

Parras (Nick G.) Middle

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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Dr. Lars Nygren

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 (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Redondo Beach Unified
Phone Number	(310) 379-5449
Superintendent	Dr. Steven Keller
E-mail Address	skeller@rbusd.org
Web Site	http://www.rbusd.org

School Contact Information (School Year 2016-17)	
School Name	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
E-mail Address	lnygren@rbusd.org
Web Site	http://parras.middle.org
County-District-School (CDS) Code	19753416022081

Last updated: 1/26/2017

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

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.

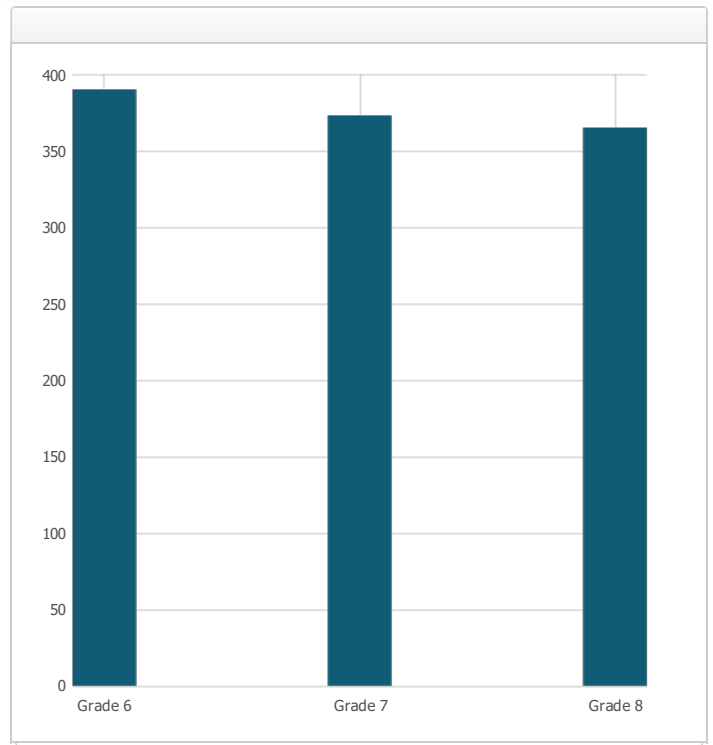
Our school is over 50 years old; however, the facilities are unmatched in many ways. With the funds provided by the Redondo Beach community through Measure C, E, and Q bonds, our school has undergone extensive renovations and construction. Each student is issued their own Google Chromebook to use in 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: 2/1/2017

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

Grade Level	Number of Students
Grade 6	390
Grade 7	373
Grade 8	365
Total Enrollment	1128

*Last updated: 2/1/2017***Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	2.7 %
American Indian or Alaska Native	0.6 %
Asian	10.1 %
Filipino	2.3 %
Hispanic or Latino	16.6 %
Native Hawaiian or Pacific Islander	0.7 %
White	58.0 %
Two or More Races	9.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	11.2 %
English Learners	2.8 %
Students with Disabilities	8.8 %
Foster Youth	0.0 %

Last updated: 2/1/2017

A. Conditions of Learning

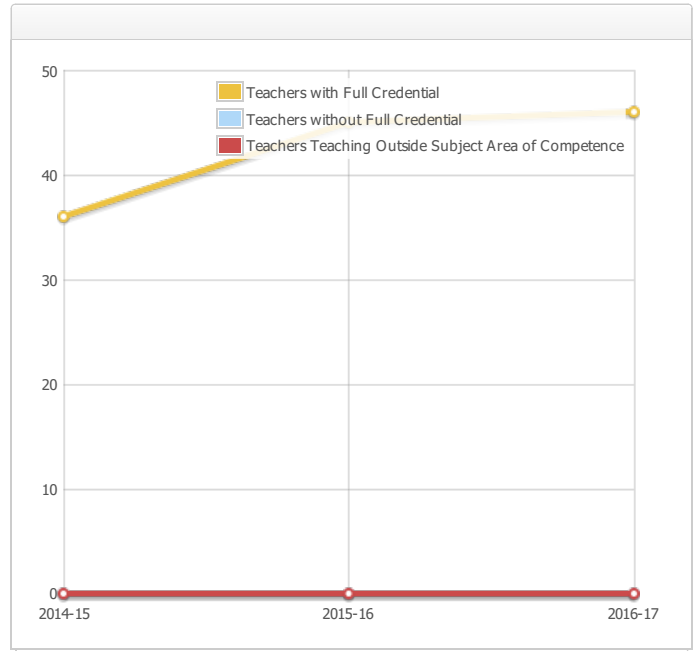
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

