

2019-20 Tanner SARC

About This School

District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Ruth Pérez
Email Address	rperez@paramount.k12.ca.us
Website	www.paramount.k12.ca.us

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Howard Tanner
Street	7210 Rosecrans Ave.
City, State, Zip	Paramount CA 90723-2502
Phone Number	(562) 602-8060
Principal	Holly Hennessy, Principal
Email Address	hhennessy@paramount.k12.ca.us
Website	https://tanner.pusdschools.net/
County-District-School (CDS) Code	19648730108779

School Description and Mission Statement (School Year 2020–2021)

Howard Tanner Elementary is in the city of Paramount and services the local community for students in Transitional Kindergarten through 5th grade. There is also a Pre-school on campus, which is run through the Early Childhood Education Department. It is all part of the Paramount Unified School District and adjacent to the cities of Compton and Long Beach. We have 19 general education teachers, 1 RSP teacher, 1 intervention teacher, 1 instructional coach for both ELA and Math, and 1 Teacher on special assignment who works specifically with at-risk students, chronic attendance and absenteeism. These teachers are all fully credentialed and trained to teach elementary students. Our school services approximately 500 students. Our student population is 88% Hispanic/Latino, 8% African American, and 4% other populations. We are a Title 1 school and currently all students are receiving free lunch through a federal and state funded lunch program.

We share the common belief that all children can learn and are capable of being successful. We maintain high expectations for student achievement and behavior, while providing them with the tools to excel in a global society. We strive to provide all students with a positive, safe and caring environment, with an emphasis on academics, and the inspiration to be a lifelong learner. Our primary goal is to continue to improve student achievement while nurturing the whole child.

All staff members work to provide high quality instruction, small group interventions inside their individual classrooms, and a safe classroom environment conducive to learning. In addition, we focus on establishing meaningful relationships with staff, students, and parents. We have a fully implemented Safe and Civil Schools “CHAMPS Program,” that teaches structured routines and procedures for classroom behavior, as well as implementation of behavior expectations throughout all common areas, on the school’s campus. All students have access to counseling, and behavior management support. Our goal is to ensure that all students at Howard Tanner have the opportunities and instruction needed to both fit their learning and developmental needs and allow them to be successful with the new common core state standards and grade level curriculum.

We at Howard Tanner pride ourselves on being a productive, professional learning community. Teachers engage in bi-weekly grade level collaboration meetings to refine instructional practices and plan student learning outcomes. Teachers participate in various on-going staff development learning sessions which focus on instructional priorities, schoolwide collaboration, district initiatives, and technology training. Teachers work together to create common formative assessments and lesson plans that improve achievement and student success.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	77
Grade 1	73
Grade 2	75
Grade 3	95
Grade 4	96
Grade 5	77
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	493

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0
Asian	0
Filipino	0.2
Hispanic or Latino	92.5
Native Hawaiian or Pacific Islander	0.6
White	0.2
Two or More Races	0.8
Socioeconomically Disadvantaged	96.1
English Learners	41
Students with Disabilities	7.7
Foster Youth	1.2
Homeless	0.4

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 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	24	20	20	638
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	22

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	8
Total Teacher Misassignments*	0	0	9
Vacant Teacher Positions	0	0	2

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 Other Instructional Materials (School Year 2020–2021)

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The Quarterly Report for Uniform Complaints for 2019-2020 can be accessed from the following website links:

Quarter 1 Report of Uniform Complaints

https://www.paramount.k12.ca.us/district_resources/Uniform-Complaint-Procedure/1st%20Quarter%20UCP%202019-20.pdf

Quarter 2 Report of Uniform Complaints

https://www.paramount.k12.ca.us/district_resources/Uniform-Complaint-Procedure/2nd%20Quarter%20UCP%202019-20.pdf

Quarter 3 Report of Uniform Complaints

https://www.paramount.k12.ca.us/district_resources/Uniform-Complaint-Procedure/2019%20UCP%20Reporting%203rd%20Quarter.pdf

Quarter 4 Report of Uniform Complaints

https://www.paramount.k12.ca.us/district_resources/Uniform-Complaint-Procedure/7_13_20%20Williams%20Quarterly%20Uniform%20Complaint%20Summary.pdf

