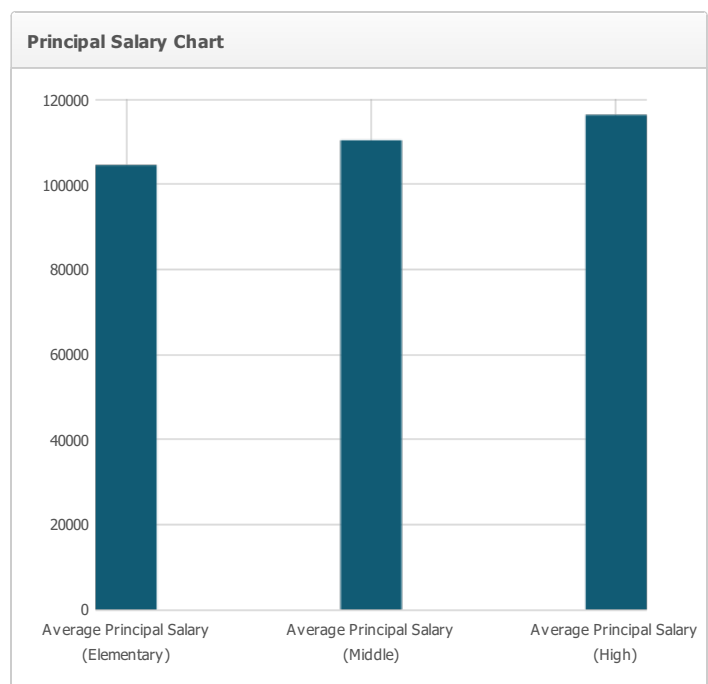
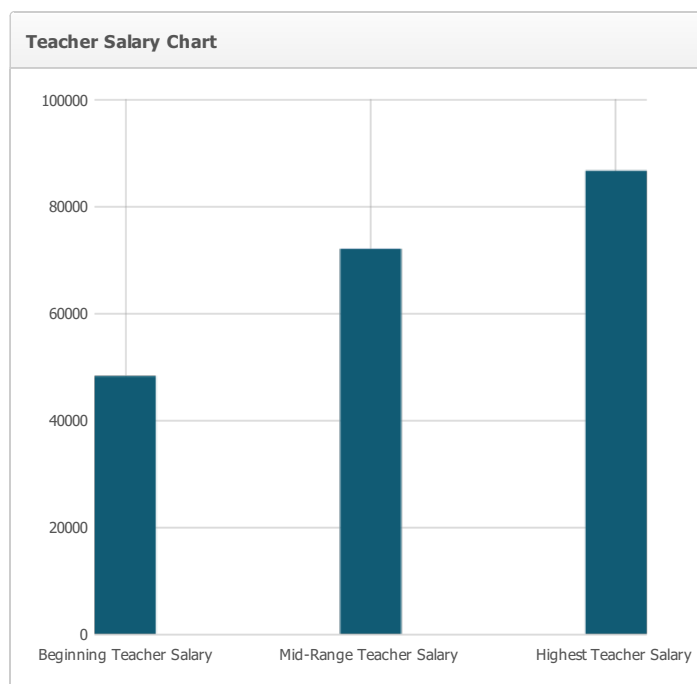
LCFF Base Funding has been used to purchase supplies and materials for teachers to use in their classrooms. Funds have also been used to purchase water bottle filling stations so they can be installed throughout our campus. This will help to encourage students to drink more water and help to reduce waste on our campus. In order to teach and promote physical fitness to our students, LCFF Base Funding was used to purchase equipment for our physical education program.

Last updated: 1/25/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,236	\$42,315
Mid-Range Teacher Salary	\$72,001	\$66,451
Highest Teacher Salary	\$86,612	\$85,603
Average Principal Salary (Elementary)	\$104,496	\$105,079
Average Principal Salary (Middle)	\$110,338	\$111,005
Average Principal Salary (High)	\$116,302	\$121,310
Superintendent Salary	\$248,729	\$189,899
Percent of Budget for Teacher Salaries	42.0%	39.0%
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/>.



Advanced Placement Courses (School Year 2014-15)

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.

Note : AP means Advanced Placement.

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 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: 1/13/2016