

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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


DataQuest

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

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.

Karen Sullivan, Principal

 Principal, Wesley Gaines

About Our School

Wesley Gaines Elementary is a Title I school serving kindergarten through grade 3. We are located in the city of Paramount in the southeast corner of Los Angeles County. We are a multi-ethnic school with a 41% English Learner population. In 2010, Wesley Gaines Elementary was recognized as a California Distinguished School. Wesley Gaines was named as a California Honor Roll School for 2018-2019 and joined the list of USC Top Los Angeles Public Schools in 2019. Our SBAC scores in 2019 reflected scores of 42% proficient in ELA and 47% in mathematics. During the 2019-2020 school year, we will continue in our efforts to make academic gains through Common Core-aligned professional development, collaboration, and implementation of effective instructional strategies.

Contact

Wesley Gaines
7340 East Jackson St.
Paramount, CA 90723-4809

Phone: 562-602-8012
Email: ksullivan@paramount.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Ruth Perez
Email Address	rperez@paramount.k12.ca.us
Website	www.paramount.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Wesley Gaines
Street	7340 East Jackson St.
City, State, Zip	Paramount, Ca, 90723-4809
Phone Number	562-602-8012
Principal	Karen Sullivan, Principal
Email Address	ksullivan@paramount.k12.ca.us
Website	https://gaines.pusdschools.net/
County-District-School (CDS) Code	19648736021398

Last updated: 12/23/2019

School Description and Mission Statement (School Year 2019—20)

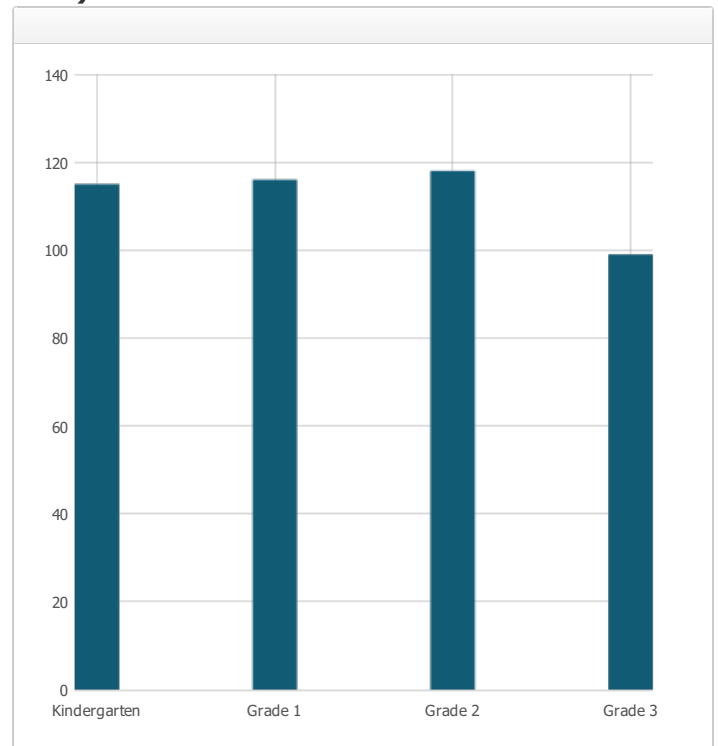
At Wesley Gaines Elementary School, our vision is that every student has a comprehensive understanding of the world around them and is equipped with the tools to thrive and collaborate in a diverse and ever changing society. Our students will have the perseverance to become life-long learners in order to reach their greatest potential.

At Wesley Gaines Elementary School, we provide rigorous instruction to meet the needs of every student. Our staff maintains high expectations for student achievement and behavior. We strive to provide a positive, focused learning environment and a school climate where students feel safe, cared for and validated.

Last updated: 12/23/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	115
Grade 1	116
Grade 2	118
Grade 3	99
Total Enrollment	448



Last updated: 12/23/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	8.30 %
American Indian or Alaska Native	%
Asian	0.70 %
Filipino	0.20 %
Hispanic or Latino	87.10 %
Native Hawaiian or Pacific Islander	0.20 %
White	1.30 %
Two or More Races	2.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.80 %
English Learners	51.60 %
Students with Disabilities	5.40 %
Foster Youth	1.60 %
Homeless	%

