2019-20 Wirtz 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	Harry Wirtz Elementary
Street	8535 Contreras St.
City, State, Zip	Paramount CA 90723-4378
Phone Number	(562) 602-8068
Principal	Roxanne Allessandro, Principal
Email Address	rallessandro@paramount.k12.ca.us
Website	https://wirtz.pusdschools.net/
County-District-School (CDS) Code	19648736021489

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

Harry Wirtz School is a TK-5 school. The school has an enrollment of approximately 620 students. Harry Wirtz also includes six pre-kinder/kindergarten Special Day Classes, one Inclusion Pre-School class and two State Pre-School Classes. Harry Wirtz School serves a diverse population of students of which approximately 89% are Hispanic, 2% White, 6% African American, and 1% Asian. Approximately fifty-nine percent of Wirtz' students are English Learners, with Spanish as their predominant language. All students receive free lunch.

Harry Wirtz is proud to be a Professional Learning Community, which include teachers, staff, parents, and students as active partners in learning. We are committed to the academic success of all of our students. We believe that all children can learn, and that we must focus on results and the monitoring of progress to improve student's achievement. Through collaboration and intervention our goal is to provide an academic environment that promotes excellence in student's studies, comportment, and social accountability.

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

Grade Level	Number of Students
Kindergarten	95
Grade 1	93
Grade 2	79
Grade 3	86
Grade 4	99
Grade 5	84
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	536

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

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.2
Asian	1.1
Filipino	0.2
Hispanic or Latino	91
Native Hawaiian or Pacific Islander	1.1
White	2.1
Two or More Races	0.4
Socioeconomically Disadvantaged	94.8
English Learners	35.3
Students with Disabilities	9.9
Foster Youth	0.9
Homeless	0

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	28	28	29	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
Reading/Language Arts	(Houghton Mifflin) Grade T – K Big Day Program / 2017	Yes	0%
	(McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Start Smart /2016		
	(McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Unit 1-10 /2016		
	(McGraw Hill) Grade 1 1st Gr Wonders Reading Writing Workshop: Unit 1-4 /2016		
	(McGraw Hill) Grade 1 1st Gr Wonders Literature Anthology: Unit 1-4 / 2016		
	(McGraw Hill) Grade 2 2nd Gr Wonders Reading Writing Workshop / 2016		
	(McGraw Hill) Grade 2 2nd Gr Wonders Literature Anthology / 2016		
	(McGraw Hill) Grade 3 3rd Gr Wonders Reading Writing Workshop / 2016		
	(McGraw Hill) Grade 3 3rd Gr Wonders Literature Anthology / 2016		
	(McGraw Hill) Grade 4 4th Gr Wonders Reading Writing Workshop / 2016		
	(McGraw Hill) Grade 4 4th Gr Wonders Literature Anthology / 2016		
	(McGraw Hill) Grade 5 5th Gr Wonders Reading Writing Workshop / 2016		
	(McGraw Hill) Grade 5 5th Gr Wonders Literature Anthology / 2016		

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

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

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).

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			Replacement of Main Electrical Complete
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			

Overall Facility Rate

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

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)	39	N/A	41	N/A	51	N/A
Mathematics (grades 3-8 and 11)	31	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)	6	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)

Harry Wirtz School works hard to ensure parents are involved in the education of their children. Parents are encouraged to attend the numerous events and committees that the school offers. Such events and committees include parent workshops, School Site Council, English Learner Advisory Committee. The school promotes an atmosphere of collaboration. Teachers work hard to create an open and trusting relationship with their students' parents. Parent conferences are set up often to discuss student's academic progress.

 Due to the current school closure, Wirtz offers parent workshops on Technology and Social-Emotional Learning and awards assemblies virtually to ensure students and families stay connected. Every staff member realizes the importance of active parent involvement and their continued support of student's academic growth and success.

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	0	0	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	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)

Our school safety plan was updated and reviewed with teachers, staff and our School Site Council at the beginning of the year. Paramount schools provide a safe and clean learning environment. Full-time custodians are assigned to each school site with responsibilities for cleaning, vacuuming, and minor repairs. Teams of night custodians come to every school every other night to provide more in-depth cleaning services.

Each classroom has an emergency plan and kit. These are good for fire, earthquake, and other natural disasters. The students and staff participate in monthly fire, earthquake and/or lockdown drills. The entire district participates in the yearly Earthquake Disaster Drill.

The school safety plan is reviewed with the staff each year. The site safety committee meets to ensure that all safety conditions are being met.

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	21	4	1	0
1	23	0	4	0
2	26	0	4	0
3	22	0	4	0
4	34	0	1	2
5	25	0	4	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	22	1	4	0
1	20	3	1	0
2	22	0	4	0
3	25	0	4	0
4	30	0	3	0
5	32	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	11	6	3	0
1	23	0	4	0
2	20	3	1	0
3	22	0	4	0
4	33	0	1	1
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 (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*	536

*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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.5
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	$6,070.48	$1,072.72	$4,997.77	$114,254.95
District	N/A	N/A	$1,750.20	$93,979.98
Percent Difference – School Site and District	N/A	N/A	96.25	19.47
State	N/A	N/A	$7,750.12	$84,577
Percent Difference – School Site and State	N/A	N/A	-8.77	8.92

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