Paramount High

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Ruth Perez
E-mail Address	RPerez@paramount.k12.ca.us
Web Site	www.paramount.k12.ca.us

School Contact Information - Most Recent Year	
School Name	Paramount High
Street	14429 South Downey Ave.
City, State, Zip	Paramount, Ca, 90723-4378
Phone Number	562-602-6067
Principal	Greg Buckner, Principal
E-mail Address	gbuckner@paramount.k12.ca.us
County-District-School (CDS) Code	19648731936749

Last updated: 1/27/2016

School Description and Mission Statement - Most Recent Year

Mission Statement

The mission of the Paramount Unified School District is to ensure learning and success for each student by providing a quality education.

Vision Statement

Paramount Unified School District strives to be an exemplary district. In order to ensure this, all stakeholders of the District must have a clear sense of the goals that are to be accomplished, the characteristics of outstanding schools to be emulated and the contributions each stakeholder will need to make in order to transform the vision into reality. The following vision statement is intended to provide the standard ParamountUnifiedSchool District will strive to achieve and maintain.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRS)

We strive to have a graduate be...

A PRODUCTIVE INDIVIDUAL IN SOCIETY who...

- Thinks, speaks, reads and writes clearly in English
- Identifies and solves problems by applying critical thinking skills and mathematical reasoning
- Finds appropriate solutions as an individual or in collaboration with others
