

2019-20 Keppel 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 | Mark Keppel |
| Street | 6630 East Mark Keppel St. |
| City, State, Zip | Paramount CA 90723-4378 |
| Phone Number | (562) 602-8028 |
| Principal | Michael Naruko, Principal |
| Email Address | mnaruko@paramount.k12.ca.us |
| Website | https://keppel.pusdschools.net/ |
| County-District-School (CDS) Code | 19648736021455 |

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

Mark Keppel Elementary School is a thriving multi-cultural elementary school that has successfully served the students and parents in the community for over 70 years. Generations of students have excelled because of the strong foundation they received at Mark Keppel Elementary School. Mark Keppel is a part of the Paramount Unified School District and is located on the west side of Paramount, adjacent to the cities of Compton and Long Beach. Mark Keppel has approximately 450 students including 35% of whom are English Learners. At Mark Keppel Elementary School we have dedicated ourselves to ensure that all students can and will learn at high levels.

When you enter the gates of Mark Keppel School you can feel the excitement and pride of being a Mark Keppel Puma. Staff, students, and parents work together as a team. Teachers and staff members are culturally proficient educators who go the extra mile to establish meaningful relationships with students and their parents. Our mission is to prepare each of our students to be 21st century learners who are ready for the rigors of a higher education. At Keppel, we are a Safe and Civil School. We believe that all students should be able to learn and play in a safe and civil environment. To accomplish this goal, we continually teach our students about positive behaviors and attitudes through clear expectations and procedures. Students at Mark Keppel School are engaged, critical thinkers, who have the opportunity to develop leadership skills through their participation in Student Council. This team spirit is also reflected in the high level of parent involvement, which includes an active PTA, a parent volunteer program, family learning nights, and Partners in Education meetings.

We are committed to increasing student achievement and implementing the best instructional practices that will help students access the Common Core Standards. Our focus on consistent use of effective instructional practices has led to an increase in student achievement and an overall sense of pride that comes with success.

We pride ourselves on being a productive professional learning community. Teachers engage in grade level collaboration meetings to refine instructional practices. Teachers participate in staff

development sessions which focus on our instructional priorities. 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.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 79 |
| Grade 1 | 63 |
| Grade 2 | 70 |
| Grade 3 | 84 |
| Grade 4 | 91 |
| Grade 5 | 80 |
| 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 | 467 |

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 |
| Asian | 0.4 |
| Filipino | 0.6 |
| Hispanic or Latino | 94 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 0.4 |
| Two or More Races | 0.6 |
| Socioeconomically Disadvantaged | 95.7 |
| English Learners | 39 |
| Students with Disabilities | 8.4 |
| Foster Youth | 1.3 |
| 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 | 20 | 19 | 19 | 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

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 | | | Kitchen Renovation – planned 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 | | | |

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) | 46 | N/A | 41 | N/A | 51 | N/A |
| Mathematics (grades 3-8 and 11) | 40 | 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) | 24 | 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 encouraged to become involved in their children's education and in all school activities and events. We have opportunities through the Parent-Teacher Association (PTA), the School Site Council (SSC), the English Learners Advisory Committee (ELAC), scheduled parenting and academic meetings, and Read/Math Nights. Parents can also volunteer at the site by applying to the Volunteers Assisting Paramount Students and Staff program (VAPPS).

Parent education is a priority during the school year. The principal holds monthly Partners in Education meetings (PIE) to cover a myriad of topics from how to increase student achievement to motivating a student to learn. At PIE meetings, parents have an opportunity to listen and ask questions about the sc. 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 school programs and uses the parent responses to improve the educational program.

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 | 0.9 | 1.0 | 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 | 0.21 | 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 reviewed, updated, and Board approved in May 2020. Paramount Schools provide a safe and clean learning environment for all students through the work of a full-time day custodian and district maintenance crew.

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

The School Safety Plan is reviewed annually by the Site Leadership Team and School Site Council. The Site Safety Committee inspects the site regularly 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 | 23 | 1 | 3 | 0 |
| 1 | 18 | 1 | 4 | 0 |
| 2 | 22 | 0 | 4 | 0 |
| 3 | 21 | 1 | 3 | 0 |
| 4 | 28 | 0 | 3 | 0 |
| 5 | 29 | 0 | 3 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other** | 0 | 0 | 0 | 0 |

*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 | 18 | 4 | 0 | 0 |
| 1 | 21 | 0 | 3 | 0 |
| 2 | 17 | 1 | 4 | 0 |
| 3 | 22 | 0 | 4 | 0 |
| 4 | 34 | 0 | 0 | 2 |
| 5 | 32 | 0 | 2 | 1 |
| 6 | 0 | 0 | 0 | 0 |
| Other** | 0 | 0 | 0 | 0 |

*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 | 30 | 1 | 1 | 1 |
| 1 | 26 | 0 | 2 | 0 |
| 2 | 23 | 0 | 3 | 0 |
| 3 | 21 | 0 | 4 | 0 |
| 4 | 30 | 0 | 3 | 0 |
| 5 | 27 | 0 | 3 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other** | 25 | 0 | 1 | 0 |

*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* | 424.5 |

*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 | 0.5 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |
| Other | 1 |

*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 | \$5,066.89 | 246.12 | \$4,820.78 | \$91,191.37 |
| District | N/A | N/A | \$1,750.20 | \$93,979.98 |
| Percent Difference – School Site and District | N/A | N/A | 93.46 | -3.01 |
| State | N/A | N/A | \$7,750.12 | \$84,577 |
| Percent Difference – School Site and State | N/A | N/A | -9.64 | 3.37 |

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 |