

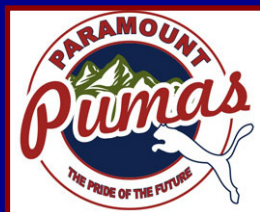
# Paramount Elementary School

409 West Paramount Street • Azusa, CA 91702 • (626) 815-5104

*Azusa Unified School District*

Victoria Avila, Principal

## 2007-2008 School Accountability Report Card



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### Principal's Message

Paramount Elementary School implements programs that help every child achieve academic success. Our motto is "The Pride of the Future." We use district-adopted textbooks that are aligned to the California Content Standards to ensure students are receiving high-quality instruction to maximize learning. A variety of targeted intervention programs are provided to our struggling students, as well. Students are required to read at home and complete homework assignments every day and are held to high standards academically and behaviorally. We focus on the whole child to ensure lifelong learning and ongoing success.

Parents are welcome on our campus at any time. We believe a strong home-school connection ensures the best education possible. We encourage parents to volunteer, visit, participate in parent education opportunities, attend events and assemblies, and become involved in other ways. We aim to communicate effectively with families at all times. *Parents make a difference at Paramount!*

### School Vision Statement

At Paramount Elementary School, we believe that human potential is a priceless commodity. 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 failures, rather we strive to inspire excellence in education. Our pursuit of joyful learning at Paramount promises lifelong learners who have the power to change the world.

### Community & School Profile

Azusa Unified School District is mainly located in the city of Azusa, an attractive community in the Los Angeles-Long Beach metro area. Known as the "Canyon City", Azusa is nestled at the foot of the magnificent San Gabriel Mountains. The District includes twelve elementary schools, three middle schools, three high schools, and one adult school. The Azusa Unified School District educates 11,219 kindergarten through twelfth grade students and is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program.

Paramount Elementary School is part of the Azusa Unified School District located in the city of Azusa. During the 2007-08 school year, 505 students were enrolled in grades kindergarten through five. Student body demographics are illustrated in the table.

Paramount Elementary School met its goal in math, including all subgroups for AYP. Students participate in small-group intervention programs such as Language!, Read Naturally, Making Meaning, Soar to Success, and Early Success. We also offer enrichment programs focusing on topics such as: student newsletters, creative writing, advanced science, advanced computer (i.e. PowerPoint), and non-fiction report writing. Overall, students at Paramount Elementary School demonstrated academic growth. English Learners continue to improve their language skills in all areas of English (listening, speaking, reading, writing). 15 students at Paramount Elementary School were reclassified as fluent English Learners. At Paramount Elementary School students are indeed "Leaping to Success with Paramount Pride".

### Discipline & Climate for Learning

Students at Paramount Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

#### Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	1.0%
American Indian	0.2%
Asian	0.6%
Caucasian	1.2%
Filipino	0.8%
Hispanic or Latino	96.2%
Pacific Islander	0.0%
Multiple or No Response	0.0%

Paramount Elementary School provides an environment that is conducive to learning. The school's discipline program provides students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Paramount Elementary School effectively implemented the Safe & Civil School Program. As a result, several schoolwide changes were made such as: a safe drop-off/pick-up zone (coordinated with Azusa Police Department), revised playground plan, revised discipline program and new supervision procedures. Safety is a priority at Paramount. Students are taught to become their own problem solvers and to self reflect before problems accelerate to another level.

Paramount Elementary School adopted and implemented the Character Counts! program, which follows Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Approximately every six weeks, a new trait is highlighted.

Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, individual student planners, and school handbooks. Teachers send progress reports home to keep parents informed of their child's progress.