A. Conditions of Learning

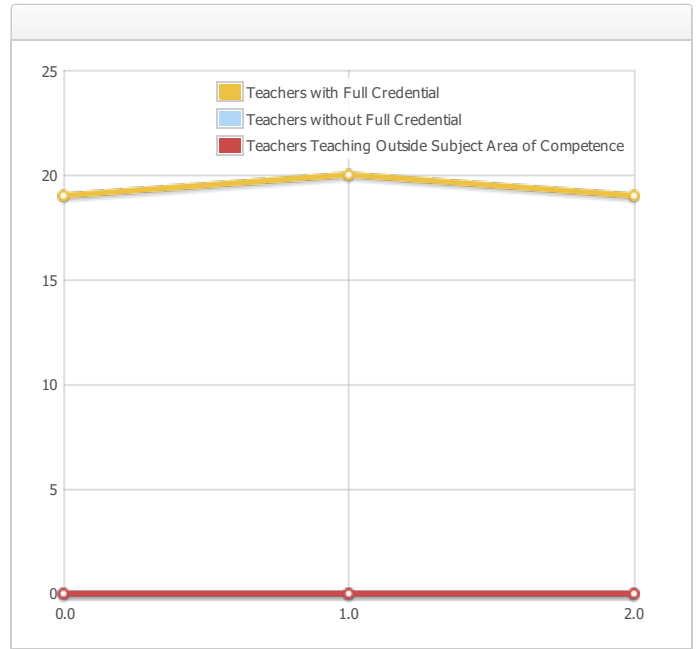
State Priority: Basic

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

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	19	20	19	638
Without Full Credential	0	0	0	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	23



Last updated: 12/30/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of 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.

Last updated: 12/30/2019

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

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The Quarterly Report for Uniform Complaints for 2018-2019 can be accessed from the following website links:

[Quarter 1 Report for Uniform Complaints](#)

[Quarter 2 Report for Uniform Complaints](#)

[Quarter 3 Report for Uniform Complaints](#)

[Quarter 4 Report for Uniform Complaints](#)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Houghton Mifflin) Grade T – K Big Day Program / 2017 (McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Start Smart /2016 (McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Unit 1-10 /2016 (McGraw Hill) Grade 1 1st Gr Wonders Reading Writing Workshop: Unit 1-4 /2016 (McGraw Hill) Grade 1 1st Gr Wonders Literature Anthology: Unit 1-4 / 2016 (McGraw Hill) Grade 2 2nd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 2 2nd Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 3 3rd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 3 3rd Gr Wonders Literature Anthology / 2016	Yes	0.00 %
Mathematics	(McGraw Hill) Grade T-K Everyday Mathematics PreK / 2012 (McGraw Hill) Grade K My Math Grade K Vol. 1, 2 / 2014 (McGraw Hill) Grade 1 My Math Grade 1 Vol. 1, 2 / 2014 (McGraw Hill) Grade 2 My Math Grade 2 Vol. 1, 2 / 2014 (McGraw Hill) Grade 3 My Math Grade 3 Vol. 1, 2 / 2014	Yes	0.00 %
Science	(Houghton Mifflin) Grade K-3 California Science Gr. K-5 / 2007	Yes	0.00 %
History-Social Science	(Pearson) Grade K-2 California Social Studies Kindergarten-Grade 2 / 2006 (Pearson) Grade 3 Our Communities / 2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/23/2019

School Facility Conditions and Planned Improvements

Gaines School is in good condition. No improvements planned at this time.

Last updated: 12/23/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
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	Field replaced with artificial turf; two portable classrooms replaced. Playground equipment renovation completed.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
----------------	-----------

Last updated: 12/23/2019

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	44%	42%	41%	39%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	52%	46%	30%	28%	38.0%	39.0%

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.

Last updated: 12/30/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	99	100.00%	0.00%	42.42%
Male	53	53	100.00%	0.00%	37.74%
Female	46	46	100.00%	0.00%	47.83%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	88	88	100.00%	0.00%	42.05%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	93	93	100.00%	0.00%	41.94%
English Learners	56	56	100.00%	0.00%	37.50%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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.

Last updated: 1/2/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	99	100.00%	0.00%	46.46%
Male	53	53	100.00%	0.00%	49.06%
Female	46	46	100.00%	0.00%	43.48%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	88	88	100.00%	0.00%	47.73%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	93	93	100.00%	0.00%	45.16%
English Learners	56	56	100.00%	0.00%	42.86%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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.

Last updated: 1/2/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	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.

Last updated: 12/30/2019

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

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)

At Wesley Gaines Elementary School, we value our parents as important partners in the education of our students. Volunteering in the classroom or at school-wide events is encouraged. Parent workshops are scheduled regularly to provide valuable information relevant to our families' education, health and welfare, nutrition, and self-esteem. Parent meetings are also offered by the teachers, instructional coaches, and counselor, to assist parents with ways to support student learning and success both at school and at home. The School Site Council and English Language Advisory Committee hold meetings encouraging all parents to attend along with the elected panels of parents. We have an active PTA which meets once per month to support school-wide events for students.

State Priority: Pupil Engagement

Last updated: 12/23/2019

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.20%	3.70%	2.90%	2.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/23/2019

School Safety Plan (School Year 2019—20)

Wesley Gaines School maintains a Comprehensive Safety Plan. The school safety plan identifies procedures for Emergency Preparedness, applicable Board Policies, and Child Abuse Reporting laws. The safety plan is reviewed and approved each year by the School Site Council and the School Safety Committee. It is then submitted and approved by the Board of Education.

