Paramount High

School Accountability Report Card
Reported Using Data from the 2017—18 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/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 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.

Michael Ono, Principal

📍 Principal, Paramount High

About Our School

Paramount High School is a comprehensive high school serving over 4,700 students in grades nine through twelve. The school, located in a diverse urban community, consists of two sites whose field are joined. One site focuses on students in the ninth grade, and the other site serves students in grades ten through twelve and special populations. The Paramount High School community adheres to the Paramount Unified School District's Mission Statement to "ensure learning and success for each student by providing a quality education." Professional Learning Communities focus on curriculum, quality instructional strategies and assessments that foster student success. State standards coupled with researched-based curricula are delivered via high quality instruction and professional development experiences for staff are provided on an ongoing basis. Paramount High School teachers participate in collaborative meetings regularly to discuss collected data, curriculum delivery and student interventions. There is a focus on students, which includes high academic expectations, collective responsibility for success, and consistent monitoring of student learning by all stakeholders. Students have access to a wide variety of coursework including Career Technical Education, Honors, Advanced Placement, AVID, JROTC and a wide variety of Visual and Performing Arts programming. In addition, students are provided a variety of supports during, before, and after school to assist struggling learners. Overall, Paramount High School offers an extensive extra-curricular program with a wide variety of student clubs and includes a successful athletic program that consistently earns San Gabriel League Championships in a variety of sports.

Contact

Paramount High
14429 South Downey Ave.
Paramount, CA 90723-4378

Phone: 562-602-6067
E-mail: mono@paramount.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 (School Year 2018—19)	
School Name	Paramount High
Street	14429 South Downey Ave.
City, State, Zip	Paramount, Ca, 90723-4378
Phone Number	562-602-6067
Principal	Michael Ono, Principal
E-mail Address	mono@paramount.k12.ca.us
County-District-School (CDS) Code	19648731936749

Last updated: 1/28/2019

School Description and Mission Statement (School Year 2018—19)

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 Paramount Unified School District will strive to achieve and maintain.

Schoolwide Learner Outcomes

Paramount Scholars Are:

Productive Individuals

Inquisitive & Self-Directed Learners

Ready for College & Career

Accepting of Diversity & Personal Responisbility
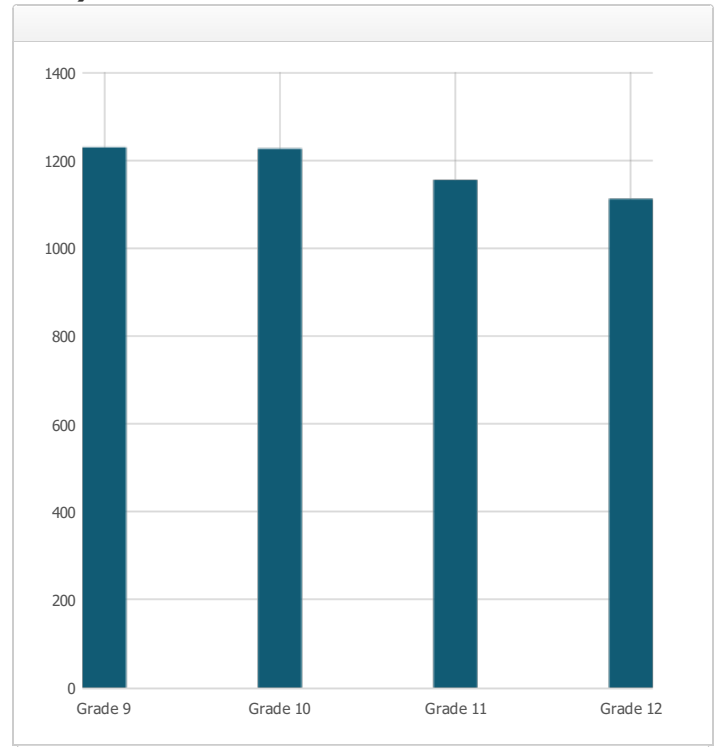
Technology Proficient

Effective Communicators

Striving for Excellence

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	1229
Grade 10	1226
Grade 11	1155
Grade 12	1112
Total Enrollment	4722

Last updated: 1/28/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	7.7 %
American Indian or Alaska Native	0.0 %
Asian	0.8 %
Filipino	0.5 %
Hispanic or Latino	88.3 %
Native Hawaiian or Pacific Islander	0.6 %
White	1.1 %
Two or More Races	0.7 %
Other	0.3 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.9 %
English Learners	18.4 %
Students with Disabilities	10.8 %
Foster Youth	0.8 %