All rules are fairly and consistently administered. Students who are regularly disruptive and who commit certain violations are subject to suspension and/or expulsion. The Suspensions and Expulsions table below displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	16	7	5	1396	1375	899
Suspension Rate	3.0%	1.4%	1.0%	12.2%	12.4%	8.2%
Expulsions	1	0	0	33	14	4
Expulsion Rate	0.2%	0.0%	0.0%	0.3%	0.1%	0.0%

## Extracurricular & Enrichment Activities

To build self-esteem, promote achievement, and aid in the prevention of behavioral problems, students are encouraged to participate in the school's additional academic and extracurricular activities. Extracurricular and enrichment activities include band, instrumental music, field trips, library & computer lab access (before/recess/lunch), book fair, after-school tutoring, school play, Junior Olympics Track Team, and soccer (organized lunch team).

## Student Recognition

Positive reinforcements are issued frequently to reward students for good citizenship and achievement. These include:

- Weekly "Puma Pride" Assemblies
- Trimester Awards Assemblies
- Principal's Honor Roll
- Classroom Presentations
- Citizenship Awards
- Courtesy Card Tickets
- Reading/Language Arts Awards
- STAR Principals of the Day
- Classroom Presentations by the Principal
- Math Awards
- Honor Roll
- Most Improved Puma
- Punctual Pupils
- End of Year Awards
- Certificates, Pencils, Pins
- Student of the Month Tea
- Attendance Awards

## School Leadership

Leadership at Paramount Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. For the past four years, primary leadership duties have been assumed by Principal Victoria Avila. Mrs. Avila has 12 years of experience in education in the following positions: classroom teacher, district office staff developer, district EL coordinator, assistant/vice principal, and principal.

The principal oversees the day-to-day operations of the school. Coordinating with the principal is the Leadership Team, which meets bi-monthly to focus on instructional issues. Teachers meet as grade-level teams to align instruction to state standards, collaborate on assessment results, and determine next steps for each student. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include English Learners Advisory Committee (ELAC), and School Site Council (SSC).

## Class Size

Paramount Elementary School maintained a schoolwide average class size of 21.7 students and a pupil-to-teacher ratio of 20.2:1 for the 2007-08 school year. The following chart illustrates average class size by grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
K	19	20	19	5	5	6	-	-	-	-	-	-
1st	20	19	20	4	4	4	-	-	-	-	-	-
2nd	20	20	18	5	5	5	-	-	-	-	-	-
3rd	20	18	20	4	5	4	-	-	-	-	-	-
4th	28	30	32	-	-	-	3	2	1	-	-	2
5th	32	30	31	-	-	-	2	3	1	1	-	1

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Paramount Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

	CSR Participation		
	2005-06	2006-07	2007-08
K	100%	100%	100%
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%

## School Enrollment & Attendance

Regular attendance at Paramount Elementary School is an essential part of the learning process and critical to academic success. Teachers and office staff work with parents to resolve attendance obstacles, and to communicate the negative impact tardiness and excessive absenteeism can have on their child's education. The enrollment trend for the past three years is illustrated below.

	Enrollment Trend by Grade Level		
	2005-06	2006-07	2007-08
K	93	92	93
1st	83	84	86
2nd	89	82	85
3rd	90	86	82
4th	83	75	88
5th	97	75	71

Classroom teachers and the principal give special recognition to students with exemplary attendance. Qualifying students are rewarded with Punctual Pupil Awards for students who are on time and other honorary recognition.

Student attendance is carefully monitored to identify students exhibiting chronic tardiness and/or excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the Azusa Unified School District's School Attendance Review Board (SARB) are used to promote student attendance.

## School Facilities & Safety

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 includes a multipurpose room, library, cafeteria, 20 permanent classrooms, eight portable classrooms, playground, and one computer lab. Recent upgrades include: exterior painting, installation of new windows, landscaping upgrades, and extensive repair work. A new mural was added to the front of the school. The facility strongly supports teaching and learning through its ample classroom and playground space, intervention center, and a staff resource room. Facility information is current as of October 2008.

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. Two storage bins located at the school contain 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 teachers and administration are on duty during recess and before and after school, and noon supervisors are on duty during lunch 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. In addition, five employees have received Health Education Training from AUSD Health Services.

A Comprehensive School Safety Plan was developed 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 to, and exiting from, school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies. The Safe School Committee evaluates the plan annually and updates the plan as needed.