As noted in the safety plan, Wesley Gaines conducts emergency drills every month to ensure that all students and staff are prepared in case of a real disaster. Additionally, all staff receives annual training on Mandated Child Abuse reporting laws and related Board policies. The School Safety Plan was reviewed and approved on April 8, 2019.

Last updated: 12/23/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	1	5	
1	26.00		4	
2	23.00		4	
3	26.00		4	
4				
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	5	
1	21.00	1	4	
2	25.00		4	
3	25.00		4	
4				
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	6		
1	23.00		5	
2	24.00		5	
3	25.00		4	
4				
5				
6				
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.

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

Title	Ratio**
Counselors*	448.00

*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 Number of Pupils per Counselor

Last updated: 12/30/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.50
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	3.00
Other	1.00

*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.

Last updated: 12/30/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4559.04	\$218.35	\$4340.69	\$90115.03
District	N/A	N/A	--	\$84533.00
Percent Difference – School Site and District	N/A	N/A	76.45%	6.39%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	53.45%	9.39%

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

Last updated: 12/30/2019

Types of Services Funded (Fiscal Year 2018—19)

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II - A federal program designed to ensure teacher and principal quality.

Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Title IV – A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Beginning Teacher Support and Assessment (BTSA) - A program designed as a system of support and professional growth for preliminary credentialed teachers.

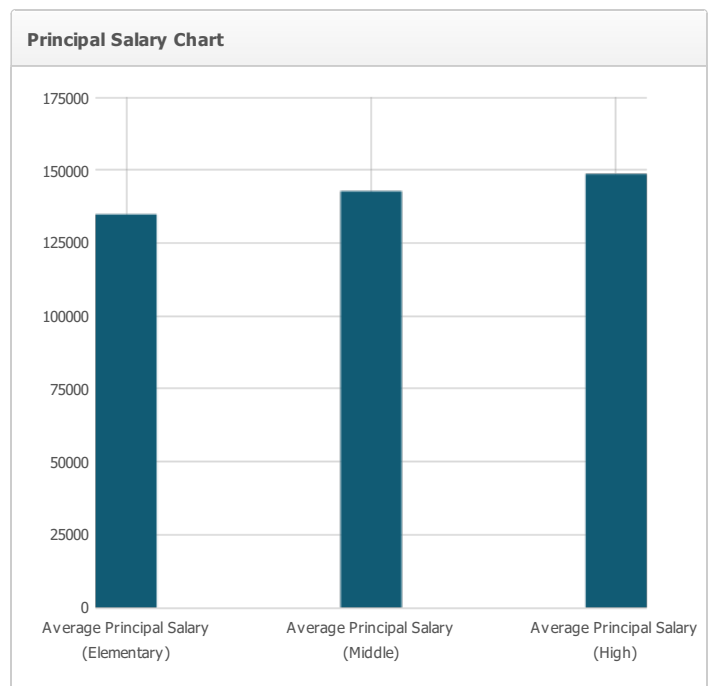
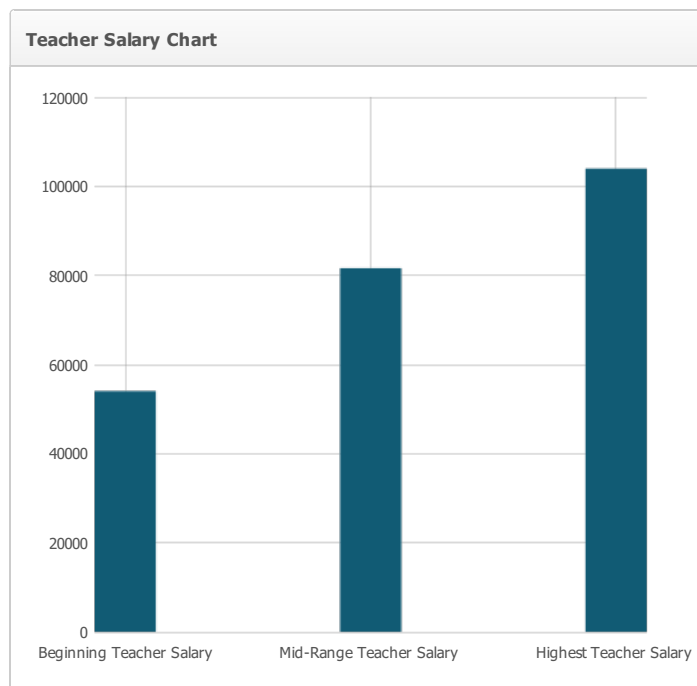
Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra funding for students with greater challenges.

Last updated: 12/30/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,038	\$51,374
Mid-Range Teacher Salary	\$81,624	\$80,151
Highest Teacher Salary	\$103,963	\$100,143
Average Principal Salary (Elementary)	\$134,799	\$126,896
Average Principal Salary (Middle)	\$142,745	\$133,668
Average Principal Salary (High)	\$148,687	\$143,746
Superintendent Salary	\$261,111	\$245,810
Percent of Budget for Teacher Salaries	35.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/30/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	95	110	81

Last updated: 1/8/2020