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	200	199	189	644
Without Full Credential	5	4	5	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	10	7	4	23
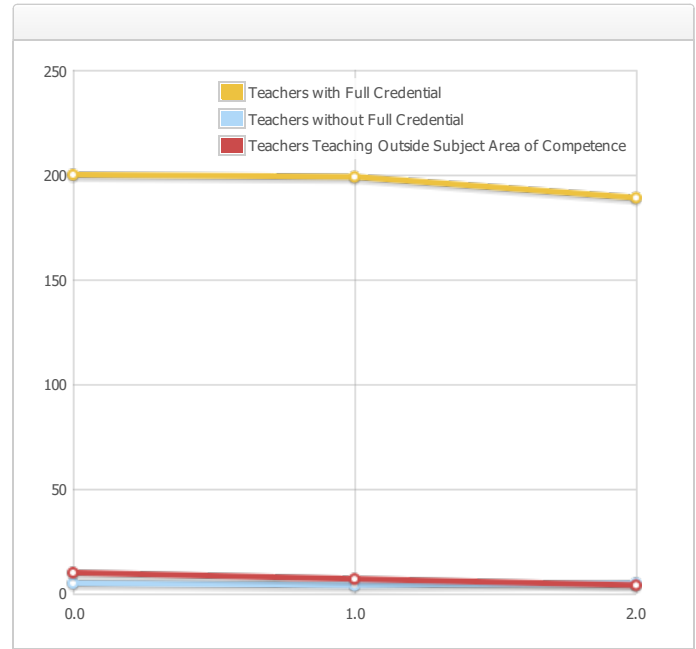
Last updated: 12/5/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	3	0	0
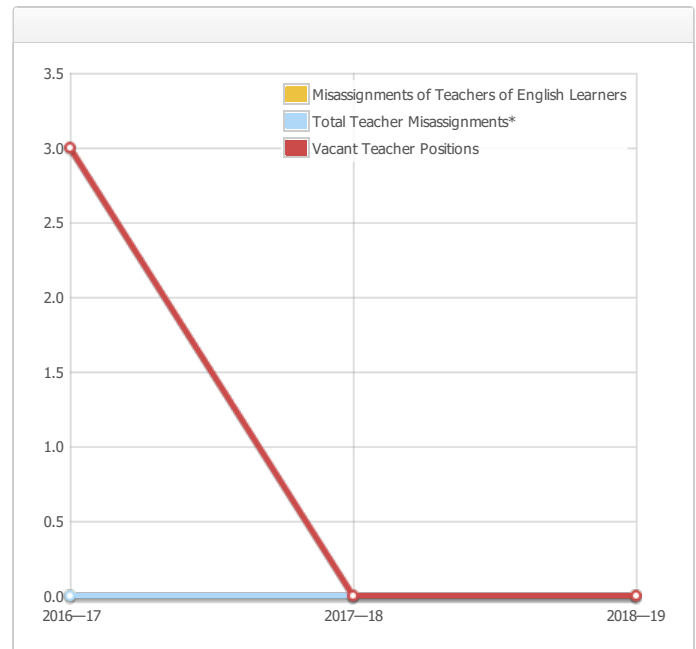
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/5/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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 law s 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 2017-2018 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: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Pearson Education) Grade 9 My Perspectives 9th Gr. Vol 1 & 2 / 2017 (Pearson Education) Grade 10 My Perspectives 10th Gr. Vol 1 & 2 / 2017 (Pearson Education) Grade 11 My Perspectives 11th Gr. Vol 1 & 2 / 2017 (Pearson Education) Grade 12 My Perspectives 12th Gr. Vol 1 & 2 / 2017 (Bedford/St. Martin's) Grade 12 The Bedford Introduction to Literature / 2017 (McGraw Hill) Grade 10-12 Language and Composition: The Art of Voice / 2017 (McGraw Hill) Grade 11-12 Glencoe Speech 3rd Ed. / 2018 (Houghton Mifflin Harcourt) Grade 9-12 English 3D Course C Issues Book / 2017 (Hampton Brown) Grade 9-12 Inside the U.S.A. # / 2011	Yes	0.0 %
Mathematics	(Pearson) Grade 9-12 Algebra 1, California Common Core / 2014 (Agile Mind) Grade 9-12 Intensified Algebra 1 / 2013 (Pearson) Grade 9-12 Geometry, California Common Core / 2014 (Pearson) Grade 10-12 Algebra 2, California Common Core / 2014 (Houghton Mifflin) Grade 10-12 Honors Trigonometry / 2003 (Cengage Learning) Grade 10-12 Understandable Statistics 11th ed. / 2017 (SASC, LLC) Grade 9 Interactive Mathematics / 2018 (Bedford Freeman Worth) Grade 10-12 The Practice of Statistics /2017 (Pearson) Grade 10-12 Blitzer Pre-Calculus / 2015 (Pearson) Grade 10-12 AP Calculus Graphical, Numerical, Algebraic / 2015 (Cengage Learning) Grade 11-12 Financial Algebra: Advanced Algebra with Financial Applications / 2018	Yes	0.0 %
Science	(Prentice Hall) Grade 9 Physical Science: Concepts in Action / 2005 (Prentice Hall) Grade 9 Environmental Science / 2005 (Bedford Freeman Worth) Grade 10-12 Environmental Science for AP 2nd Edition / 2018 (Prentice Hall) Grade 9-12 Biology / 2003 (Freeman & Worth) Grade 10-12 Principles of Life 2nd Ed. 2014 (McDougal Littell) Grade 10-12 World of Chemistry / 2004	Yes	0.0 %

