

Charles H. Lee Elementary

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	Charles H. Lee Elementary
Street	550 North Cerritos Ave.
City, State, Zip	Azusa, CA 91702
Phone Number	(626) 815-5269
Principal	Diana Rojas
Email Address	drojas@azusa.org
School Website	http://lee.azusa.org/
Grade Span	K-5
County-District-School (CDS) Code	19642796011233

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

Charles H. Lee Elementary School serves preschool through 5th grade and has been recognized as a top school leading the way for educational equity across Los Angeles County. We are committed to delivering high-quality, standards-based instruction, ensuring every child learns and their instructional needs are met. We achieve this by closely monitoring the progress of every student and providing early intervention or enrichment through our school-wide program What I Need (WIN). A structured response-to-intervention program in which all students receive targeted, on-level, small-group instruction to enhance reading ability. At Charles H. Lee Elementary, we believe that education is a team effort and work closely with our parent community. Our staff believes that all student needs (academic, physical, social, and emotional) must be met in order for

2024-25 School Description and Mission Statement

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, is always safe, and is respectful. Our vision is 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, Principal Diana Rojas assumed primary leadership duties. Ms. Rojas has 28 years of experience in education in the following positions: classroom teacher, intervention teacher, adjunct professor, teacher on special assignment, assistant principal, and principal. The principal oversees the day-to-day operations of the school.

The staff works closely with the principal, focusing on instructional issues. Teachers collaborate with Grade-Level Teams to align instruction to state standards and to coordinate groupings for small-group instruction. 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 (SSC), English Learners Advisory Committee (ELAC), Parent Round Table, Parent Advisory Committee Plus (PAC +), Preschool Advisory Committee, Community Schools Advisory Council, Parent Group, and Monthly Coffee with the Principal.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	73
Grade 2	53
Grade 3	69
Grade 4	39
Grade 5	71
Total Enrollment	392

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.3
Asian	2.3
Black or African American	1.8
Filipino	0.3
Hispanic or Latino	86.7
Two or More Races	1.5
White	6.6
English Learners	31.9
Foster Youth	1
Homeless	9.9
Socioeconomically Disadvantaged	90.8
Students with Disabilities	13

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)	15.00	93.77	317.20	91.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	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	1.00	6.23	11.20	3.25	18854.30	6.86
Total Teaching Positions	16.00	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)	14.20	84.55	309.50	89.02	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.40	1.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	2.02	5.00	1.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.54	17.40	5.03	11953.10	4.28
Unknown/Incomplete/NA	2.00	11.88	12.10	3.50	15831.90	5.67
Total Teaching Positions	16.80	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)	12.50	80.65	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)	2.00	12.90	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	1.00	6.45	14.50	4.57	14303.80	5.15
Total Teaching Positions	15.50	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	0.00	0.30	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.30	2

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)	0.00	6.2	12.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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 District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California and internal instruments aligned to the state tool. The results of this survey are available at the District's Maintenance, Operations, and Transportation office.

Charles H. Lee Elementary School provides a safe, clean environment for students, staff, and parents. Built in 1960, the school sits on 8.5 acres. Facilities span 380,477 square feet and include a cafeteria/multipurpose room, library, innovation lab, 18 permanent classrooms, 11 portable classrooms, and two playgrounds. Over the last several years, facility improvements have taken place, including updated fencing, heating and air conditioning systems, underground electrical and utilities, repainting and mural touchups, and installation of surveillance cameras throughout the school campus. The facility strongly supports teaching and learning through its ample classrooms, playground space, and staff resource room.

The District administers a scheduled maintenance program 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, three custodians ensure that classrooms, restrooms, and campus grounds are kept clean and safe. The 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 leadership and the District are aware of the areas of need identified in the most recent facility inspection. A comprehensive plan is being developed to address these areas.

Year and month of the most recent FIT report

06-13-24

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)	29	32	36	33	46	47
Mathematics (grades 3-8 and 11)	21	26	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	194	187	96.39	3.61	31.55
Female	99	94	94.95	5.05	37.23
Male	95	93	97.89	2.11	25.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	168	161	95.83	4.17	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	50.00
English Learners	45	40	88.89	11.11	17.50
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	179	173	96.65	3.35	30.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	40	97.56	2.44	15.00

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	194	192	98.97	1.03	25.52
Female	99	97	97.98	2.02	22.68
Male	95	95	100.00	0.00	28.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	168	166	98.81	1.19	23.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	41.67
English Learners	45	45	100.00	0.00	13.33
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	5.26
Military	--	--	--	--	--
Socioeconomically Disadvantaged	179	177	98.88	1.12	23.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	40	97.56	2.44	17.50