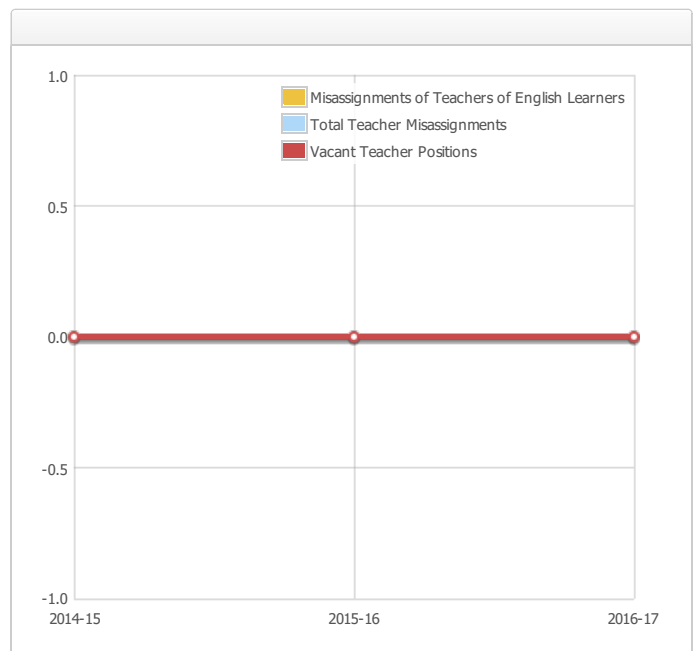
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	36	45	46	432
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/27/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/27/2017

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

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

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

Last updated: 1/27/2017

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

Year and month in which data were collected: January 2017

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 Grades 6-8: Algebra 1..... Houghton Mifflin Harcourt Grades 6-8: Geometry..... Houghton Mifflin Harcourt	Yes	0.0 %
Science	Grades 6-8: CA Science Explore-Focus on Science..... Pearson Prentice Hall	Yes	0.0 %
History-Social Science	Grade 6: Social Studies, Ancient Civilizations..... Holt Grade 7: Social Studies, Medieval to Early Modern Times..... Holt Grade 8: Social Studies, U.S. History, Independence to 1914.....Holt	Yes	0.0 %
Foreign Language	Grades 6-8: Avancemos Level 1..... McDougal Littell Grades 6-8: Chinese Link Level 1.....Pearson/Prentice Hall	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2017

School Facility Conditions and Planned Improvements

Parras Middle School has a consistent maintenance and grounds care program that keep this site in top condition. Improvements for the 2016-17 school year include:

- Warranty replacement of synthetic playfield.
- Construct 4 new classrooms
- Modernize 3 existing classrooms and new roof
- Reroof ASB room.
- Paint entire site.
- New A/C in existing library.
- New lunch shelter.
- New sanitary sewer connection to new/existing classrooms.
- New windows all areas.
- New secure entry portal.
- New carpet and lighting upgrade in Admin Bldg.
- Bogan PA upgrade.

Last updated: 2/1/2017

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/27/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	70.0%	77.0%	68.0%	73.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	56.0%	60.0%	56.0%	61.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2017

