Paramount Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Paramount Elementary School
Street	409 West Paramount Street
City, State, Zip	Azusa, CA 91702
Phone Number	(626) 815-5104
Principal	Antonio Flores
Email Address	aflores@azusa.org
School Website	http://paramount.azusa.org/
Grade Span	K-5
County-District-School (CDS) Code	19642796011316

2024-25 District Contact Information

District Name	Azusa Unified School District
Phone Number	(626) 967-6211
Superintendent	Arturo Ortega
Email Address	aortega@azusa.org
District Website	www.azusa.org

2024-25 School Description and Mission Statement

Paramount Elementary School is located in the foothills of the San Gabriel Mountains in Los Angeles County. Paramount Elementary School is one of seven elementary schools in the Azusa Unified School District and has served the Azusa community since 1964. Paramount Elementary School is a TK-5th grade school and has approximately 530 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 School teachers and staff are committed to participating in collaborative communities of practice that support data-driven, student-centered instruction that exemplifies the

2024-25 School Description and Mission Statement

idea of a continuous cycle of improvement. Teachers use common formative assessments to determine groupings. Paramount Elementary School teachers and staff work with a purpose and passion to ensure that 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 achieve mastery in English Language Arts and Mathematics. During the daily, school-wide Response to Intervention time, one hour of instruction is provided 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, programs, technology, and additional personnel, including a Student Success Coach, Resource Teacher, and instructional aides to support student academic achievement.

At Paramount Elementary School, we believe that every student has potential and deserves the best education possible. We are committed to every student's academic, social, emotional, and physical success. 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 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 Elementary School promise life-long learners who have the power to change the world.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	82
Grade 2	74
Grade 3	95
Grade 4	103
Grade 5	97
Total Enrollment	557

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.2
Asian	1.1
Black or African American	1.3
Filipino	0.7
Hispanic or Latino	92.1
Two or More Races	0.5
White	3.2
English Learners	26.8
Homeless	11.5
Migrant	0.4
Socioeconomically Disadvantaged	88.7
Students with Disabilities	13.8

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	92.32	317.20	91.70	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.84	1.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.84	4.50	1.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.10	3.23	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	11.20	3.25	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.20	93.76	309.50	89.02	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.87	3.40	1.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	1.32	5.00	1.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	1.01	17.40	5.03	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	12.10	3.50	15831.90	5.67
Total Teaching Positions	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.50	100.00	282.00	88.26	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	1.10	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.70	2.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.60	3.96	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	14.50	4.57	14303.80	5.15
Total Teaching Positions	22.50	100.00	319.50	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	0.30	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.30	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.20	0
Total Out-of-Field Teachers	0.00	0.20	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00	7.1	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - CA Wonders (2017)	Yes	0
Mathematics	McGraw Hill - Everyday Math 4 (2015)	Yes	0
Science	Carolina Biological Science (2019)	Yes	0
History-Social Science	Studies Weekly - CA Social Studies (2022)	Yes	0

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

School Facility Conditions and Planned Improvements

The Azusa Unified School District (AUSD) takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, AUSD 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 AUSD'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 innovation lab. The facility strongly supports teaching and learning through its ample classroom and playground space, intervention center, and staff resource room.

A scheduled maintenance program is administered by AUSD to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues that require immediate attention arise. 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 AUSD Maintenance, Operations, and Transportation Department are working collaboratively to address areas of need identified on the school's facilities inspection.

During the day and in the evenings, three custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. AUSD 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	06-19-24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials			X	
Structural: Structural Damage, Roofs		X		
External: 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	34	35	36	33	46	47
Mathematics (grades 3-8 and 11)	28	29	22	22	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
All Students	295	286	96.95	3.05	35.31
Female	142	137	96.48	3.52	41.61
Male	153	149	97.39	2.61	29.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	275	268	97.45	2.55	33.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	73	66	90.41	9.59	9.09
Foster Youth	0	0	0	0	0
Homeless	30	25	83.33	16.67	16.00
Military	11	11	100.00	0.00	45.45
Socioeconomically Disadvantaged	264	256	96.97	3.03	33.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	31	96.88	3.12	16.13

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
All Students	294	292	99.32	0.68	28.77
Female	142	141	99.30	0.70	22.70
Male	152	151	99.34	0.66	34.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	274	273	99.64	0.36	28.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	73	73	100.00	0.00	12.33
Foster Youth	0	0	0	0	0
Homeless	30	30	100.00	0.00	10.00
Military	11	11	100.00	0.00	45.45
Socioeconomically Disadvantaged	263	262	99.62	0.38	28.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	31	96.88	3.12	12.90

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	14.67	20.83	16.88	20.29	30.29	30.73

2023-24 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
All Students	97	96	98.97	1.03	20.83
Female	42	41	97.62	2.38	24.39
Male	55	55	100.00	0.00	18.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	89	88	98.88	1.12	19.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	4.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	82	98.80	1.20	18.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	8.33

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.