### 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.

### Deferred Maintenance Budget

Azusa Unified School District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring.

For the 2007-08 school year, Azusa Unified School District budgeted \$1,550,000 for the deferred maintenance program. This represents 2% of the district's general fund budget. During the 2007-08 school year, the district's governing board designated that these funds may be used on an as needed basis for plumbing, air conditioning, painting, electrical or other maintenance projects.

### Maintenance & Repair

A scheduled maintenance program is administered by 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. At the time of publication 100% of the restrooms were fully functional.

The chart below shows the results of the most recent school facilities inspection (as of October 2008). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected.

School Facility Conditions				
Date of Last Inspection: 01/22/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			Room 29 - Stained ceiling tiles.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			Girls Restroom: G1 - Overhead covered walkway - stucco cracks, water leaking through stucco.
Fire Safety	X			
Electrical (Interior and Exterior)	X			Room 3: Lounge - Missing outlet cover by fridge. Room 22: Kinder - Two fixtures out. Room 16 - One light fixture is not working.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			Library - Loose faucet fixture. Girls Restroom: G2 - One loose faucet fixture. Room 11 - Loose faucet fixture.
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			Room 15 - Overhead, unsecured storage.

## Parent & Community Involvement

Parents and community members are very supportive of the educational program at Paramount Elementary School. Parents and the community participate in School Site Council, ELAC, Coffee with the Principal, weekly Puma Pride Assemblies, holiday presentations, trimester award assemblies, attendance recognition events, Family Literacy Nights, Family Math Nights, Parent Technology Classes, Parenting Classes (including Fred Jones and PESA), PTA meetings, ESL Classes (14 hours/week), Parent Education Nights, and CBET Classes.

Paramount Elementary School enjoys many partnerships in the community and generous donations from Price Rite, Washington Mutual, Paramount PTA, Access Computer Products, Athens Services, Target, KV Mart Co., Woodmans Lodge, Diversified Transportation Services, and other local affiliates.

## Contact Information

Parents who wish to participate in Paramount Elementary School's leadership teams, PTA, school committees, school activities, or become a volunteer, may contact Lety Rosas, Community Liaison at the school's office at (626) 815-5104.

## Azusa Unified School District Local Measures

Azusa Unified School District uses multiple measures to analyze a student's progress toward achieving grade level proficiency. These include CAT/6, California Standards Test results, the Language Arts Performance Assessment (LAPA), the Mathematics Achievement Performance Assessment (MAPA), and district-designed assessments administered continuously throughout the year in reading, writing, and math for kindergarten through eighth grade students. Results of district assessments are reported for grades kindergarten through eight. The results of these assessments are used to identify students in need of additional assistance to enhance their academic performance.

During the 2007-08 school year, 48.46% of Paramount students passed the MAPA and 30.09% of the students passed the LAPA.

## California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science (grade 5) for the most recent three-year period, is shown below.