- Uses effective communication skills
- Actively pursues knowledge through a variety of resources incorporating the use of technology

AN EFFECTIVE AND INFORMED CITIZEN who...

- Interprets and responds to different sources of information

- Takes a positive, active role in his/her community

- Selects an ethical course of action when faced with choices

- Practices environmental responsibility

A CULTURALLY AWARE PERSON who...

- Respects one's own culture and appreciates cultural similarities and differences

- Recognizes and affirms the dignity and worth of every individual

- Accepts and deals positively with human diversity

A SELF-DIRECTED LEARNER who...

- Reflects upon personal growth and development

- Practices good health habits and physical fitness

- Acquires new skills and applies knowledge

- Establishes career and life-long learning goals

- Accepts personal responsibility

Last updated: 1/27/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 8	2
Grade 9	1281
Grade 10	1228
Grade 11	1185
Grade 12	1118
Total Enrollment	4814
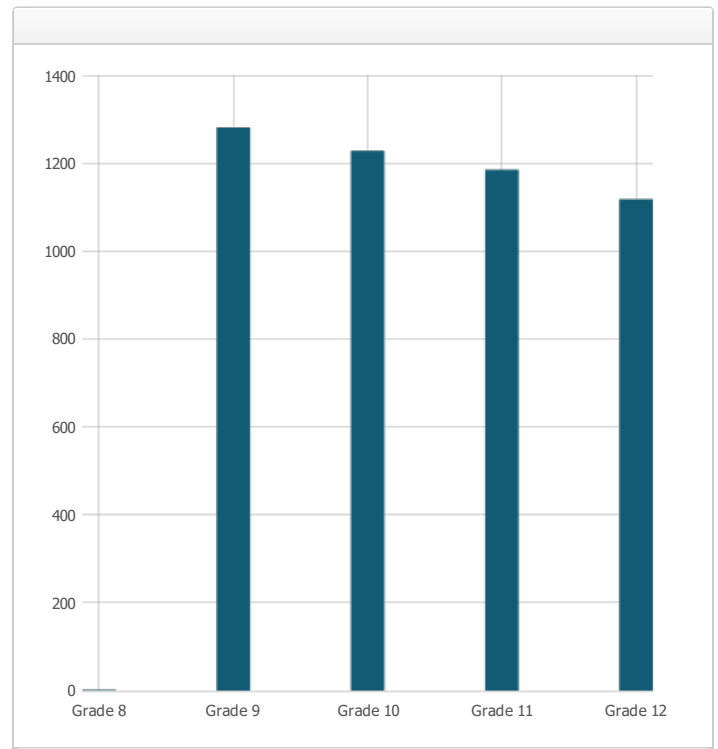
Last updated: 1/27/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	8.2 %
American Indian or Alaska Native	0.0 %
Asian	0.6 %
Filipino	0.8 %
Hispanic or Latino	88.1 %
Native Hawaiian or Pacific Islander	0.8 %
White	1.0 %
Two or More Races	0.4 %
Socioeconomically Disadvantaged	93.3 %
English Learners	20.4 %
Students with Disabilities	10.2 %
Foster Youth	1.0 %
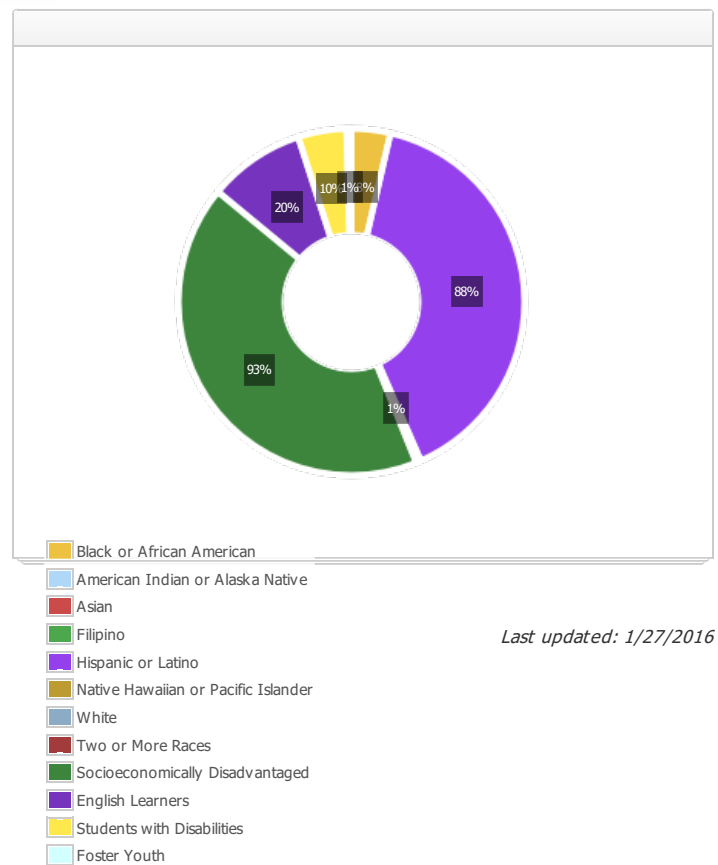
Last updated: 1/27/2016

