



200 N Lucia Avenue, Redondo Beach, CA 90277

2011-12 School Accountability Report Card ~ Published in 2012-13

### Redondo Beach Unified School District

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Dr. Steven Keller

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#### RBUSD

#### MISSION STATEMENT

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

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

### School Description and Mission Statement

This section provides information about the schools goals and programs.

Parras Middle School, located in South Redondo Beach, has an enrollment of 900 students. The school population consists of three grade levels, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>. The needs of the individual student are addressed through various programs designed to meet student needs: accelerated courses, resource support, and English language development. Seventeen different languages are spoken on our multicultural campus.

At Parras Middle School we believe that all students can and must learn at high levels of achievement. We endeavor to create a safe, inviting, and positive environment that supports each learner's academic and moral development. We are committed to ensuring that school priorities - inclusive of budgeting, programming, and facility usage - reflect a student-first attitude.

Our fundamental mission is to ensure continual growth in our students' learning and academic achievement while promoting responsible citizenship.

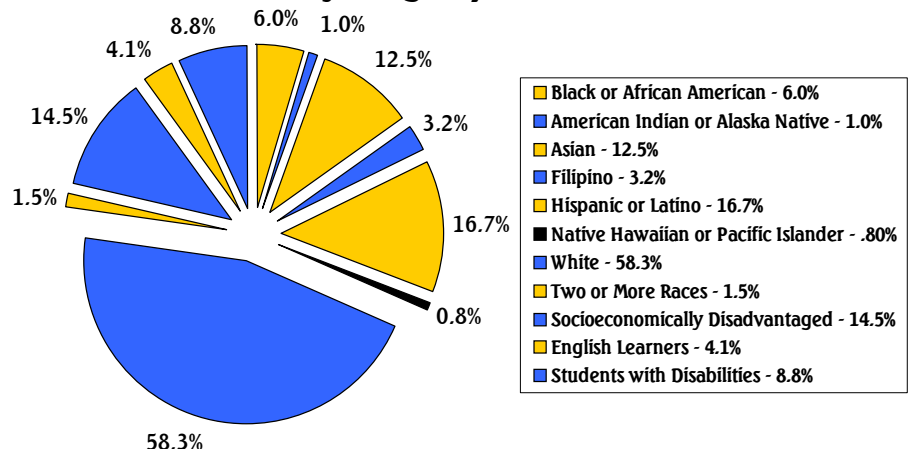
### Opportunities for Parental Involvement

Parents are encouraged to stay involved in their student's education by participating in Career Day, PTSA, dances, special school events like Greek Day, Renaissance Faire and Egyptian Day, School Site Council, Associated Student Body, technology, and fundraising activities. Parents may contact the office for further information and sign-ups.

### Student Enrollment by Grade Level (2011-12)

Grade 6	Grade 7	Grade 8	Total
286	322	296	904

### Student Enrollment by Subgroup (2011-12)



## Average Class Size

2009-10	English	27.9
	Mathematics	30.1
	Science	29.9
	Social Science	28.8
2010-11	English	26.4
	Mathematics	29.8
	Science	30.3
	Social Science	30.3
2011-12	English	29.1
	Mathematics	30.8
	Science	32.1
	Social Science	32.2

## Class Size Distribution

Yr.	Subject	Number of Classrooms		
		1-22	23-32	33+
2009-10	English	3	23	6
	Mathematics	3	11	14
	Science	2	18	10
	Social Science	2	24	5
2010-11	English	4	16	3
	Mathematics	2	10	12
	Science	1	11	8
	Social Science	1	12	7
2011-12	English	3	10	10
	Mathematics	3	7	12
	Science	0	7	12
	Social Science	0	9	10

## Suspensions and Expulsions

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

RATE	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	6.25	8.2	4.2	3.1	4.12	2.7
Expulsions	0.12	0.0	0.0	.05	0.11	.08

## School Safety Plan

School Safety is one of our highest priorities. Parras Middle School has developed a school safety plan that encompasses all aspects of school safety. All sites and the district office have completed new Emergency Plans aligned with the State Emergency Management System. The plans link communication, resources, services, and facilities in an up-to-date plan under the direction of Assistant Superintendent of Student Services, Frank DeSena at 310 379 5449. Each plan will be revised at the beginning of each year for a period of three years, at which time it will be rewritten.

## School Facility Conditions and Planned Improvements

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

## TEACHERS

### Teacher Credentials

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

Teachers	School			District 2011-12
	2009-10	2010-11	2011-12	
With Full Credential	36.6	36	34	380
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2009-10)

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

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

### Support Staff

The following is a list of support staff their fulltime equivalent. The average number of students per Academic Counselor is 452.

Academic Counselor	2.0
Librarian	
Psychologist	
Social Worker	
Nurse	
Health Aide	
Speech/Language/ Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

### Professional Development

Teachers work with administrators in planning and implementing staff development activities and curriculum improvement. To better meet the needs of students, Parras Middle School teachers continually upgrade their knowledge and skills by attending conferences that address a variety of subject areas such as visual and performing arts, integration of technology, and math development.

