

# Parras Middle

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Parras Middle
<b>Street</b>	200 North Lucia
<b>City, State, Zip</b>	Redondo Beach, CA 90277-3220
<b>Phone Number</b>	310.798.8616
<b>Principal</b>	Jonathan Erickson
<b>Email Address</b>	jerickson@rbusd.org
<b>Website</b>	<a href="http://www.parrasmiddle.org/">http://www.parrasmiddle.org/</a>
<b>County-District-School (CDS) Code</b>	19753416022081

Entity	Contact Information
District Name	Redondo Beach Unified School District
Phone Number	(310) 379-5449
Superintendent	Dr. Steven Keller
Email Address	skeller@rbusd.org
Website	<a href="http://www.rbusd.org/">http://www.rbusd.org/</a>

### School Description and Mission Statement (School Year 2019-20)

Parras' mission is "To ensure continual growth in every student's 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. Our school has been awarded the highly distinguished honor of being named a Blue Ribbon School in 1994, California Distinguished School in 2005 and 2009, and California Gold Ribbon School in 2015.

Our school is over 65 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 Chromebook to use in school and at home. 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 entering sixth graders are placed on a team of teachers who teach 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.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	417
Grade 7	414
Grade 8	426
<b>Total Enrollment</b>	<b>1,257</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.6
Asian	7.4
Filipino	2.5
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	0.1
White	53.5
Two or More Races	14.9
Socioeconomically Disadvantaged	13.1
English Learners	2.3
Students with Disabilities	9.1
Foster Youth	0.1
Homeless	

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	47	49	48	456
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 6-8: Study Sync ELA/ELD.....McGraw Hill Education	Yes	0
<b>Mathematics</b>	Grades 6-8: Common Core Math.....Houghton Mifflin Haracourt Grades 6-8: Algebra 1.....Houghton Mifflin Haracourt Grades 6-8: Geometry.....Houghton Mifflin Haracourt	Yes	0
<b>Science</b>	Grades 6-8: Amplify Science	Yes	0
<b>History-Social Science</b>	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
<b>Foreign Language</b>	Grades 6-8: Avancemos Level 1.....McDougal Littell Grades 6-8: Chinese Link Level 1.....Pearson/Prentice Hall	Yes	0
<b>Health</b>	Grades 7-8: Positive Prevention Plus	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>			N/A

## School Facility Conditions and Planned Improvements (Most Recent Year)

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Install new basketball poles and hoops in lower courts  
complete Installation air conditioning in classrooms  
HVAC controls upgrade

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 2019 May

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

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	76	78	74	78	50	50
Mathematics (grades 3-8 and 11)	72	76	69	72	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1263	1246	98.65	1.35	77.93
Male	666	655	98.35	1.65	72.21
Female	597	591	98.99	1.01	84.26
Black or African American	30	30	100.00	0.00	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	100	97	97.00	3.00	84.54
Filipino	19	18	94.74	5.26	94.44
Hispanic or Latino	233	231	99.14	0.86	70.56
Native Hawaiian or Pacific Islander					
White	673	665	98.81	1.19	79.40

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	201	198	98.51	1.49	81.82
Socioeconomically Disadvantaged	170	166	97.65	2.35	62.65
English Learners	63	59	93.65	6.35	50.85
Students with Disabilities	116	112	96.55	3.45	34.82
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1263	1251	99.05	0.95	75.68
Male	666	658	98.80	1.20	74.32
Female	597	593	99.33	0.67	77.20
Black or African American	30	30	100.00	0.00	63.33
American Indian or Alaska Native	--	--	--	--	--
Asian	100	100	100.00	0.00	90.00
Filipino	19	18	94.74	5.26	94.44
Hispanic or Latino	233	231	99.14	0.86	64.94
Native Hawaiian or Pacific Islander					
White	673	667	99.11	0.89	77.18
Two or More Races	201	198	98.51	1.49	77.78
Socioeconomically Disadvantaged	170	168	98.82	1.18	57.14
English Learners	63	62	98.41	1.59	62.90
Students with Disabilities	116	114	98.28	1.72	33.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	9.7	20.9	61.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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 field trip. 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 allow s 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 School 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 Learner Advisory 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:

- PowerSchool Access – Parents are able to view online their child's quarter grades, assignment grades and period attendance in real time.
- Weekly E-Blast in ParentSquare – Each week parents are able to view what will be happening at Parras Middle School through a Friday email and by accessing the ParentSquare app.
- Progress reports and semester grader are mailed home periodically. Parents will receive a progress report if their child is earning a C- or below .
- School Web Page – At [www.parrasmiddle.org](http://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 ParentSquare, we are able to email, text, and voice call all parents. This service is used to quickly communicate information if needed.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	2.1	2.2	3.7	1.8	1.8	2.7	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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 SB187, 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 guide details teacher and staff procedures in an actual emergency, in addition to site emergency response teams.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
<b>English</b>	29	5	9	14	29	4	16	11	28	4	16	11
<b>Mathematics</b>	19	5	3		31	2	9	16	30	3	10	15
<b>Science</b>	31	2	5	18	32	1	9	16	31	2	7	18
<b>Social Science</b>	30	2	11	13	30	2	14	12	30	2	14	12

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
<b>Academic Counselors*</b>	502.8

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2.5

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1.2

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9142.13	3360.02	5782.11	81714.83
District	N/A	N/A	10647.85	\$84,193.00
Percent Difference - School Site and District	N/A	N/A	-59.2	-3.0
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-26.0	4.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

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

Our LCFF supplemental funding is used to raise the academic achievement and meet the social/emotional needs for students who are English learners (EL), foster youths, and/or low income students. These funds have been used to fund field trips for students who otherwise would not be able to attend. They have been spent on curriculum to address help them learn the English language. Teachers have developed systems to track the progress of our students in achieving the standards taught to them. We have also hired an English language learner support aide who is paid through supplemental funding.

LCFF Base Funding has been used to purchase supplies and materials for teachers to use in their classrooms. Funds have been used to bring in experts to provide training for our teachers so that they can better address the academic needs of our students. In order to teach and promote physical fitness to our students, LCFF Base Funding was used to purchase equipment for our physical education program. 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.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,786	\$49,084
Mid-Range Teacher Salary	\$83,269	\$76,091
Highest Teacher Salary	\$100,168	\$95,728
Average Principal Salary (Elementary)	\$126,678	\$118,990
Average Principal Salary (Middle)	\$133,334	\$125,674
Average Principal Salary (High)	\$141,116	\$137,589
Superintendent Salary	\$316,398	\$230,096
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Redondo Beach Unified School District is focusing staff professional development (PD) in three main areas: effective instructional strategies aligned to California State Standards at schools sites; use of technology in instruction; and the supporting of the social, emotional, and behavioral needs of all students, particularly through the implementation of Positive Behavioral Intervention and Supports (PBIS) in all schools. While the current PD does focus on instructional and curriculum in mathematics, English, and science, the RBUSD is also developing PD for History 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; book studies; 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.

Targeted teacher development activities are essential for increasing the quality of education to students. The below topics are a few of the professional development areas for this school year:

- Reading strategies and understanding text complexity
- MTSS and Tier 2 Intervention Strategies
- Supporting students with disabilities through inclusive practices and co-teaching
- Grade level articulation
- Professional Learning Communities (PLCs)
- Student mental health
- Suicide prevention
- Mastery Learning
- Examination of student assessment results

The use of student data is critical to better assess and support individual student development. The District provides training on our student data management, Performance Matters, to analyze individual and aggregate student progress. Elementary teachers and secondary math teachers receive ongoing training and support on diagnosing students learning targets and adjusting instruction to increase number sense.

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.

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 with BTSA, a new teacher receives support and resources to improve their teaching pedagogy.

Through the collective bargaining process, additional paid professional development days are included in the teacher work calendar.