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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	175	182	185	616
Without Full Credential	0	4	6	14
Teachers Teaching Outside Subject Area of Competence (with full credential)	13	12	9	28
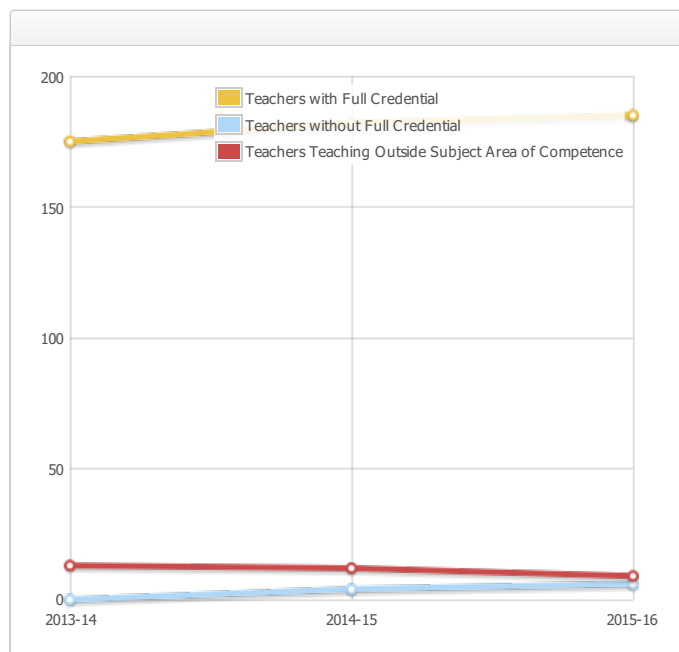
Last updated: 12/18/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1
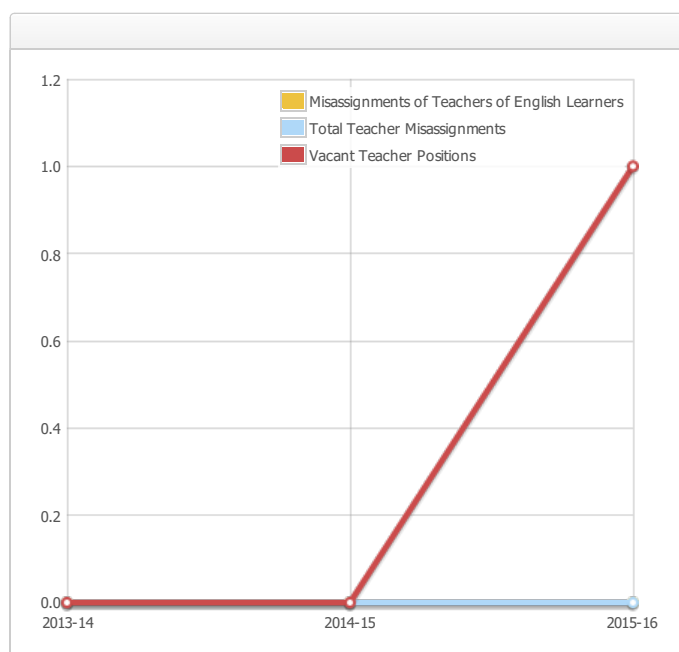
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 12/18/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Holt Rinehart & Winston) Grade 9 Elements of Literature 3rd Course / 2001 (Holt Rinehart & Winston) Grade 10 Elements of Literature 4th Course with Readings in World Literature / 2001 (Holt Rinehart & Winston) Grade 10 Elements of Literature 4th Course with Readings in World Literature {w/ brown border} / 2001 (Holt) Grade 10 Elements of Literature 4th Course / -- (Holt Rinehart & Winston) Grade 11 Elements of Literature 5th Course: Literature of the US / 2001 (Holt Rinehart & Winston) Grade 12 Literature & Language Arts: Essentials of British & World Literature / -- (Thompson) Grade 12 Literature: Structure, Sound, and Sense / 2005 (Bedford/St. Martin's) Grade 12 A World of Ideas / 2009 (Houghton Mifflin) Grade 12 The Riverside Reader / 2009 (Bedford/St. Martin's) Grade 12 Everything's an Argument / 2009 (Pearson Longman) Grade 12 The Little, Brown Handbook 10th Edition. / 2009 (Wright Group) Grade 9-12 Fast Track Reading / 2004 (SRA/McGraw-Hill) Grade 9-12 Corrective Reading / 2001 (Hampton Brown) Grade 9-12 Inside the U.S.A. / 2011 (Hampton Brown) Grade 9-12 Edge Level A-C / 2011 (People's Education) Grade 11-12 Measuring Up / 2012	Yes	0.0 %
Mathematics	(Pearson) Grade 10-12 Blitzer Pre-Calculus / 2015 (Pearson) Grade 10-12 AP Calculus Graphical, Numerical, Algebraic / 2015 (Pearson) Grade 9-12 Algebra 1, California Common Core / 2015 (Agile Mind) Grade) 9-12 Intensified Algebra 1 / 2013 (Pearson) Grade 9-12 Geometry, California Common Core / 2015 (Pearson) Grade 10-12 Algebra 2, California Common Core / 2015 (Houghton Mifflin) Grade 10-12 Honors Trigonometry / 2003 (Houghton Mifflin) Grade 10-12 Understandable Statistics 7th Ed. / 2003 (Houghton Mifflin) Grade 10-12 Pre-Calculus / 2004 (Prentice Hall) Grade 10-12 Calculus 8th Edition / -- (Holt Rinehart & Winston) Grade 10-12 Practical Math: Skills and Concepts / 2006 (Holt Rinehart & Winston) Grade 10-12 Practical Math Applications / 2006 (People's Publishing Group) Grade 10 Measuring Up / 2010 (Scholastic) Grade 10-11 Numeracy Project / 2010	Yes	0.0 %
Science	(Pearson Education) Grade 11-12 Fundamentals of Anatomy and Physiology / 2015	Yes	0.0 %