California Standards Test (CST)																													
Combined % of Students Scoring at Proficient and Advanced Levels																													
Language Arts									Math									Science											
2			3			4			5			2			3			4			5			5					
06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																													
School	29	24	28	20	16	20	34	32	28	15	31	29	45	40	43	72	49	51	49	59	43	36	40	28	8	21	24		
District	28	30	31	21	19	24	37	36	36	27	34	36	44	47	41	50	47	50	47	50	47	36	45	40	16	22	28		
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46		
Males																													
School	29	16	26	8	15	14	31	19	18	12	21	26	39	36	41	66	58	41	46	50	46	29	38	31	10	21	20		
District	24	26	28	16	17	21	32	29	33	25	30	30	45	46	42	51	48	49	44	49	46	35	45	38	18	23	30		
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48		
Females																													
School	29	35	30	30	17	27	37	42	37	19	38	32	49	47	45	77	43	63	52	66	41	47	42	24	7	22	29		
District	33	35	34	24	22	29	42	42	40	28	36	41	43	47	41	48	46	51	50	53	49	38	44	41	13	21	26		
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45		
Socioeconomically Disadvantaged																													
School	28	23	29	19	13	18	30	30	28	12	31	27	43	39	44	70	47	51	46	57	47	35	39	26	5	21	23		
District	24	26	29	17	16	21	32	33	32	23	30	32	40	44	39	45	44	47	43	49	45	34	41	37	13	18	24		
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32		
Hispanic or Latino																													
School	27	24	28	17	14	20	34	29	28	14	28	27	43	41	42	70	48	52	50	57	41	36	39	24	7	20	23		
District	24	28	30	18	17	22	35	34	34	25	31	33	41	45	40	48	46	47	45	50	45	35	42	38	14	19	25		
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32		
Students with Disabilities																													
School	0	*	*	*	*	*	*	*	*	*	*	*	15	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
District	5	11	16	7	4	14	10	10	7	7	9	11	17	23	24	26	24	20	19	16	13	12	13	11	8	5	8		
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26		
English Learners																													
School	13	16	14	2	5	5	20	9	15	0	3	10	38	30	36	67	40	35	38	34	38	26	17	6	0	3	3		
District	14	16	24	5	7	9	20	17	17	5	8	13	36	39	35	36	34	38	37	40	37	18	23	23	3	4	9		
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17		

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Physical Fitness

In the spring of each year, Paramount Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2007-08 school year, 52.9% of fifth grade students met the HFZ.

## California Achievement Test Survey (CAT/6)

The Norm-Referenced Test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2005-2006	-
Year in PI (2008-09)	Year 4	-
# of Schools Currently in PI	-	8
% of Schools Identified for PI	-	44.44%

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

## No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed at right.

## CAT/6 Norm Referenced Test

	% At or Above 50th Percentile					
	Reading			Math		
	06	07	08	06	07	08
All Students						
School	24	29	22	52	47	45
District	24	23	23	42	43	45
State	37	38	38	55	56	56
Males						
School	18	33	9	47	58	39
Females						
School	30	26	37	57	38	51
Socioeconomically Disadvantaged						
School	21	28	21	50	46	47
Hispanic or Latino						
School	22	28	23	49	47	45
English Learners						
School	7	18	8	40	40	24

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

	API School Results			2007 API Growth Score
	05-06	06-07	07-08	
Statewide Rank	3	3	3	
Similar Schools Rank	4	5	3	
All Students				
Actual Growth	17	-2	-11	691
Socioeconomically Disadvantaged				
Actual Growth	15	6	-8	687
Hispanic or Latino				
Actual Growth	17	1	-12	686
English Learners				
Actual Growth	31	-20	-20	636

## Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Not Applicable		Yes	

## Textbooks & Instructional Materials

Azusa Unified School District held a public hearing on October 2, 2007, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and are selected from the state's most recent list of adopted materials. Azusa Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle. The chart displays data collected in September 2008 in regards to the textbooks in use at Azusa's elementary schools.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	History/Social Science	Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	MacMillan/ McGraw Hill	2008	Yes	0.0%
K-5	Science	Harcourt	2001	Yes	0.0%

## Library Information

The school library, staffed by a part-time librarian, provides a variety of resources for student and classroom use. Students visit the library weekly with their classes. The library houses thousands of volumes available for student checkout, as well as videotapes, audiotapes, projectors, and other materials for classroom use.

## Computer Resources

At Paramount Elementary School, classrooms are equipped with TV's, VCR's, DVD's, LCD's, laptop's, digital cameras, and computers connected to the Internet. With at least three computers in each classroom, students receive computer instruction weekly. The school's computer lab contains 35 workstations. Teachers monitor student progress in achieving the technology skills recommended by State Standards. All computers contain software such as Accelerated Reader and FASST Math to augment classroom learning in Reading, Language Arts, Math and computer skills. The school continues to empower students to utilize technology as a tool to enhance and extend learning.