2023-24 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.   The administration of the PFT requires only participation results 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	100%	100%	100%	100%	100%
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2024-25 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 welcome to come to the parent center and take part in parent training. Parents are also encouraged to have a voice in the decision-making process and join various committees and organizations such as the Parent Teacher Association (PTA), School Site Council (SSC), English Language Advisory Council (ELAC), District English Learner Advisory Council (DELAC), Parent Advisory Committee Plus (PAC +) and the Superintendent and Parent Round Table. Parents are informed of these opportunities through weekly newsletters and alerts using the ParentSquare App, the school website, and social media accounts. Parents are an integral part of the education team at Paramount Elementary School.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	591	581	133	22.9
Female	285	281	69	24.6
Male	306	300	64	21.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	545	536	126	23.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	18	18	2	11.1
English Learners	165	162	37	22.8
Foster Youth	--	--	--	--
Homeless	77	75	20	26.7
Socioeconomically Disadvantaged	531	524	128	24.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	90	25	27.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.14	0.91	0.34	3.17	5.25	4.37	3.17	3.6	3.28

This table displays expulsions data.

| Expulsions | | | | | | | | |
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.01	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.34	0.00
Female	0.00	0.00
Male	0.65	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.37	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.61	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.10	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 staff 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 lockdown procedures that can secure the entire campus in an emergency.

Our Comprehensive School Safety Plan was developed and approved in January of 2024 by the Safe Schools Committee in order to comply with Senate Bill 187. 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 pupil 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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22	1	4	
1	25		2	
2	19	1	4	
3	20	1	3	
4	24	1		2
5	35			1
6	35			2
Other	30		2	2

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	1	3	
1	19	1	3	
2	26		2	
3	26		3	
4	34			2
5	24	1	3	
Other	24		2	

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$7,711	$1,387	$6,324	$106,730
District	N/A	N/A	$7,126	
Percent Difference - School Site and District	N/A	N/A	-11.9	15.1
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-52.0	12.0

Fiscal Year 2023-24 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 students, and foster youth. AUSD receives additional funding from federal categorical, special education, and support programs to support all students at all schools. In addition, AUSD 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
- 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

Fiscal Year 2023-24 Types of Services Funded

- Career & Technical Education Pathways
- Special Education
- Home-to-School transportation
- Health and nutrition programs

 Paramount is committed to aligning resources to meet the needs of our students. At the school site, we fund a variety of services designed to support academic growth and overall student success. These include academic tutoring, embedded intervention during the school day, the support of a Resource Teacher, a Success Coach, and a Community Liaison. Additionally, we provide access to technology and online supplemental tools for the core curriculum. Teachers are also given dedicated time for Professional Learning Communities (PLCs) to review data and make informed instructional decisions, ensuring every student has the opportunity to thrive.

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Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary		$58,855
Mid-Range Teacher Salary		$92,519
Highest Teacher Salary		$114,665
Average Principal Salary (Elementary)		$142,791
Average Principal Salary (Middle)		$151,078
Average Principal Salary (High)		$167,094
Superintendent Salary		$281,086
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

The Azusa Unified School District (AUSD) annually holds professional development days in which teachers are offered a broad 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.Over the past five years, the primary focus of professional learning has been supporting teachers in math, English Language Arts/English Language Development (ELA/ELD), history-social science, and science curricula, content standards, and frameworks, as well as using student data to improve instructional practices. Professional learning is developed and facilitated by District staff, Teachers on Special Assignment (TOSAs), 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 included 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 to rigorous, grade-level standards. All professional learning included a special emphasis on supporting the development of English learners' development of academic language and literacy. Beginning in 2017 through 2024, all teachers participated in multiple 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. This school year, we placed added focus on addressing issues related to diversity, equity, and inclusion, grading practices, social-emotional learning, and the

Professional Development

effective implementation of Professional Learning Communities (PLCs).

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 School 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 School 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	40	42	50