

# Paramount Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Paramount Elementary School
<b>Street</b>	409 W. Paramount St.
<b>City, State, Zip</b>	Azusa, CA 91702
<b>Phone Number</b>	626-815-5104
<b>Principal</b>	Antonio Flores
<b>Email Address</b>	aflores@azusa.org
<b>School Website</b>	<a href="http://paramount.azusa.org/">http://paramount.azusa.org/</a>
<b>County-District-School (CDS) Code</b>	19642796011316

## 2022-23 District Contact Information

<b>District Name</b>	Azusa Unified School District
<b>Phone Number</b>	(626) 967-6211
<b>Superintendent</b>	Arturo Ortega
<b>Email Address</b>	aortega@azusa.org
<b>District Website Address</b>	<a href="http://www.azusa.org">www.azusa.org</a>

## 2022-23 School Overview

Paramount Elementary School is located in the foothills of the San Gabriel Mountains in Los Angeles County. Paramount Elementary is one of eight elementary schools in the Azusa Unified School District and has served the Azusa community since 1964. Paramount Elementary School is a TK-6th grade school and approximately 640 students. Rigorous California Common Core State Standards-aligned instruction promotes student critical thinking, collaboration, productive discourse, and problem-solving. Classrooms are growing in their use of technology, creating equitable access for all and preparing students for life in the twenty-first century. Paramount Elementary teachers and staff are committed to participating in collaborative communities of practice that support data-driven, student-centered instruction, and exemplify the idea of a continuous cycle of improvement. Teachers use common formative assessments to determine groupings. Paramount Elementary teachers and staff work with a purpose and passion to ensure that each and every student will be a problem solver, critical thinker, effective communicator, and a positive contributor to the community in Azusa and beyond.

Paramount Elementary School implements programs that help every child to achieve mastery in English Language Arts and Mathematics. During our daily, school-wide Response to Intervention time, we provide one hour of instruction specifically based on each individual student's needs. Students receive specific interventions to remedy any literacy deficiencies. During Response to Intervention, teachers utilize a variety of instructional strategies and programs, technology programs, and additional personnel that include an intervention teacher, Resource Teacher, and instructional aides.

At Paramount Elementary School, we believe that every student has potential and deserves the best education possible. We are committed to the academic, social, emotional, and physical success of every student. Each member of our school community takes collective responsibility for student achievement by offering a rigorous program that reflects high expectations, celebrates diversity, and includes all of its members. Our positive attitude towards learning offers no excuses for failure; rather we strive to inspire excellence in education. Our high expectations at Paramount promises life-long learners who have the power to change the world.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	99
Grade 2	97
Grade 3	104
Grade 4	77
Grade 5	80
Grade 6	77
Total Enrollment	644

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.0
Asian	1.2
Black or African American	0.8
Filipino	0.5
Hispanic or Latino	93.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.6
White	3.0
English Learners	25.8
Foster Youth	0.8
Homeless	2.0
Migrant	0.9
Socioeconomically Disadvantaged	76.7
Students with Disabilities	9.3



**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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.00	92.32	317.20	91.70	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.84	1.70	0.51	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.84	4.50	1.30	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.10	3.23	12115.80	4.41
<b>Unknown</b>	0.00	0.00	11.20	3.25	18854.30	6.86
<b>Total Teaching Positions</b>	26.00	100.00	346.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.20	93.76	309.50	89.02	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.87	3.40	1.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.30	1.32	5.00	1.44	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	1.01	17.40	5.03	11953.10	4.28
<b>Unknown</b>	0.00	0.00	12.10	3.50	15831.90	5.67
<b>Total Teaching Positions</b>	25.80	100.00	347.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	<b>0.30</b>

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.20
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.20</b>

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00	7.10
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - Wonders (2017)	Yes	0
Mathematics	Everyday Math 4 (2015)	Yes	0
Science	Carolina Biological Science (2019)	Yes	0
History-Social Science	Scott Foresman - History-Social Studies for California (2006) Pearson My World Interactive (2018) 6th Ancient Civilizations	Yes	0

<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

### School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California and internal instruments aligned to the state tool. The results of this survey are available at the District's Maintenance Operations & Transportation office.

Paramount Elementary School provides a safe, clean environment for students, staff, and volunteers. Built-in 1964, the school sits on 10 acres. Facilities span 403,675 square feet and include a multipurpose room, library, cafeteria, 20 permanent classrooms, eight portable classrooms, playground, and one computer /innovation lab. The facility strongly supports teaching and learning through its ample classroom and playground space, intervention center, and staff resource room.

**Maintenance & Repair:** A scheduled maintenance program is administered by the Azusa Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. School site leadership and the District Maintenance, Operations, and Transportation Department are working collaboratively to address areas of need identified on the school's facilities inspection.

**Cleaning Process** During the day and in the evenings: Two custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Azusa Unified School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

**Year and month of the most recent FIT report**

06-21-22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	
<b>Safety:</b> Fire Safety, Hazardous Materials			X	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate			
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	37	N/A	37	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	24	N/A	23	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	343	336	97.96	2.04	36.90
<b>Female</b>	167	162	97.01	2.99	37.65
<b>Male</b>	176	174	98.86	1.14	36.21
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	324	317	97.84	2.16	36.59
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	76	73	96.05	3.95	9.59
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	17	16	94.12	5.88	31.25
<b>Socioeconomically Disadvantaged</b>	283	277	97.88	2.12	38.27
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	40	39	97.50	2.50	7.69

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	343	338	98.54	1.46	23.96
<b>Female</b>	167	163	97.60	2.40	18.40
<b>Male</b>	176	175	99.43	0.57	29.14
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	324	319	98.46	1.54	22.57
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	76	75	98.68	1.32	5.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	17	16	94.12	5.88	25.00
<b>Socioeconomically Disadvantaged</b>	283	279	98.59	1.41	23.30
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	40	39	97.50	2.50	7.69