(Prentice Hall) Grade 9 Physical Science: Concepts in Action / 2005

(Prentice Hall) Grade 9 Environmental Science / 2005

(Prentice Hall) Grade 10-12 Biology / 2003

(Freeman & Worth) Grade 10-12 Principles of Life 2nd Ed. 2014

(McDougal Littell) Grade 10-12 World of Chemistry / 2004

(Cengage) Grade 10-12 Chemistry, 9th Edition / 2014

(Pearson Education) Grade 10-12 Conceptual Physics / 2004

(John Wiley & Sons) Grade 10-12 Physics, 9th Edition / 2012

(Holt, Rinehart & Winston) Grade 9-12 Lifetime Health / 2006

(Pearson Benjamin Cumming) Grade 10-12 Essentials of Human Anatomy & Physiology 9th Ed. / 2008

History-Social Science	(McDougal Littell) Grade 9-12 Modern World History: Patterns of Interaction / 2005 (Prentice Hall) Grade 10 America: Pathways to Present / 2006 (Glencoe/McGraw-Hill) Grade 11 US Government: Democracy in Action / 2006 (Houghton Mifflin) Grade 11 American Government 10th Ed./ 2006 (Thompson Learning) Grade 11 AP European History: Western Civilization / -- (Holt, Rinehart & Winston) Grade 12 Economics / 2006 (Glencoe/McGraw-Hill) Grade 12 AP Micro-Economics / 2005 (Houghton Mifflin) Grade 12 AP US History: The American Pageant 13th Ed. / 2007 (McGraw-Hill) Grade 10-12 World Geography /-- (Holt, Rinehart & Winston) Grade 10-12 Psychology: Principles in Practice / 2007 (Holt, Rinehart & Winston) Grade 10-12 Sociology: A Down to Earth Approach / 2007	Yes	0.0 %
Foreign Language	(McDougal Littell) Grade 9-12 ¡EnEspanol! / 2004 (Pearson Education) Grade 10-12 Abriendo Paso Gramatica / 2006 (Pearson Education) Grade 10-12 Abriendo Paso Lectura / 2006 (Holt, Rinehart & Winston) Grade 9-12 ¡VenConmigo! Nueva Vistas / 2004 (Holt, Rinehart & Winston) Grade 10-12 ¡VenConmigo! Nueva Vistas 2 / 2004 (McDougal Littell) Grade 10-12 French: Discovering French. Bleu (1) / 1996?? (McDougal Littell) Grade 10-12 French: Discovering French. Blanc (2) / 1996?? (McDougal Littell) Grade 10-12 French: Discovering French. Rouge(3) / 1996??	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/28/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Paramount High School is in very good condition for the cleanliness of all classrooms and restrooms.

There are no major facilities projects this year.

There are not any major maintenance repairs needed at this time.

Tree trimming has been completed and all safety lines have been repainted.

Last updated: 1/27/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected:

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	All light fixtures in the main gym were replaced with high output fixtures.
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected:

Overall Rating	Exemplary

Last updated: 1/29/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	35.0%	44.0%
Mathematics (grades 3-8 and 11)	23.0%	21.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/27/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	1148	1115	97.1%	12.0%	29.0%	39.0%	19.0%
Male	1148	555	48.3%	15.0%	31.0%	38.0%	16.0%
Female	1148	560	48.8%	10.0%	27.0%	41.0%	23.0%
Black or African American	1148	105	9.1%	25.0%	36.0%	27.0%	12.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	1148	8	0.7%	--	--	--	--
Filipino	1148	9	0.8%	--	--	--	--
Hispanic or Latino	1148	961	83.7%	11.0%	28.0%	41.0%	20.0%
Native Hawaiian or Pacific Islander	1148	11	1.0%	27.0%	45.0%	27.0%	0.0%
White	1148	13	1.1%	8.0%	23.0%	54.0%	15.0%
Two or More Races	1148	6	0.5%	--	--	--	--
Socioeconomically Disadvantaged	1148	541	47.1%	15.0%	29.0%	40.0%	17.0%
English Learners	1148	174	15.2%	38.0%	47.0%	14.0%	1.0%
Students with Disabilities	1148	75	6.5%	53.0%	33.0%	12.0%	1.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/27/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	1148	1115	97.1%	45.0%	32.0%	18.0%	5.0%
Male	1148	555	48.3%	49.0%	29.0%	17.0%	6.0%
Female	1148	560	48.8%	42.0%	35.0%	19.0%	4.0%
Black or African American	1148	105	9.1%	68.0%	17.0%	12.0%	3.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	1148	8	0.7%	--	--	--	--
Filipino	1148	9	0.8%	--	--	--	--
Hispanic or Latino	1148	961	83.7%	43.0%	33.0%	18.0%	5.0%
Native Hawaiian or Pacific Islander	1148	11	1.0%	45.0%	55.0%	0.0%	0.0%
White	1148	13	1.1%	38.0%	54.0%	0.0%	8.0%
Two or More Races	1148	6	0.5%	--	--	--	--
Socioeconomically Disadvantaged	1148	542	47.2%	48.0%	31.0%	16.0%	5.0%
English Learners	1148	175	15.2%	84.0%	15.0%	1.0%	0.0%
Students with Disabilities	1148	75	6.5%	92.0%	8.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/27/2016

California Standards Tests for All Students in Science – Three-Year Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	45.0%	54.0%	50.0%	46.0%	50.0%	49.0%	59.0%	60.0%	56.0%

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/27/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49.0%
All Students at the School	50.0%
Male	54.0%
Female	47.0%
Black or African American	34.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	50.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	45.0%
English Learners	12.0%
Students with Disabilities	17.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/27/2016

Career Technical Education Programs (School Year 2014-15)

The Paramount Unified School District Board of Education recognizes the importance of building a strong link among local businesses, industry and community members. Over the past ten years, the District has developed a strong bond with the city of Paramount and local agencies. Community leaders have expressed a strong need and desire to improve the local community through education and partnerships. Career Technical Education (CTE) has become an important tool to help improve the community and improve the educational program of all its students.