ELA - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	393	380	96.7%	75.3%
Male	203	198	97.5%	69.2%
Female	190	182	95.8%	81.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	44	43	97.7%	76.7%
Filipino	--	--	--	--
Hispanic or Latino	53	51	96.2%	62.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	246	236	95.9%	78.4%
Two or More Races	31	31	100.0%	77.4%
Socioeconomically Disadvantaged	37	34	91.9%	47.1%
English Learners	--	--	--	--
Students with Disabilities	37	35	94.6%	25.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	376	367	97.6%	79.0%
Male	177	173	97.7%	70.5%
Female	199	194	97.5%	86.6%
Black or African American	14	14	100.0%	78.6%
American Indian or Alaska Native	--	--	--	--
Asian	31	30	96.8%	86.7%
Filipino	--	--	--	--
Hispanic or Latino	70	67	95.7%	68.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	203	200	98.5%	80.5%
Two or More Races	48	46	95.8%	84.8%
Socioeconomically Disadvantaged	43	43	100.0%	58.1%
English Learners	--	--	--	--
Students with Disabilities	32	31	96.9%	32.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/26/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	371	356	96.0%	76.4%
Male	188	185	98.4%	70.8%
Female	183	171	93.4%	82.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	38	95.0%	84.2%
Filipino	16	16	100.0%	81.3%
Hispanic or Latino	66	64	97.0%	68.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	211	201	95.3%	79.1%
Two or More Races	25	24	96.0%	70.8%
Socioeconomically Disadvantaged	54	53	98.2%	56.6%
English Learners	--	--	--	--
Students with Disabilities	31	29	93.6%	20.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	393	380	96.7%	60.5%
Male	203	198	97.5%	61.6%
Female	190	182	95.8%	59.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	44	43	97.7%	76.7%
Filipino	--	--	--	--
Hispanic or Latino	53	51	96.2%	45.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	246	236	95.9%	62.7%
Two or More Races	31	31	100.0%	51.6%
Socioeconomically Disadvantaged	37	34	91.9%	29.4%
English Learners	--	--	--	--
Students with Disabilities	37	35	94.6%	22.9%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	376	367	97.6%	56.1%
Male	177	173	97.7%	49.7%
Female	199	194	97.5%	61.9%
Black or African American	14	14	100.0%	35.7%
American Indian or Alaska Native	--	--	--	--
Asian	31	30	96.8%	76.7%
Filipino	--	--	--	--
Hispanic or Latino	70	67	95.7%	31.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	203	200	98.5%	61.5%
Two or More Races	48	46	95.8%	60.9%
Socioeconomically Disadvantaged	43	43	100.0%	25.6%
English Learners	--	--	--	--
Students with Disabilities	32	31	96.9%	19.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	371	356	96.0%	64.6%
Male	188	185	98.4%	63.9%
Female	183	171	93.4%	65.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	38	95.0%	86.8%
Filipino	16	16	100.0%	75.0%
Hispanic or Latino	66	64	97.0%	41.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	211	201	95.3%	69.2%
Two or More Races	25	24	96.0%	69.6%
Socioeconomically Disadvantaged	54	53	98.2%	25.5%
English Learners	--	--	--	--
Students with Disabilities	31	29	93.6%	20.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90.0%	87.0%	92.0%	83.0%	79.0%	81.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	371	357	96.2%	91.6%
Male	188	185	98.4%	91.9%
Female	183	172	94.0%	91.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	38	95.0%	100.0%
Filipino	16	16	100.0%	100.0%
Hispanic or Latino	66	64	97.0%	81.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	211	202	95.7%	94.1%
Two or More Races	25	24	96.0%	87.5%
Socioeconomically Disadvantaged	54	53	98.2%	83.0%
English Learners	--	--	--	--
Students with Disabilities	31	29	93.6%	62.1%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2017

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	7.1%	19.8%	66.8%

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: 2/1/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

