



Charles H. Lee Elementary

550 N. Cerritos Ave. • Azusa, CA 91702 • 626-815-5269 • Grades K-5

Diana Rojas, Principal

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Charles H. Lee Elementary

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Azusa Unified School District

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School Description

Charles H. Lee Elementary School, which serves grades TK-5th, has been recognized as a Top School leading the way for educational equity across Los Angeles County. We are committed to delivering high-quality standard-based instruction, ensuring every child learns and that his/her instructional needs are met. We achieve this by closely monitoring the progress of every student and providing early intervention. At Lee, we believe that education is a team effort and we work closely together with our parent community. Lee's staff believes that all student needs (academic, physical, social, and emotional) must be met in order for them to be successful. Children are at the center of everything we do. At Charles H. Lee Elementary School, our mission is to prepare students to be critical thinkers, effective communicators, and respectful citizens. All students are capable of achieving success and becoming independent learners in an environment where everyone is: Responsible, Owns their actions, Always safe, and Respectful. It is our vision to provide a safe, positive, and collaborative academic environment; where all students, staff, and community can learn, grow, and succeed together.

Leadership at Charles H. Lee Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Beginning in the 2017-2018 school year, primary leadership duties were assumed by Principal Diana Rojas. Ms. Rojas has 23 years of experience in education in the following positions: classroom teacher, intervention teacher, adjunct professor, assistant principal, and principal. The principal oversees the day-to-day operations of the school.

Coordinating with the principal is the Leadership Team, which meets monthly to focus on instructional issues. Teachers meet as Grade-Level Teams to align instruction to state standards. 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 School Site Council, English Learners Advisory Committee, Parent Round Table, Parent Advisory Committee, Preschool Advisory Committee, Parent Teacher Association, and Monthly Coffee with the Principal.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	30
Grade 2	34
Grade 3	58
Grade 4	72
Grade 5	59
Total Enrollment	310

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0.3
Hispanic or Latino	92.3
White	3.9
Two or More Races	1
Socioeconomically Disadvantaged	93.5
English Learners	40.3
Students with Disabilities	9.7
Foster Youth	0.3
Homeless	5.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Charles H. Lee	17-18	18-19	19-20
With Full Credential	14	14	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Azusa Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	432
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Charles H. Lee Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill - Wonders (2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Math 4 (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Carolina Biological Science (2019) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman - History-Social Studies for California (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Charles H. Lee Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1960, the school sits on 8.5 acres. Facilities span 380,477 square feet and include a multipurpose room, library, cafeteria, 16 permanent classrooms, 11 portable classrooms, a playground, and one computer lab. Over the last several years, facility improvements have taken place, including updated heating and air conditioning systems, repainting and mural touchups, and modernization of classrooms and other campus buildings. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

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.

During the day and in the evenings, two custodians ensure that 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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 09-09-14

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	46	45	39	40	50	50
Math	43	37	28	31	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	22.4	34.5	22.4

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	189	185	97.88	44.86
Male	101	98	97.03	43.88
Female	88	87	98.86	45.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	172	98.29	42.44
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	178	174	97.75	44.25
English Learners	97	94	96.91	46.81
Students with Disabilities	18	18	100.00	5.56
Homeless	18	16	88.89	11.11

Note: 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.

Note: 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.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	189	187	98.94	37.43
Male	101	100	99.01	39.00
Female	88	87	98.86	35.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	174	99.43	35.63
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	178	176	98.88	38.07
English Learners	97	96	98.97	33.33
Students with Disabilities	18	18	100.00	0.00
Homeless	18	17	94.44	5.56

Note: 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.

Note: 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.

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members are very supportive of the educational program at Charles H. Lee Elementary School. Parents and the community participate in School Site Council, Parent Teacher Association, English Learners Advisory Committee, Parent Round Table, Parent Advisory Committee, Preschool Advisory Committee, Families in Schools Program, Grassroots ESL, and Monthly Coffee with the Principal. Charles H. Lee Elementary School enjoys many partnerships and generous donations from various community organizations. These partnerships include ongoing collaboration with Azusa Pacific University in the CHAMP Program, as well as support from the Duarte Elks Lodge and Golden State Foods Foundation which Lee has collaborated with for several years.

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.

School Safety Plan

The safety of students and staff is one of Charles H. Lee Elementary School's primary concern. The school's emergency preparedness plan includes steps for ensuring student and staff safety during an emergency or disaster. Fire, Earthquake, Lock-down 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 an emergency or disaster. In addition, an emergency backpack with supplies is stored in each classroom. The backpack holds a first aid kit and student information cards. Principal, teachers, and support staff are trained and practice lock down procedures in order to secure the entire campus in case of an emergency. In addition, Principal, teachers, and support staff supervise the campus before and after school, and during recess and lunch to ensure the safety of all the students. All visitors must sign in at the front office, wear identification tags while on the school grounds and sign out upon departure.

A Comprehensive School Safety Plan was developed by the Safety 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 Safety Committee evaluated the plan in May 2019 and updates were made as needed.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	1.6	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.38
Psychologist	.5
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	.38

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17			2017-18			2018-19			
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K							19	1	3	
1	23		2	21	1	1				
2	24		3	25		2	25		1	
3	25		3	26		3	25		3	
4	34			31		2	36			2
5	29	1	1	22	1	2	30		2	
Other**										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	35	37	37

Professional Development at Charles H. Lee Elementary School is primarily delivered on student release days through monthly staff meetings and PLC meetings. Based on the areas for student growth from State and District Data, our primary areas of focus have been Academic Discourse, Collaborative Practices, and Cognitive Rigor. Teachers are supported through PLC protocols, Resource Teacher, and classroom observations and feedback.

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 early student release day 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 three 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 is 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 2020, 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. In addition, several opt-in days of various ongoing professional learning offerings were held to differentiate among grade and content levels and included standards-aligned instructional practices in support of all learners, including English learners and students with disabilities; college and career readiness; and social-emotional support.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,541	\$49,084
Mid-Range Teacher Salary	\$75,981	\$76,091
Highest Teacher Salary	\$97,768	\$95,728
Average Principal Salary (ES)	\$116,390	\$118,990
Average Principal Salary (MS)	\$126,700	\$125,674
Average Principal Salary (HS)	\$139,662	\$137,589
Superintendent Salary	\$232,455	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,935	\$1,805	\$5,131	\$81,032
District	N/A	N/A	\$5,489	\$84,887.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.7	-2.8
School Site/ State	-39.5	6.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 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
- Career Technical Education
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

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).

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. All Azusa Unified School District schools provide students with on-site internet access.