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

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

(Pearson) Grade 9 Conceptual Physics 12th Edition / 2018

(John Wiley & Sons) Grade 10-12 Physics, 9th Edition / 2014

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

(Bedford Freeman Worth) Grade 10-12 Myers' Psychology for the AP Course 3rd Edition / 2018

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

History-Social Science	(McGraw Hill) Grade 10 IMPACT CA: World History / 2018 (McGraw Hill) Grade 10 Traditions and Encounters / 2016 (McGraw Hill) Grade 11 IMPACT CA: US History & Geography / 2018 (McGraw Hill) Grade 12 IMPACT CA: Principles of American Democracy / 2018 (Houghton Mifflin) Grade 12 American Government 10th Ed./ 2006 (Thompson Learning) Grade 10-12 AP European History: Western Civilization / 2005 (McGraw Hill) Grade 12 IMPACT CA: Principles of Economics / 2018 (Glencoe/McGraw-Hill) Grade 12 AP Micro-Economics / 2005 (Cengage) Grade 11 The American Pageant 16th Ed. / 2018 (Pearson) Grade 10-12 Cultural Anthropology 14th ed. / 2016 (McGraw-Hill) Grade 10-12 World Geography / 2005 (Pearson) Grade 9 The Cultural Landscape: An Introduction to Human Geography, 12th Ed. / 2016 (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 iEn Espan?ol! / 2004 (McDougal Littell) Grade 10-12 iEn Espan?ol! / 2004 (McDougal Littell) Grade 10-12 iEn Espan?ol! / 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 iVen Conmigo! Nueva Vistas / 2004 (Holt, Rinehart & Winston) Grade 10-12 iVen Conmigo! 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)	N/A	N/A	0.0 %

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

Last updated: 12/12/2018

School Facility Conditions and Planned Improvements

Cleanliness is maintained for all classrooms and grounds.

Upgrade to all lighting systems to LED. All classrooms received new window covering.

Replacement of older heating air conditioning control systems has been performed.

Replacement of school marquee planned for Spring 2019

Fencing improvements planned for Spring 2019.

Last updated: 1/29/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

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	Replace drinking fountains with waterbottle refill and drinking fountain systems.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof repair and replacement completed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good

Last updated: 1/29/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	47.0%	39.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	19.0%	21.0%	28.0%	30.0%	37.0%	38.0%

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: 12/14/2018

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1089	1064	97.70%	47.27%
Male	528	514	97.35%	40.04%
Female	561	550	98.04%	54.00%
Black or African American	85	83	97.65%	34.15%
American Indian or Alaska Native	--	--	--	
Asian	12	12	100.00%	41.67%
Filipino	--	--	--	
Hispanic or Latino	952	931	97.79%	48.28%
Native Hawaiian or Pacific Islander	--	--	--	
White	16	16	100.00%	50.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	1035	1011	97.68%	46.63%
English Learners	248	240	96.77%	15.90%
Students with Disabilities	99	91	91.92%	8.79%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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: 1/28/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1090	1056	96.88%	21.04%
Male	528	510	96.59%	19.80%
Female	562	546	97.15%	22.20%
Black or African American	85	82	96.47%	9.88%
American Indian or Alaska Native	--	--	--	
Asian	12	11	91.67%	18.18%
Filipino	--	--	--	
Hispanic or Latino	953	925	97.06%	21.51%
Native Hawaiian or Pacific Islander	--	--	--	
White	16	16	100.00%	31.25%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	1036	1003	96.81%	20.56%
English Learners	248	238	95.97%	2.52%
Students with Disabilities	100	88	88.00%	2.27%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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: 1/28/2019