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: 2/1/2017

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

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

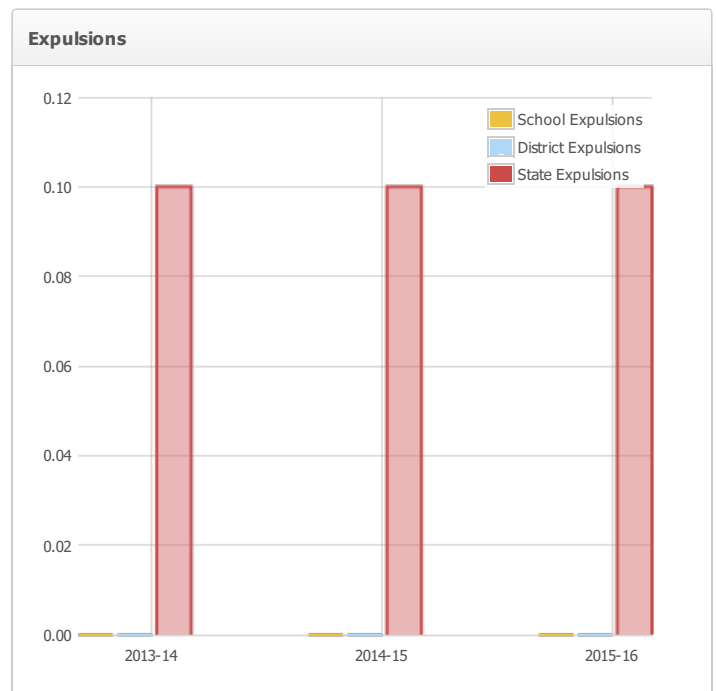
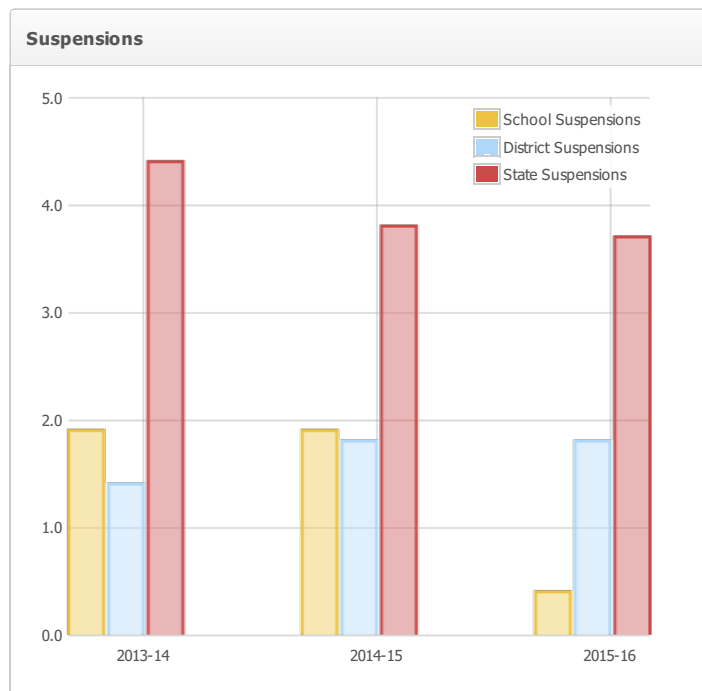
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.9	1.9	0.4	1.4	1.8	1.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

The Redondo Beach Unified School District has developed Comprehensive School Safety Plans and coordinated school crisis response procedures in partnership with law enforcement and emergency response organizations. The Comprehensive School Safety Plans meet the requirements of the annual Safety Plan Process under California SB 187. As stated in SB 187, school safety plans are updated annually with participation from staff and additional stakeholders in a School Site Council.

District schools have also developed a "Grab and Go" guide to supplement the Comprehensive School Safety Plans. The Grab and Go guides detail teacher and staff procedures in an actual emergency, in addition to site emergency response teams.

Last updated: 2/1/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	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.

Last updated: 2/1/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.0	5	10	11	29.0	4	9	14	29.0	4	25	10
Mathematics	29.0	3	13	8	12.0	4	0	0	27.7	6	28	6
Science	32.0	1	5	16	32.0	1	6	16	32.1	1	14	20
Social Science	32.0	1	5	16	32.0	1	5	17	31.2	2	20	14

* 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: 2/1/2017

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1.2	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: 1/27/2017

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7076.5	\$2444.4	\$4632.1	\$69246.8
District	N/A	N/A	\$5279.4	\$72814.0
Percent Difference – School Site and District	--	--	-12.3%	-4.9%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	-13.4%	0.0%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

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.