Paramount Unified School District is committed to delivering a high quality CTE program to its students. With the support of the community, local business partners, local college representatives, regional occupational program Career Technical Education program representatives, teachers, counselors, parents and administrators, the CTE pathways are thriving. Paramount High School currently offers three CTE Pathways: Media Support and Services, Engineering Design, and Patient Care. Most CTE courses meet A-G requirements and lead to industry certification. Students who complete Career Technical Education classes have multiple options after high school. They may choose to continue their education at colleges and universities, enter the workforce, select technical training programs, apprenticeships, or schools that specialize in their chosen field of interest, or some combination of all of the above. In an effort to expand CTE course offerings, Foods Services and Hospitality will be launched as the fourth Pathway in the 2015-16 school year.

Last updated: 1/28/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2031
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	97.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 1/28/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	84.8%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	35.0%

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 areas of English, mathematics, and physical education

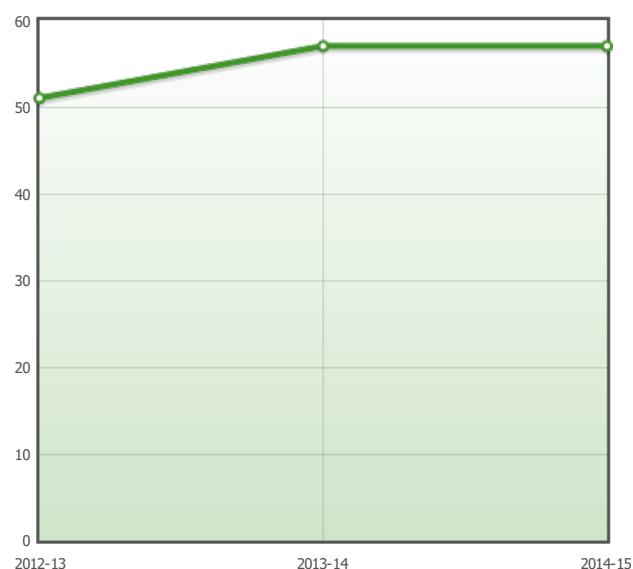## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	45.0%	43.0%	51.0%	45.0%	32.0%	37.0%	57.0%	56.0%	58.0%
Mathematics	51.0%	57.0%	57.0%	50.0%	40.0%	41.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced
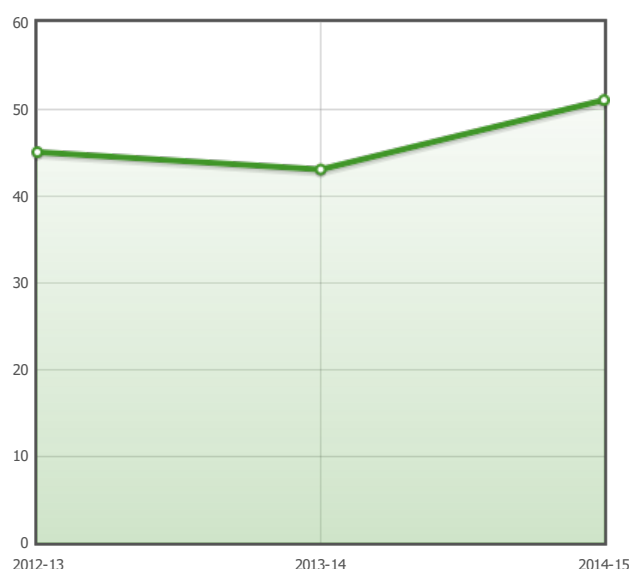
Mathematics Percent of Students Scoring at Proficient or Advanced

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	50.0%	28.0%	22.0%	43.0%	42.0%	15.0%
All Students at the School	49.0%	28.0%	23.0%	43.0%	42.0%	15.0%
Male	53.0%	27.0%	19.0%	39.0%	44.0%	17.0%
Female	45.0%	29.0%	26.0%	46.0%	41.0%	13.0%
Black or African American	70.0%	20.0%	10.0%	61.0%	36.0%	2.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	48.0%	29.0%	24.0%	41.0%	43.0%	16.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	49.0%	28.0%	23.0%	43.0%	43.0%	14.0%
English Learners	93.0%	7.0%	0.0%	83.0%	16.0%	1.0%
Students with Disabilities	96.0%	4.0%	0.0%	82.0%	17.0%	1.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/27/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23.4%	22.9%	30.4%

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.