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

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 1/28/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

Paramount Unified School District is committed to delivering a high quality Career and Technical Education (CTE) program to its students. With the support of the community, local business partners, local college representatives, teachers, counselors, parents and administrators, students in CTE pathways are strengthening both their academic and career readiness skills to prepare for 21st century careers.

Paramount High School currently offers seven pathways: Architectural Design; Engineering Design; Design, Visual, and Media Arts; Food Service and Hospitality; Patient Care; Entrepreneurship; and Computer Science. Currently, 100% of CTE courses are A-G approved, providing students with both a rigorous college preparatory experience and career skill development. Additionally, six courses are articulated with local community colleges, allowing CTE students to accrue college credit while still in high school. Students in all seven pathways participate in a variety in work-based learning opportunities ranging from field trips to local businesses to paid pathway internships.

In order to ensure continuous improvement, the CTE program is evaluated through the analysis of end of year data including the number of completers, high school graduation rates, number of work based learning opportunities, and the number of students eligible for credit by exam. The CTE Advisory Committee is comprised of business partners from all seven pathways, teachers, students, community college representatives, administrators, counselors, and students and meets once a year to provide feedback to the program.

Last updated: 12/13/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1401
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	77.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	22.0%

Last updated: 1/29/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.4%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	45.6%

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	22.9%	27.7%	13.4%

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: 1/28/2019

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 2018—19)

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, backpack letters, and school website calendars. Parents are encouraged to join committees that help to plan support for specific subpopulations, workshops and conferences. Parents are offered field trips to college campuses to promote a community-wide college-going culture. Students and their families are encouraged to visit the College and Career Centers at both sites which include the support of three College and Career Center counselors and one Guidance Technician.

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.

Parents are encouraged to become involved in a variety of school activities:

- Paramount High School Parent Teacher Student Association (PTSA)
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- Coffee Corner & Coffee Cup Parent Meetings
- Annual Black Family Forum
- Black Student Union Parent Meetings
- Annual Unity Day
- Back to School Night and Open House
- Parent Development Workshops (High School Graduation Requirements, A-G Requirements, UC/CSU/Private College/Community College/Trade Technical School Overview, Financial Aid/FAFSA/CA Dream Act, NCAA Eligibility, Scholarships, How to help your child succeed)
- Cerritos College K16 Bridge Program & Cerritos College Middle College Teacher TRAC Parent Workshops
- College Application Support
- Title 1 Parent Meeting
- Teacher-Parent-Counselor-Student Conferences
- 9th & 10th Grade Parent Orientation Events
- Parent College Fieldtrips
- Young Women's Empowerment Conference
- Districtwide College Fair
- District Committees (LCAP, Strategic Plan, High School Promise)

