

Parras Middle

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <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 at <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Parras Middle
Street	200 North Lucia
City, State, Zip	Redondo Beach, CA 90277-3220
Phone Number	310.798.8616
Principal	Jonathan Erickson
E-mail Address	jerickson@rbusd.org
Web Site	http://www.parrasmiddle.org/
CDS Code	19753416022081

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

School Description and Mission Statement (School Year 2018-19)

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 2017-18)

Grade Level	Number of Students
Grade 6	402
Grade 7	430
Grade 8	408
Total Enrollment	1,240

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.6
Asian	8.2
Filipino	1.8
Hispanic or Latino	18.3
Native Hawaiian or Pacific Islander	0.0
White	53.9
Socioeconomically Disadvantaged	12.5
English Learners	2.3
Students with Disabilities	9.0
Foster Youth	0.1

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	46	47	49	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	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: October 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 6-8: Literature and Language Arts.....Holt	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	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
Science	Grades 6-8: Amplify Science	Yes	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
Foreign Language	Grades 6-8: Avancemos Level 1.....McDougal Littell Grades 6-8: Chinese Link Level 1.....Pearson/Prentice Hall	Yes	0
Health	Grades 7-8: Positive Prevention Plus	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

- Install air conditioning in classrooms
- Warranty replacement of synthetic play field.
- Construct 4 new classrooms
- Modernize 3 existing classrooms and new roof
- Re-roof 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.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2018 May		
System Inspected	Repair Status	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 Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 May	
Overall Rating	Exemplary

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	77.0	76.0	73.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	66.0	72.0	65.0	69.0	37.0	38.0

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.

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1233	1211	98.22	76.38
Male	654	646	98.78	70.43
Female	579	565	97.58	83.19
Black or African American	25	25	100.00	60.00
American Indian or Alaska Native	--	--	--	--
Asian	99	97	97.98	83.51
Filipino	12	12	100.00	91.67
Hispanic or Latino	226	223	98.67	63.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	666	652	97.90	80.67
Two or More Races	196	193	98.47	77.20
Socioeconomically Disadvantaged	162	158	97.53	54.43
English Learners	76	73	96.05	56.16
Students with Disabilities	117	109	93.16	33.03
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 (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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,233	1,211	98.22	71.98
Male	654	647	98.93	71.25
Female	579	564	97.41	72.82
Black or African American	25	25	100	44
American Indian or Alaska Native	--	--	--	--
Asian	99	99	100	88.89
Filipino	12	12	100	83.33
Hispanic or Latino	226	223	98.67	54.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	666	651	97.75	74.96
Two or More Races	196	192	97.96	78.65
Socioeconomically Disadvantaged	162	158	97.53	40.13
English Learners	76	75	98.68	54.05
Students with Disabilities	117	108	92.31	29.91
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 (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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	7.7	24.2	62.4

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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:

- 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: 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.4	2.1	2.2	1.8	1.8	1.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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	2015-16				Avg. Class Size	2016-17			Avg. Class Size	2017-18				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	28.0	5	16	7	29.0	5	9	14	29.0	4	16	11		
Mathematics	16.0	6	1		19.0	5	3		31.0	2	9	16		
Science	32.0	1	6	16	31.0	2	5	18	32.0	1	9	16		
Social Science	31.0	2	12	10	30.0	2	11	13	30.0	2	14	12		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8422.82	2889.66	5533.16	75341.86
District	N/A	N/A	9902.1	\$82,747
Percent Difference: School Site and District	N/A	N/A	-56.6	-9.4
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-25.2	-1.6

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 2017-18)

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.

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. 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.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,234	\$47,547
Mid-Range Teacher Salary	\$82,445	\$74,775
Highest Teacher Salary	\$99,176	\$93,651
Average Principal Salary (Elementary)	\$124,189	\$116,377
Average Principal Salary (Middle)	\$131,934	\$122,978
Average Principal Salary (High)	\$140,263	\$135,565
Superintendent Salary	\$302,673	\$222,853
Percent of Budget for Teacher Salaries	42.0	35.0
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 (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 California State Standards at schools 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 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; 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
- Grade level articulation
- Professional Learning Communities (PLCs)
- Student mental health
- Mastery Learning
- Failure as part of the learning process
- 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, 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 stated 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.

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 have been added to the teacher work calendar (two additional days in 2017-18 and 2018-19).