

# 2019-20 Mokler 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	<a href="mailto:rperez@paramount.k12.ca.us">rperez@paramount.k12.ca.us</a>
Website	<a href="http://www.paramount.k12.ca.us">www.paramount.k12.ca.us</a>

### School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Major Lynn Mokler
Street	8571 East Flower St.
City, State, Zip	Paramount CA 90723-4378
Phone Number	(562) 602-8044
Principal	Mrs. Linh Roberts, Principal
Email Address	<a href="mailto:lroberts@paramount.k12.ca.us">lroberts@paramount.k12.ca.us</a>
Website	<a href="https://mokler.pusdschools.net/">https://mokler.pusdschools.net/</a>
County-District-School (CDS) Code	19648736021463

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

The focus of Major Lynn Mokler School for the 2019-2020 school year is to ensure success for our students academically with a focus on college and career readiness. Literacy in English Language Arts (ELA), Mathematics and English Language Development (ELD) are crucial for student achievement and are the emphasis of our academic program. Teachers and support staff continue to participate in professional development to improve instructional practices and implement strategies to support students social and emotional well-being. Teachers collaborate to monitor student progress and assess individual student needs. Students are provided with differentiated instruction in the classroom and interventions in ELA, Mathematics and Social Emotional skills throughout the school year.

The mission of the Mokler School community is to provide a quality education that is delivered in a challenging, positive and safe environment. Our school community promotes collaboration, dignity, and high achievement. We spotlight the concept of building a community of lifelong learners. All students are learners and will become productive citizens.

Our student population is multi-ethnic with students from many socio-economic and cultural backgrounds. The Hispanic population is the predominate culture at our school. There is a strong sense of community and parent involvement, as reflected through attendance at Back-to-School-Night, Parent Conferences in the fall, and Open House, parent workshops and non-curricular activities. All parents are encouraged to attend workshops and informational meetings with school personnel.

At Mokler, each staff member is committed to improving student achievement. Teachers use the most current research-based instructional materials to provide inquiry-based lessons. Our teachers have bi-monthly grade level collaboration meetings, which allow for time to plan and review assessment data. School wide we are implementing the Common Core State Standards in English Language Arts and Math, and have identified areas of improvement in curriculum and instruction

across grade levels. For students in need of additional support, our MTSS program provides support for both academic and behavior through a tiered approach.

Students in select grade levels participate in a variety of visual and performing arts lessons. In addition, students are encouraged to join extracurricular activities such as Student Council, dance, musical theater, Ballet Folklorico, and running club led by teachers or parents.

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

Grade Level	Number of Students
Kindergarten	95
Grade 1	80
Grade 2	101
Grade 3	107
Grade 4	93
Grade 5	93
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
<b>Total Enrollment</b>	<b>569</b>

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

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.2
Asian	1.2
Filipino	0.5
Hispanic or Latino	89.5
Native Hawaiian or Pacific Islander	3.6
White	1.4
Two or More Races	0.7
Socioeconomically Disadvantaged	97
English Learners	41.3
Students with Disabilities	7.7
Foster Youth	0.5
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
<b>With Full Credential</b>	25	23	23	638
<b>Without Full Credential</b>	0	0	0	9
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	22

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
<b>Misassignments of Teachers of English Learners</b>	0	0	8
<b>Total Teacher Misassignments*</b>	0	0	9
<b>Vacant Teacher Positions</b>	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](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](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](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](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><b>Reading/Language Arts</b></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 1<sup>st</sup> Gr Wonders Reading Writing Workshop: Unit 1-4 /2016</p> <p>(McGraw Hill) Grade 1 1<sup>st</sup> Gr Wonders Literature Anthology: Unit 1-4 / 2016</p> <p>(McGraw Hill) Grade 2 2<sup>nd</sup> Gr Wonders Reading Writing Workshop / 2016</p> <p>(McGraw Hill) Grade 2 2<sup>nd</sup> Gr Wonders Literature Anthology / 2016</p> <p>(McGraw Hill) Grade 3 3<sup>rd</sup> Gr Wonders Reading Writing Workshop / 2016</p> <p>(McGraw Hill) Grade 3 3<sup>rd</sup> Gr Wonders Literature Anthology / 2016</p> <p>(McGraw Hill) Grade 4 4<sup>th</sup> Gr Wonders Reading Writing Workshop / 2016</p> <p>(McGraw Hill) Grade 4 4<sup>th</sup> Gr Wonders Literature Anthology / 2016</p> <p>(McGraw Hill) Grade 5 5<sup>th</sup> Gr Wonders Reading Writing Workshop / 2016</p> <p>(McGraw Hill) Grade 5 5<sup>th</sup> Gr Wonders Literature Anthology / 2016</p>	<p>Yes</p>	<p>0%</p>