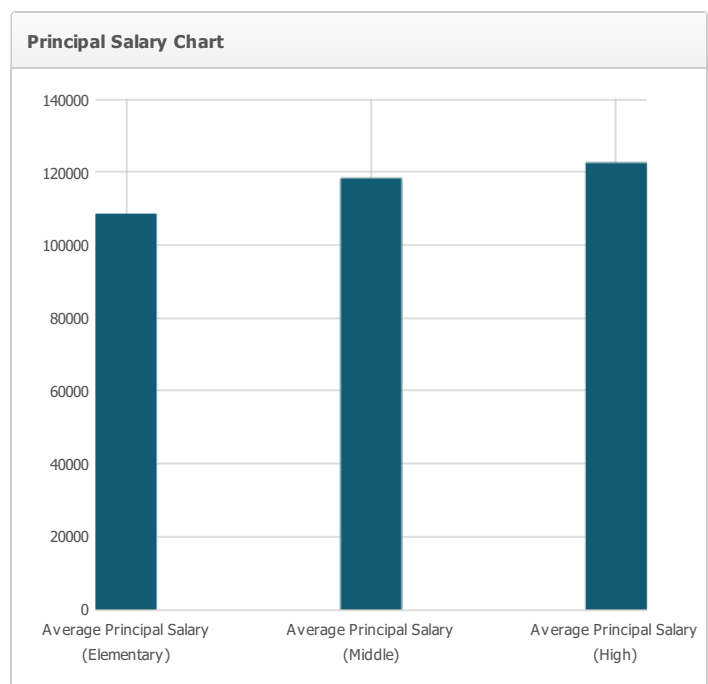
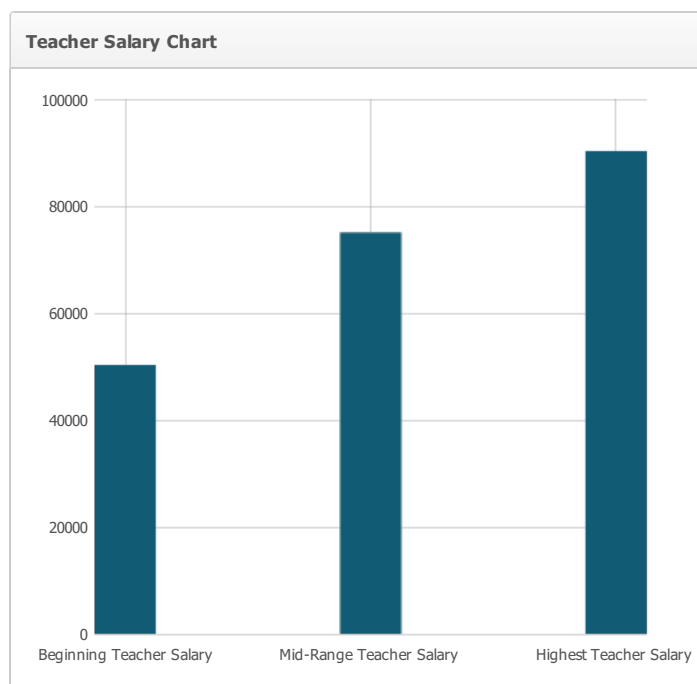
LCFF Base Funding has been used to purchase supplies and materials for teachers to use in their classrooms. Funds have also been used to purchase water bottle filling stations so they can be installed throughout our campus. This will help to encourage students to drink more water and help to reduce waste 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: 1/26/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,286	\$43,821
Mid-Range Teacher Salary	\$75,061	\$69,131
Highest Teacher Salary	\$90,293	\$89,259
Average Principal Salary (Elementary)	\$108,574	\$108,566
Average Principal Salary (Middle)	\$118,342	\$115,375
Average Principal Salary (High)	\$122,582	\$125,650
Superintendent Salary	\$268,376	\$198,772
Percent of Budget for Teacher Salaries	42.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Professional Development

The Redondo Beach Unified School District is focusing staff professional development (PD) in three main areas: effective instructional strategies aligned to Common Core State Standards (CCSS) at school sites; use of technology in instruction; and the implementation of Positive Behavioral Intervention and Supports (PBIS) in all schools. While the current PD does focus on instruction and curriculum in mathematics and English Language Arts (ELA), the RBUSD is also developing PD for the Next Generation Science Standards (NGSS) and social science standards.

The RBUSD is engaged in a multi-layered approach to delivering PD. The District provides PD through: teacher release time; conference attendance; one-day workshops; mentoring; and after-school, "early out" days. The elementary schools utilize weekly collaborative planning time through the implementation of a School Instructional Leadership Team and grade level leads.

The use of student data is critical to better assess and support individual student development. The District provides training on our student data management, Illuminate Education, to analyze individual and aggregate student progress. Elementary teachers and secondary math teachers utilize the Tenmarks math program both to assign and assess student performance. All of the above teachers have had PD training on the Tenmarks program.

Internal PD offerings are supplemented by partnering with external professional development organizations, including universities such as LMU and UCLA. Our partners advise on the District's program development and provide PD for teachers and administration on instructional programs for all students.

The District is designing a teacher coaching model in concert with the Redondo Beach Teachers Association to mentor teacher development in: differentiating instruction; developing CCSS aligned lesson plans; as well as English Language Development aligned instruction strategies to better support our English Learner student population.

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

Through the collective bargaining process, additional paid professional development days have been added to the teacher work calendar (1 additional day in 2015-2016, 2 additional days in 2016-2017 and 2017-2018).

Last updated: 2/1/2017