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)	10.87	21.13	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	72	71	98.61	1.39	21.13
Female	36	35	97.22	2.78	20.00
Male	36	36	100.00	0.00	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	58	57	98.28	1.72	17.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	64	98.46	1.54	20.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

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	98.61%	98.61%	98.61%	98.61%	98.61%
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 and community members are very supportive of the educational program at Charles H. Lee Elementary School. Parents and the community participate in the SSC, ELAC, Parent Round Table, PAC +, Preschool Parent Advisory Committee, Community Schools Advisory Council, Parent Group, 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, School of Education, and Mental Health Department, as well as support from the Duarte Elks Lodge and Golden State Foods Foundation, with which Lee has collaborated for several years.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	443	429	155	36.1
Female	220	214	87	40.7
Male	223	215	68	31.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	387	375	137	36.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	27	26	9	34.6
English Learners	146	141	42	29.8
Foster Youth	--	--	--	--
Homeless	44	43	18	41.9
Socioeconomically Disadvantaged	410	399	148	37.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	73	36	49.3

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 and expulsions data.

Rate	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
Suspensions	3.01	1.14	0.68	3.17	5.25	4.37	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.68	0.00
Female	0.00	0.00
Male	1.35	0.00
Non-Binary		
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	0.52	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	2.27	0.00
Socioeconomically Disadvantaged	0.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.05	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 one of Charles H. Lee Elementary School's primary concerns. The school's emergency preparedness plan outlines steps to ensure student and staff safety during emergencies or disasters. Fire, earthquake, and lockdown drills are conducted regularly throughout the school year. Annually, the school conducts a comprehensive earthquake drill, which includes a full school evacuation. A storage bin located on campus contains food, water, and other emergency supplies. Additionally, each classroom is equipped with an emergency backpack and bucket containing supplies. The backpack includes a first aid kit, emergency supplies, and student information cards. All staff members have been trained to use the Centegix crisis alert badge, which they wear throughout the school day. Staff also practice lockdown procedures to secure the entire campus in case of an emergency. The principal, teachers, and support staff supervise the campus before and after school, as well as during recess and lunch, to ensure student safety. All visitors are required to sign in at the front office and wear identification tags while on school grounds.

A Comprehensive School Safety Plan, developed by the Safety Committee, complies with Senate Bill 187 and provides students and staff with a framework for maintaining a safe and orderly learning environment. Key elements of the plan include facility safety inspections, child abuse reporting procedures, teacher notification of dangerous pupils, disaster response procedures, safe entry and exit protocols, a sexual harassment policy, suspension and expulsion policies, the dress code, and discipline policies. The School Site Council evaluated the plan in May 2024 and made updates as necessary.

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	10	3	2	
1	18	1	2	
2	9	2	1	
3	15	1	1	
4	18	1	1	
5	17	1	1	
6	17	1	1	
Other	22	2	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	21	2	2	
1	25		1	
2	13	1	1	
3	25		1	
4	34			1
6	32		1	
Other	22	2	4	1

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	26		2	
1	26		2	
2	25		2	
3	22		3	
4	28		1	
5	22	1		1
Other	22	1	1	

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	
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	\$8,718	\$1,809	\$6,909	\$94,688
District	N/A	N/A	\$7,126	
Percent Difference - School Site and District	N/A	N/A	-3.1	3.2
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-43.7	0.0

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 are directed primarily toward English learners, low-income students, 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 the 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
- Regional Occupation Centers and Programs (ROC/P) at high schools
- Career & Technical Education Pathways
- Special Education
- Home-to-School transportation
- Health and nutrition programs

In addition to the District-supported supplemental programs, Lee Elementary School provides:

- After-School Tutoring
- Resource Teacher
- Instructional aides (bilingual, library aide, community liaison)
- Intervention Teacher and materials
- Supplemental Instructional supplies
- Technology & Software
- Professional development
- Teacher release time
- Parent education opportunities

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 District 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 (PLCs), which included collaborative lesson planning, lesson study, classroom observations, 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 includes 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 effective implementation of Professional Learning Communities (PLCs).

Professional development at Charles H. Lee Elementary School is primarily conducted during student release days, monthly staff meetings, and PLC meetings, as well as on student-free days. Guided by State and District data identifying areas for student growth, the primary focus areas include Small Group Instruction, Academic Discourse, Collaborative Practices, Cognitive Rigor, and Sobrato Early Academic Language. Teachers receive support through PLC protocols, District TOSAs, Reading Consultant Nancy Akhavan, a Resource Teacher, and the Principal, who provides instructional leadership, classroom observations, and feedback.

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	46	44	53