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<p>Reading/Language Arts</p>	<p>(Houghton Mifflin) Grade T – K Big Day Program / 2017</p> <p>(McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Start Smart /2016</p> <p>(McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Unit 1-10 /2016</p> <p>(McGraw Hill) Grade 1 1st Gr Wonders Reading Writing Workshop: Unit 1-4 /2016</p> <p>(McGraw Hill) Grade 1 1st Gr Wonders Literature Anthology: Unit 1-4 / 2016</p> <p>(McGraw Hill) Grade 2 2nd Gr Wonders Reading Writing Workshop / 2016</p> <p>(McGraw Hill) Grade 2 2nd Gr Wonders Literature Anthology / 2016</p> <p>(McGraw Hill) Grade 3 3rd Gr Wonders Reading Writing Workshop / 2016</p> <p>(McGraw Hill) Grade 3 3rd Gr Wonders Literature Anthology / 2016</p> <p>(McGraw Hill) Grade 4 4th Gr Wonders Reading Writing Workshop / 2016</p> <p>(McGraw Hill) Grade 4 4th Gr Wonders Literature Anthology / 2016</p> <p>(McGraw Hill) Grade 5 5th Gr Wonders Reading Writing Workshop / 2016</p> <p>(McGraw Hill) Grade 5 5th Gr Wonders Literature Anthology / 2016</p>	<p>Yes</p>	<p>0%</p>

<p>Mathematics</p>	<p>(McGraw Hill) Grade T-K Everyday Mathematics PreK / 2012</p> <p>(McGraw Hill) Grade K My Math Grade K Vol. 1, 2 / 2014</p> <p>(McGraw Hill) Grade 1 My Math Grade 1 Vol. 1, 2 / 2014</p> <p>(McGraw Hill) Grade 2 My Math Grade 2 Vol. 1, 2 / 2014</p> <p>(McGraw Hill) Grade 3 My Math Grade 3 Vol. 1, 2 / 2014</p> <p>(McGraw Hill) Grade 4 My Math Grade 4 Vol. 1, 2 / 2014</p> <p>(McGraw Hill) Grade 5 My Math Grade 5 Vol. 1, 2 / 2014</p>	<p>Yes</p>	<p>0%</p>
<p>Science</p>	<p>(Twig Science) Grade Kinder Student TwigBook: Module 1-4 / 2020</p> <p>(Twig Science) Grade 1 Student TwigBook: Module 1-4 / 2020</p> <p>(Twig Science) Grade 2 Student TwigBook: Module 1-4 / 2020</p> <p>(Twig Science) Grade 3 Student TwigBook: Module 1-4 / 2020</p> <p>(Twig Science) Grade 4 Student TwigBook: Module 1-5 / 2020</p> <p>(Twig Science) Grade 5 Kinder Student TwigBook: Module 1-4 / 2020</p>	<p>Yes</p>	<p>0%</p>
<p>History-Social Science</p>	<p>(Pearson) Grade K-2 California Social Studies Kindergarten-Grade 2 / 2006</p> <p>(Pearson) Grade 3 Our Communities / 2006</p> <p>(Pearson) Grade 4 Our California / 2006</p> <p>(Pearson) Grade 5 Our Nation / 2006</p>	<p>Yes</p>	<p>0%</p>

Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

School Facility is in very good condition

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Replacement of several HVAC systems – in progress. Upgrade of air filter systems for all HVAC - complete
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Additional Water refill- drinking systems planned
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Replacement of playground Equipment - complete

Overall Facility Rate

Year and month of the most recent FIT report: December

Overall Rating

Exemplary	Good	Fair	Poor
X			

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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	41	N/A	51	N/A
Mathematics (grades 3-8 and 11)	33	N/A	30	N/A	40	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
Science (grades 5, 8 and high school)	20	N/A	18	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Career Technical Education Programs (School Year 2019–2020)

N/A

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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 2019–2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020–2021)

Parents are an active part of their child's education and are welcome to meet with staff members to improve the educational experience for their students at any time. Each year, the school surveys parents regarding the effectiveness of our school programs and uses the parent responses to improve the educational program.

Parents are actively involved in the school through the Parent Teacher Association (PTA), School Site Council (SSC) and the English Language Advisory Committee (ELAC). The School Site Council and English Language Advisory Committees are parent groups that assist the principal and staff with making important decisions that impact the educational programs of the school. Parents attend weekly morning assemblies, trimester Award Assemblies, and night time family events that honor student achievement and bring home and school together. Parents are welcome to volunteer in their child's classroom, to assist with small groups of students, and/or visit our Parent Resource Center. In addition, PTA meetings are regularly held in our Parent Resource Center on the 3rd Monday of each month. Our PTA helps with various school wide events each year that parents can volunteer and participate in. These include but are not limited to our Halloween Trunk-or-Treat, Hispanic Heritage Celebration, Assemblies, Winter Festival, and Anti- Bullying Week.