Last updated: 1/28/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

Parents are invited to join in the effort of our academic and extracurricular program through our School Site Council, English Language Advisory Committee, Parent Teacher Student Association (PTSA), and athletic booster clubs. The School Site Council and English Language Advisory Committees are elected parent advisory groups that assist the principal and staff in planning the educational programs at the school. Several parent meetings are held during the course of the year to update parents and programs such as Title 1, English Learners, and the state and school's assessment program.

Parents are encouraged to be a part of their student's education and are welcome to meet with staff members to improve the learning experiences for their students. Each year, the school surveys parents regarding the effectiveness of school programs and uses the parent responses to improve the educational program. Invitations for parents to participate in campus activities are publicized via home mailers, marquee announcements, calls home, and school website calendars.

Individual parent conferences are facilitated by the counselors on an as-needed basis. Parents are informed of students' academic progress on a regular basis via progress reports and quarterly grade reports. Parent education activities include workshops on how to help your student with homework, the importance of good attendance, how to help your child in core classes, and different parenting skills topics.

State Priority: Pupil Engagement
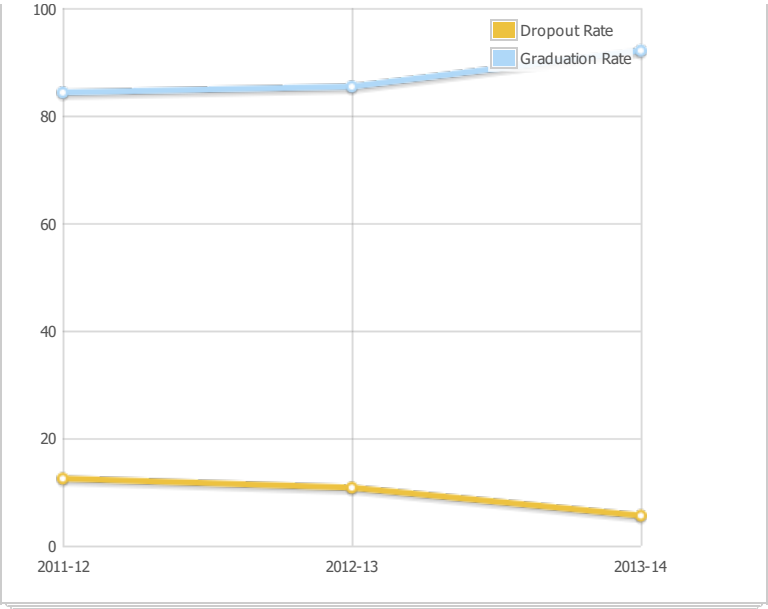
Last updated: 1/27/2016

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	12.5%	10.8%	5.6%	14.3%	11.9%	7.9%	13.1%	11.4%	11.5%
Graduation Rate	84.30	85.40	92.10	78.30	80.80	85.60	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Completion of High School Graduation Requirements

| Student Group	Graduating Class of 2014		
	School	District	State
All Students	92	83	84
Black or African American	87	77	76
American Indian or Alaska Native	93	0	78
Asian	80	67	92
Filipino	94	100	96
Hispanic or Latino	77	84	81
Native Hawaiian or Pacific Islander	73	100	83
White	83	87	89
Two or More Races	77	83	82
Socioeconomically Disadvantaged	0	87	81
English Learners	67	67	50
Students with Disabilities	100	69	61
Foster Youth	--	--	--

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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.9	8.5	6.6	4.9	5.9	3.7	5.1	4.4	3.8
Expulsions	0.2	0.2	0.0	0.1	0.1	0.0	0.1	0.1	0.1
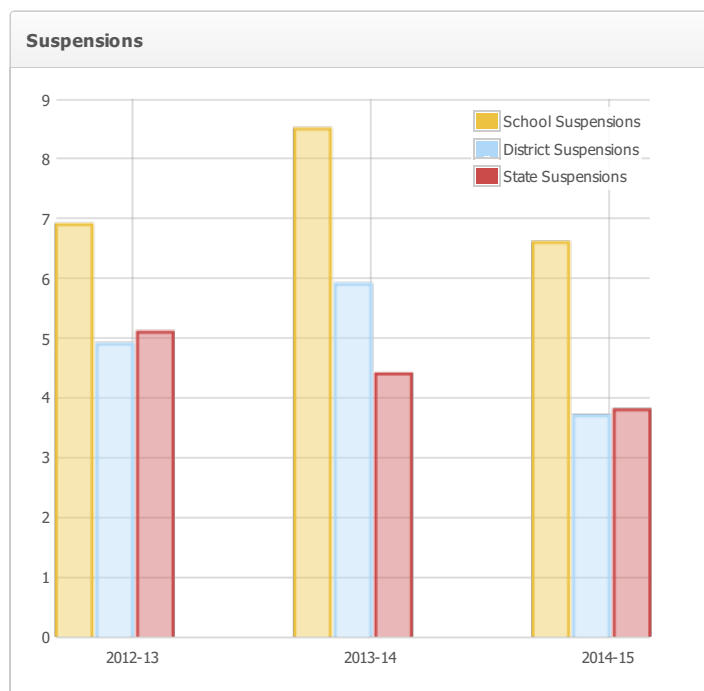
School Safety Plan - Most Recent Year