All teachers integrate technology into the curriculum through the use of classroom computers with digital projectors, document projectors, the multimedia computer laboratory, the library media center, and mobile computer carts. Parras Middle School teachers participated in numerous hours of in-service and workshops on technology. Furthermore, teachers utilize an on-line software system, Infinite Campus, to record attendance and grades, and parents may access this information from their home computers.

The district provides professional growth programs for administrators in areas such as technology, safe schools, instructional strategies, content and performance standards, and employee supervision.

# CURRICULUM AND INSTRUCTIONAL MATERIALS

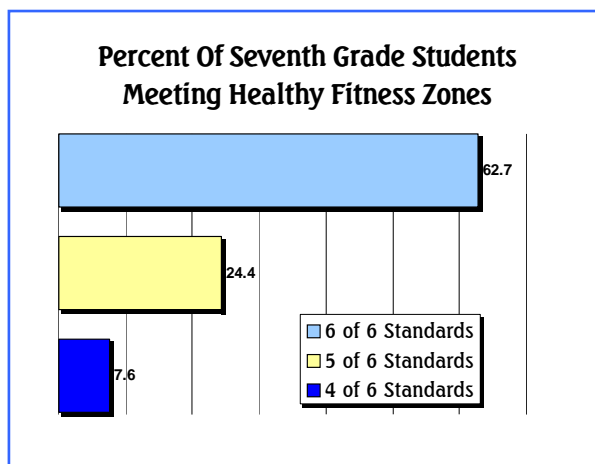
## Quality, Currency, and Availability of Textbooks and Instructional Materials (2012-13)

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

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

### California Physical Fitness Test Results

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



## STUDENT PERFORMANCE

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing assessment.

The CST's are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for Students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

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

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

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	81%	84%	83%	72%	74%	78%	52%	54%	56%
Mathematics	72%	70%	71%	64%	67%	69%	48%	50%	51%
Science	91%	90%	96%	79%	82%	84%	54%	57%	60%
History-Social Science	86%	83%	85%	68%	70%	72%	44%	48%	49%

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	69	84	72
All Students at the School	83	71	96	85
Male	78	68	94	85
Female	88	74	97	84
Black or African American	63	43	86	59
American Indian or Alaska Native				
Asian	91	90	100	88
Filipino	86	68		
Hispanic or Latino	74	65	94	80
Native Hawaiian or Pacific Islander				
White	86	72	96	88
Two or More Races	89	63		
Socioeconomically Disadvantaged	66	56	92	58
English Learners	32	32		
Students with Disabilities	51	35		24
Students Receiving Migrant Education Services				

## ACCOUNTABILITY

### Academic Performance Index (API)

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

### API Ranks - Three-Year Comparison

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	8	9	7

### Academic Performance Index Ranks

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

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

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2008-09	2009-10	2010-11
This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/D" means that no data were available to the CDE or LEA to report.	All Students at the School	24	-6	10
	Black or African American			
	American Indian or Alaska Native			
	Asian		10	-7
	Filipino			
	Hispanic or Latino	13	4	35
	Native Hawaiian or Pacific Islander			
	White	21	-6	12
	Two or More Races			
	Socioeconomically Disadvantaged	27	-28	10
	English Learners			
	Students with Disabilities			

## Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	879	916	6,285	891	4,664,264	788
Black or African American	51	818	434	833	313,201	710
American Indian or Alaska Native	8		38	833	31,606	742
Asian	113	970	760	944	404,670	905
Filipino	28	925	172	918	124,824	869
Hispanic or Latino	144	888	1,443	835	2,425,230	740
Native Hawaiian or Pacific Islander	6		67	892	26,563	775
White	515	922	3,201	910	1,221,860	853
Two or More Races	14	927	167	911	88,428	849
Socioeconomically Disadvantaged	117	846	1,297	825	2,779,680	737
English Learners	36	781	568	797	1,530,297	716
Students with Disabilities	83	707	802	743	530,935	607



### Adequate Yearly Progress

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

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

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

“Yes” Met 2011 AYP Criteria “No” Did not Meet 2011 AYP Criteria

### Federal Intervention Program (2012-13)

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

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		15.4%

the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## SCHOOL FINANCES

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	7655.12	2637.17	5017.95	65,709.07
District			5362.62	71,246
Percent Difference School Site and District			-6.4%	-7.8%
State			\$5,455	\$66,336
Percent Difference School Site and State			-8.0%	-0.9%

## Teacher and Administrative Salaries (Fiscal Year 2010-11)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,290	\$40,656
Mid-Range Teacher Salary	\$70,589	\$64,181
Highest Teacher Salary	\$84,914	\$82,486
Average Principal Salary (Elementary)	\$104,765	\$102,165
Average Principal Salary (Middle)	\$108,964	\$108,480
Average Principal Salary (High)	\$113,308	\$117,845
Superintendent Salary	\$230,440	\$181,081
Percent of Budget for Teacher Salaries	42.00%	40.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

## Types of Services Funded (2011-12)

Parras receives funding from EIA and a Block Grant. Funding was used to support the curriculum with supplementary materials, technology, extracurricular excursion, intervention programs, staff development and parent education workshops.



DataQuest is an online data tool 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. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.