In addition, various staff members offer parent workshops on how to assist students with homework, prepare for testing, and how to increase math and ELA skills. Parent involvement/education sessions continue to cover a myriad of topics from how to increase student achievement, to

motivating a student to learn, and what a child needs to go to college. As an additional opportunity to foster communication between home and school, the principal holds trimester “Coffees with the Principal” to inform parents of campus events, show parents resources available and listen to the questions and concerns of the community. A trimester newsletter with helpful hints and topics parents should know about, is mailed out bi-monthly, and parents receive Ed Connect messages from the principal on their phone, text or by email on a regular basis.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2017– 2018	School 2018– 2019	School 2019– 2020	District 2017– 2018	District 2018– 2019	District 2019– 2020	State 2017– 2018	State 2018– 2019	State 2019– 2020
Dropout Rate	N/A	N/A	N/A	7.1	8.3	5.9	9.6	9.0	8.9
Graduation Rate	N/A	N/A	N/A	85.9	87.9	91.5	83.0	84.5	84.3

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

(data collected between July through June, each full school year respectively)

Rate	School 2017– 2018	School 2018– 2019	District 2017– 2018	District 2018– 2019	State 2017– 2018	State 2018– 2019
Suspensions	1.6	0.9	2.9	2.6	3.7	3.6
Expulsions	0	0	0.03	0.01	0.08	0.09

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	0.2	1.8	N/A
Expulsions	0	0	N/A

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

Providing our staff and students with a safe, orderly, and clean environment is a priority throughout the district. The School Safety Plan is updated on an annual basis. Included in the comprehensive plan are the SB-187 overview, Child Abuse Reporting, Orderly School Environment Procedures, Policy Statements, Pupil Discipline, Parents Rights and Responsibilities, the Drug, Tobacco and Alcohol Policy, Dress Code, and the Disaster Plan.

Our School's Safety Committee meets a minimum of 4x per year to discuss safety concerns. Each member of the safety committee is responsible for an area of campus that they monitor for concerns. A new School Safety Plan is updated, revised, and adopted each year.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25	0	4	0
1	24	0	4	0
2	21	3	2	0
3	23	0	3	0
4	31	0	3	0
5	28	0	3	0
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21	1	3	0
1	24	0	3	0
2	26	0	4	0
3	21	1	3	0
4	27	1	2	0
5	28	0	3	0
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19	1	3	0
1	24	0	3	0
2	25	0	3	0
3	24	0	4	0
4	32	0	2	0
5	26	0	3	0
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*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 Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	448.2

*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.

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

*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 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,352.83	\$231.40	\$5,121.43	\$87,301.31
District	N/A	N/A	\$1,750.20	\$93,979.98
Percent Difference – School Site and District	N/A	N/A	98.12	-7.37
State	N/A	N/A	\$7,750.12	\$84,577
Percent Difference – School Site and State	N/A	N/A	-8.18	2.29

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

Types of Services Funded (Fiscal Year 2019–2020)

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II - A federal program designed to ensure teacher and principal quality.

Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Title IV – A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Beginning Teacher Support and Assessment (BTSA) - A program designed as a system of support and professional growth for preliminary credentialed teachers.

Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra funding for students with greater challenges.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,659	\$52,484
Mid-Range Teacher Salary	\$84,073	\$81,939
Highest Teacher Salary	\$106,857	\$102,383
Average Principal Salary (Elementary)	\$138,254	\$129,392
Average Principal Salary (Middle)	\$143,196	\$136,831
Average Principal Salary (High)	\$150,798	\$147,493
Superintendent Salary	\$275,952	\$254,706
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2019–2020)Percent of Students in AP Courses: N/A

Subject	Number of AP Courses Offered*
Computer Science	N/A
English	N/A
Fine and Performing Arts	N/A
Foreign Language	N/A
Mathematics	N/A
Science	N/A
Social Science	N/A
Total AP Courses Offered*	N/A

*Where there are student course enrollments of at least one student.

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	110	81	27