Paramount High School provides a safe, clean campus to promote a positive environment for students. Administrators, counselors, teachers, staff assistants, security personnel, and noon duty aides provide supervision. The staff assistant hours provide for nine full-time staff assistants on the tenth through twelfth site and three full-time staff assistants on the ninth grade site. Communication by these parties is accomplished through a hand-held radio system. Each teacher's classroom is equipped with a telephone, which provides direct access to the office. Emergency drills, such as fire and earthquake, are held every semester. Should a disaster occur, specialty teams have been established for search and rescue, first aide, security, and student accountability. A systematic evacuation plan has been established for students and staff. The two campuses maintain individual School Safety Plans that are annually reviewed and approved by the respective School Site Councils, with specific instructions for handling a variety of incidents that may occur during the school day. Additionally,each teacher is provided with a copy of the Emergency Handbook at the start of the year (as part of the Staff Handbook binder,which is updated annually).

With funding made available through passage of a bond measure, multiple additional state-of-the-art facilities have been added to the campus over the last few years including a new Library, Health Sciences Building, Stadium, Field House and practice Gymnasium at both campuses. Improvements have been made to the school facilities of each site including classroom modifications, painting of exterior walls, carpet and tile replacement,grounds beautification,and widening of walkways. The custodial staff for the ten through twelfth site consists of three full-time day custodians; the ninth grade site has one full-time day custodian. Both sites have a crew of district custodians for the evening maintenance. The custodial staff maintains the cleanliness of the campus as well as the classrooms. Noon duty aides and campus security personnel also play a role in keeping the grounds clean.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	Yes	Yes	

Last updated: 1/27/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	68.4%

Note: Cells with NA values do not require data.

Last updated: 1/27/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13 Average Class Size	1-22	23-32	33+	2013-14 Average Class Size	1-22	23-32	33+	2014-15 Average Class Size	1-22	23-32	33+
		Number of Classes *				Number of Classes *				Number of Classes *		
English	31.0	27	50	122	30.0	31	59	104	30.0	26	76	93
Mathematics	30.0	23	66	91	31.0	19	65	80	31.0	20	48	89
Science	34.0	10	19	93	35.0	7	16	90	34.0	8	20	85
Social Science	34.0	13	10	93	36.0	9	18	91	35.0	11	11	99

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	14.0	342.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	3.0	N/A
Psychologist	2.0	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	10.0	N/A
Other	16.0	N/A

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

*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: 12/18/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$4481.0	$227.0	$4254.0	$78253.0
District	N/A	N/A	$1740.0	$75970.0
Percent Difference – School Site and District	N/A	N/A	144.5%	3.0%
State	N/A	N/A	$5348.0	$71529.0
Percent Difference – School Site and State	N/A	N/A	-20.5%	9.4%

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

Last updated: 1/11/2016

Types of Services Funded (Fiscal Year 2014-15)

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.

Economic Impact Aid – Limited English Proficient –A state program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Gifted and Talented Education (GATE) – A state funded program within the Local Control Funding Formula (LCFF) designed to provide gifted and talented students with integrated and differentiated learning experiences within the regular school day.

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

Supplemental Educational Services (SES) - Additional academic instruction provided outside of the regular school day designed to increase the academic achievement of students attending schools in Program Improvement Years 2 through 5. Eligible students include low-income, academically challenged students who attend Title I PI Years 2 through 5 schools.