Computer Resources			
	05-06	06-07	07-08
Computers	100	100	126
Students per computer	5.3	4.9	4.0
Classrooms connected to Internet	29	29	23

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Los Angeles County Public Libraries, which contain numerous computer workstations. For more information of hours and locations, please visit <http://www.colapublib.org/libs/index.html>.

## Curriculum Development

All curriculum development at Azusa Unified School District revolves around the California State Content Standards and Frameworks. The Curriculum Council oversees curriculum along with the Educational Services and Student Information Department. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels.

The improvement of Paramount Elementary School's curriculum is an ongoing process. Using student data from multiple assessments, administrators and teachers look at how well students are performing according to state grade level standards, identifying areas of strength and weakness. Sometimes consultants or district representatives join our collaboration meetings. Additional staff development is provided, as needed, to enhance instructional delivery. Teachers modify instruction to ensure students succeed in meeting grade level expectations.

## Teacher Assignment

Azusa Unified School District recruits and employs only the most qualified credentialed teachers. For the 2007-08 school year, Paramount Elementary School had 26 fully credentialed teachers who met all credential requirements in accordance with the State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	26	26	26	540
Without Full Credentials	0	0	0	16
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.6%	0.4%
High-Poverty Schools in District	99.4%	0.6%
Low-Poverty Schools in District	Not Applicable	

## Counseling & Other Support Services

It is the goal of Paramount Elementary School to assist students in their social, personal, and academic development. Special attention is given to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The district provides quality professional support services for all students. The chart displays resources that are available to all students at Paramount Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	As Needed
Counselor Intern	2	0.4
Health Clerk	1	0.5
Librarian	1	0.5
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	0.5
Speech/Language Specialist	1	0.4

Students who are designated as English Language Learners (ELL) receive assistance via English Language Development (ELD) instruction and content in other subjects are made comprehensible through teacher use of SDAIE strategies. Targeted interventions such as after-school tutorials for newcomers, special programs, software, and instructional aide support help ELL's succeed.

Students with special needs are given Individualized Education Plans (IEP). The Resource Specialist Program includes a combination of in-class and pull-out support, instructional aide support and uses research-based strategies and programs to meet student needs.

At-risk students receive additional assistance during a built-in intervention time within the school day. Targeted after-school tutorials are also offered. Researched-based, effective programs, and software are used to target deficiencies.

Students in grades three through five who qualify for GATE (Gifted And Talented Education) receive differentiated instruction in their regular classrooms.

## Staff Development

The district has annually offered three professional development days where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$68,080
District	\$66,060
Percentage of Variation	3.06%
School & State	
All Elementary School Districts	\$63,458
Percentage of Variation	7.28%

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE web site, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$45,017	\$39,708
Mid-Range Teachers	\$64,638	\$63,805
Highest Teachers	\$81,588	\$82,081
Elementary School Principals	\$99,449	\$102,166
Middle School Principals	\$105,711	\$107,816
High School Principals	\$117,158	\$116,474
Superintendent	\$171,830	\$183,478
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.8%	40.6%
Administrative Salaries	6.1%	5.2%

## Data Sources

Data within the SARC was provided by Azusa Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## Expenditures & Services Funded

Azusa Unified School District spent an average of \$7,927 to educate each student (based on 2006-07 audited financial statements). The table below provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,244
From Restricted Sources	\$827
From Unrestricted Sources	\$4,417
District	
From Unrestricted Sources	\$5,332
Percentage of Variation between School & District	17.16%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	16.66%

In addition to general state funding, Azusa Unified School District receives state and federal funding for the following categorical, special education, and support programs:

- Gifted and Talented Pupils
- Special Education
- Home-to-School Transportation
- Economic Impact Aid
- School Improvement Program
- Instructional Materials
- Staff Development
- Tenth Grade Counseling
- Class Size Reduction
- Peer Assistance and Review
- Drug/Alcohol/Tobacco Education
- Healthy Start
- ESEA
- ROC/P
- Vocational and Applied Technology Education Act
- Educational Technology Assistance Grants