<p><b>Mathematics</b></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><b>Science</b></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><b>History-Social Science</b></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>

<b>Foreign Language</b>	N/A	N/A	0%
<b>Health</b>	N/A	N/A	0%
<b>Visual and Performing Arts</b>	N/A	N/A	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	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
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**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
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X			Replacement of several HVAC systems – in progress. Upgrade of air filter systems for all HVAC - complete
<b>Interior: Interior Surfaces</b>	X			Replacement of wall systems and carpet in various classroom
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	X			
<b>Electrical: Electrical</b>	X			
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	X			Additional Water refill- drinking systems planned
<b>Safety: Fire Safety, Hazardous Materials</b>	X			
<b>Structural: Structural Damage, Roofs</b>	X			
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	39	N/A	41	N/A	51	N/A
<b>Mathematics (grades 3-8 and 11)</b>	42	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)**

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

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

<b>Subject</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>District 2018– 2019</b>	<b>District 2019– 2020</b>	<b>State 2018– 2019</b>	<b>State 2019– 2020</b>
<b>Science (grades 5, 8 and high school)</b>	1	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)**

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

Mokler parents are encouraged to be a part of their student's education and are welcome to meet with staff members to improve the learning experiences for their students. Each year, the school surveys parents regarding the effectiveness of school programs and uses the parent responses to improve the educational program. The annual Title I parent meeting provides information and details about our school programs.

Parents may be actively involved in the school by attending the School Site Council Meetings (SSC) or the English Language Advisory Committee (ELAC) meetings. The SSC and ELAC are parent advisory groups that assist the principal and staff with the educational programs at the school. Parent education workshops focused on counseling and academics are held throughout the year. Additionally, parents are invited to co-facilitate parent meetings to support other parents.

Through the Volunteers Assisting Paramount Staff and Students (VAPSS) program parents are welcome to volunteer in their child's classroom assisting the teacher with various tasks.

### 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	1.3	0.5	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)**

The School Safety Plan ensures that students learn in an environment where they are secure and comfortable. Monthly drills (earthquake/fire/lockdown) are held so students will be prepared in case of an emergency. Ingress and egress procedures are included in the plan and reviewed with all members of the Mokler Staff to ensure the site's safety.

School buildings that are well maintained give students a sense that they are in a place that cares about them and actively encourages them to learn.



School support staff is available to assist students who experienced emotional or physical problems that might impede their learning. Our counseling team conducts classroom workshops on various topics involving self-respect and the respect of others.

Additional areas of focus in the Safety Plan include the current status of school crime committed on campus, child abuse procedures, provisions of the district mandated dress code, and policies pursuant to Section 48915 addressing student behaviors that might lead to suspension, expulsion, or mandatory expulsion.

The School Safety Plan was reviewed and approved at the March 15, 2019 meeting of the School Site Council without questions or discussion.

## 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	19	5	1	0
1	24	0	5	0
2	24	0	4	0
3	23	0	4	0
4	29	0	4	0
5	30	0	4	0
6	0	0	0	0
Other**	2	1	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	19	5	0	0
1	26	0	4	0
2	22	0	5	0
3	23	0	4	0
4	32	0	3	0
5	27	0	4	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 2019–2020)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
<b>K</b>	24	1	3	0
<b>1</b>	20	3	1	0
<b>2</b>	25	0	4	0
<b>3</b>	21	0	5	0
<b>4</b>	31	0	3	0
<b>5</b>	31	0	3	0
<b>6</b>	0	0	0	0
<b>Other**</b>	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 (Secondary) (School Year 2017–2018)**

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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Science</b>	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*	517.3

\*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	0.5
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	\$6,076.55	\$398.36	\$5,678.19	\$97,634.49
District	N/A	N/A	\$1,750.20	\$93,979.98
Percent Difference – School Site and District	N/A	N/A	105.76	3.81
State	N/A	N/A	\$7,750.12	\$84,577
Percent Difference – School Site and State	N/A	N/A	-5.65	5.07

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

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

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

**Professional Development**

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