Last updated: 1/29/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,421	$43,062
Mid-Range Teacher Salary	$70,119	$67,927
Highest Teacher Salary	$90,366	$87,811
Average Principal Salary (Elementary)	$115,592	$110,136
Average Principal Salary (Middle)	$115,592	$115,946
Average Principal Salary (High)	$128,779	$124,865
Superintendent Salary	$182,938	$211,869
Percent of Budget for Teacher Salaries	39.0%	39.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
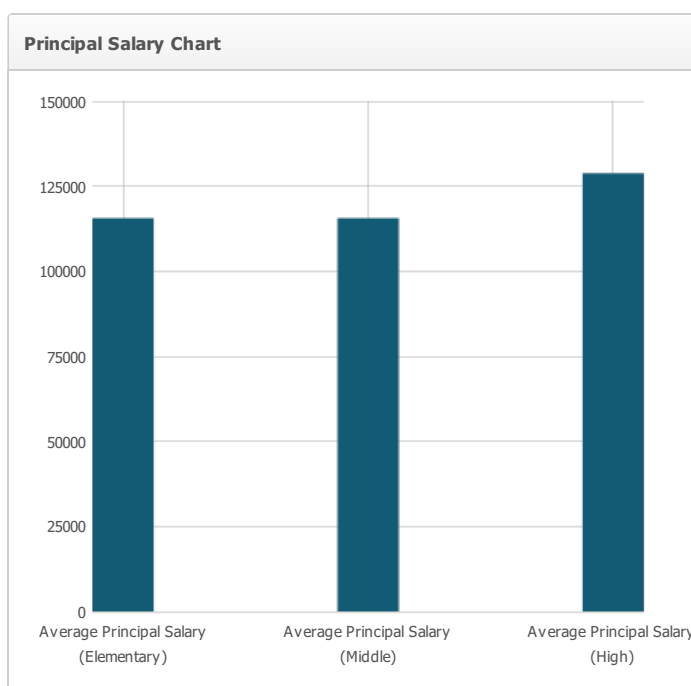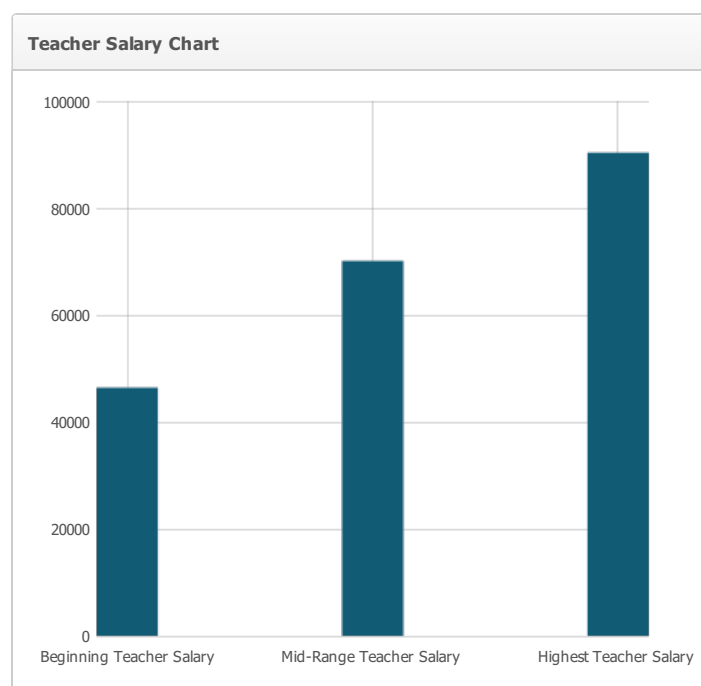
Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	14	N/A
Fine and Performing Arts	0	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	6	N/A
Social Science	12	N/A
All Courses	39	0.7%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/27/2016

Professional Development – Most Recent Three Years

In 2015-16, professional development has been driven by the implementation of Common Core State Standards. Student achievement data is analyzed to determine the specific needs for professional development. Professional development is provided in a variety of ways. Teachers are provided with substitute coverage during the school day, teachers attend after school workshops and academic coaches model lessons and provide teachers with individual mentoring and support. Teachers are also supported through collaboration meetings with teachers at their sites and district wide.

Training for K-12 teachers, coaches and principals has included Thinking Maps and Safe and Civil Leadership Teams. Teachers have had collaboration time to analyze writing and/or ELA constructed response questions and math constructed response questions. Professional development is also developed specifically for particular grade levels.

K-5 professional development activities have included Instructional Leadership Teams, Common Core Modules, Basic Math Facts, Math Curriculum and Development Teams, Spatial Temporal Math for grades 3-4, English Language Arts Curriculum and Development Teams, and Write from the Beginning and Beyond.

6-12 professional development activities have included Instructional Leadership Teams, Math Curriculum and Development Teams, English Language Arts Curriculum and Development Teams, Write from the Beginning and Beyond and Career Technical Education training.

The district further promotes structured professional development programs through the Beginning Teacher Support and Assessment Program and the Induction Program for General and Special Education teachers.

Last updated: 1/29/2016