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	14.1	NT	17.48	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	78	78	100	0	14.1
<b>Female</b>	34	34	100	0	20.59
<b>Male</b>	44	44	100	0	9.09
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	75	75	100	0	13.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	16	16	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	67	67	100	0	14.93
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	11	100	0	0

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.10%	94.81%	94.81%	92.21%	94.81%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parents are encouraged to be involved at Paramount Elementary School by volunteering on campus and supporting our goals and objectives at home. Parents are also encouraged to join various committees and organizations such as PTA, School Site Council, English Language Advisory Committee, DELAC, PAC Plus and the Superintendent and Parent Round Table. Parents are an integral part of the education team at Paramount Elementary School.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	701	680	254	37.4
Female	346	335	127	37.9
Male	355	345	127	36.8
American Indian or Alaska Native	0	0	0	0.0
Asian	8	8	2	25.0
Black or African American	5	5	1	20.0
Filipino	3	3	2	66.7
Hispanic or Latino	654	634	233	36.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	1	25.0
White	20	20	10	50.0
English Learners	182	178	60	33.7
Foster Youth	9	7	2	28.6
Homeless	16	16	10	62.5
Socioeconomically Disadvantaged	590	578	216	37.4
Students Receiving Migrant Education Services	6	6	0	0.0
Students with Disabilities	77	76	38	50.0

## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.54	2.45
<b>Expulsions</b>	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	1.14	0.03	3.17	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.14	0.00
<b>Female</b>	0.87	0.00
<b>Male</b>	1.41	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.22	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.19	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.30	0.00



## 2022-23 School Safety Plan

The safety of students and staff is Paramount Elementary School's primary concern. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Annually, the school practices a complete earthquake drill, which includes an entire school evacuation. A storage bin located at the school contains food, water, and other supplies for use during a disaster. All visitors must sign in at the front office, wear identification tags while on the school grounds and sign out upon departure. Certificated and administration are on duty during recess and before school, and noon supervisors are on duty during lunch and at dismissal to ensure the safety of all our students. Teachers, staff, and administrators are trained and practice lock down procedures that can secure the entire campus in an emergency.

A Comprehensive School Safety Plan was developed and approved on January 18, 2022 by the Safe School Committee in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include the following: monthly facility safety inspections, child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe entering and exiting from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies. The Safe School Committee evaluates the plan annually in the Spring and updates the plan as needed.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	24		4	
2	25		3	
3	24		3	
4	34			2
5	31		3	
6				
Other	26		1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4	3	
1	16	2	3	
2	14	3	3	
3	15	2	3	
4	19	2	2	
5	9	4		
6	24	1	1	1
Other	20	2	3	1

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	4	
1	20	1	4	
2	19	1	4	
3	21	1	4	
4	23	1	1	1
5	18	1		
6	22	1	2	
Other	32		2	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,870	\$1,067	\$5,803	\$86,809
District	N/A	N/A	\$5,180	\$87,765
Percent Difference - School Site and District	N/A	N/A	11.3	-1.1
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-12.8	4.4

## 2021-22 Types of Services Funded

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula (LCFF) California provides Base funding to support the achievement of all students and Supplemental and Concentration funds directed primarily toward English learners, low-income, and foster youth. The district receives additional funding from federal categorical, special education, and support programs to support all students at all schools. In addition, the District receives some grant funding from state, federal, and other non-government sources. Types of services funded include:

- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Class Size Reduction
- Academic intervention and support (i.e. targeted Title I)
- Support for English Learners and their families
- College preparation programs
- Educational Technology Assistance
- ROC/P at high schools
- Career & Technical Education Pathways
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

In addition to the district-supported programs, Paramount provides targeted academic tutoring to support students' needs beyond the school day and access to supplemental programs such as Accelerated Reader.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,778	\$52,478
<b>Mid-Range Teacher Salary</b>	\$80,518	\$80,810
<b>Highest Teacher Salary</b>	\$100,115	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$122,516	\$127,080
<b>Average Principal Salary (Middle)</b>	\$130,831	\$134,264
<b>Average Principal Salary (High)</b>	\$139,478	\$147,200
<b>Superintendent Salary</b>	\$232,000	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	31%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

Professional Development

The district annually holds professional development days in which teachers are offered a broad-based variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. Professional learning opportunities include grade level and/or content-specific programming on full and partial days as well as after-school opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics. The primary areas of focus for professional learning in the last five years have been in the area of supporting teachers as it relates to math, and ELA/ELD, history-social science, and science curricula, content standards, frameworks, as well as the use of student data to improve instructional practice. Professional learning is developed and facilitated by district staff, Teachers on Special Assignment, as well as consultants and coaches who specialize in content-area pedagogy. Professional learning was structured in job-embedded workshops and professional learning communities which include collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support all learners access rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of English learners' development of academic language and literacy. Beginning in 2017 through 2022, all teachers participated in six days of systematic, district-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. Added focus this school year included addressing issues relating to diversity, equity and inclusion, grading practices, social-emotional learning, and effective professional learning community implementation.

Paramount Elementary School teachers and staff are committed to participating in collaborative communities of practice that support data-driven, student-centered instruction, and exemplify the idea of a continuous cycle of improvement. Paramount Elementary teachers are provided with a variety of grade-level, half-day, and full-day professional development opportunities, where they come together to learn new strategies on how they can best improve student learning. Paramount Elementary teachers and staff work with a purpose and passion to ensure that each and every student will be a problem solver, critical thinker, effective communicator, and a positive contributor to the community in Azusa and beyond.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	47	36	40