State Priority: Pupil Engagement

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)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	5.4%	5.3%	7.5%	7.3%	10.7%	9.7%
Graduation Rate	92.1%	92.1%	86.4%	86.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	4.7%	6.3%	9.1%
Graduation Rate	92.3%	87.1%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
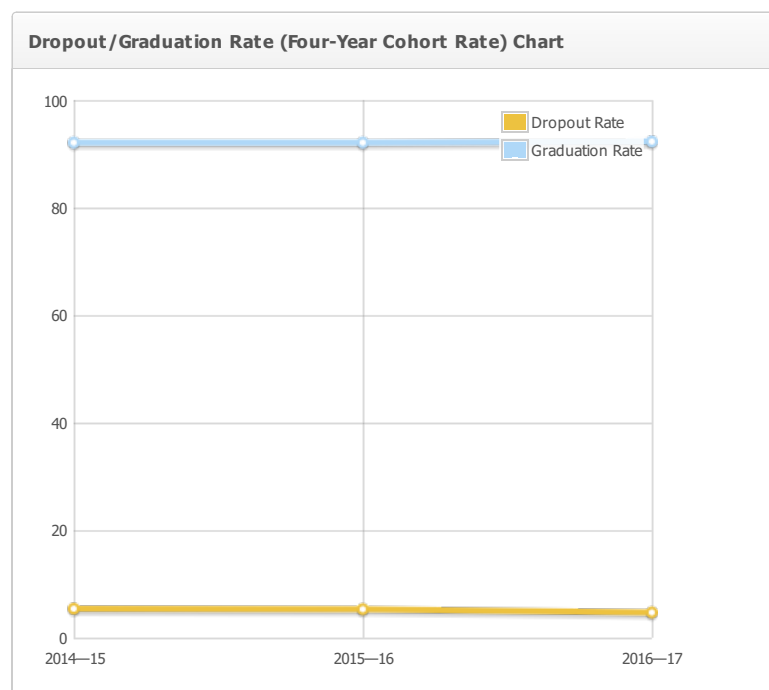
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/14/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	93.9%	87.1%	88.7%
Black or African American	90.8%	77.8%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	94.0%	87.6%	86.5%
Native Hawaiian or Pacific Islander	100.0%	100.0%	88.6%
White	88.9%	81.8%	92.1%
Two or More Races	100.0%	90.9%	91.2%
Socioeconomically Disadvantaged	96.2%	89.3%	88.6%
English Learners	67.4%	59.2%	56.7%
Students with Disabilities	76.6%	69.1%	67.1%
Foster Youth	66.7%	60.0%	74.1%

| Student Group	School	District	State
All Students	93.9%	87.1%	88.7%

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	8.6%	8.2%	5.8%	3.7%	3.7%	2.9%	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.1%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%
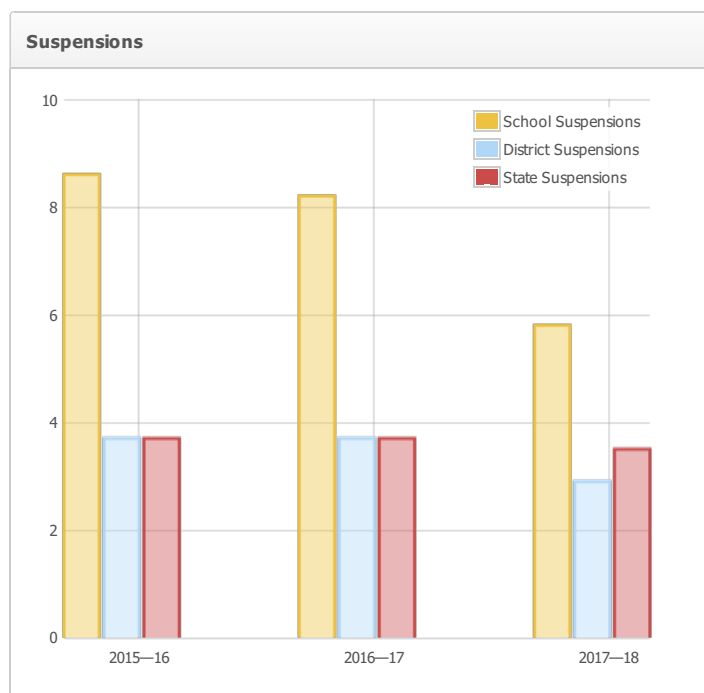
School Safety Plan (School Year 2018—19)

Paramount High School provides a safe, clean campus to promote a positive environment for students. Administrators, counselors, teachers, staff assistants, security personnel, and instructional support staff provide supervision and guidance. 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.

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. Administration 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	30.0	26	88	75
Mathematics	29.0	21	82	55
Science	34.0	3	27	80
Social Science	34.0	8	12	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.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	26	107	57
Mathematics	29.0	21	85	55
Science	34.0		25	85
Social Science	30.0	12	80	36

* 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.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	31.0	10	82	77
Mathematics	31.0	11	64	70
Science	33.0	1	39	73
Social Science	32.0	10	31	83

* 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: 12/14/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	10.0	417.5
Counselor (Social/Behavioral or Career Development)	3.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	2.0	N/A
Psychologist	3.0	N/A
Social Worker	2.0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	8.0	N/A
Other	21.0	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: 12/5/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$3629.2	$531.0	$3098.3	$100816.2
District	N/A	N/A	$2112.3	$84546.0
Percent Difference – School Site and District	N/A	N/A	9.5%	4.4%
State	N/A	N/A	$7125.0	$79665.0
Percent Difference – School Site and State	N/A	N/A	-19.7%	5.9%

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

Last updated: 1/23/2019

Types of Services Funded (Fiscal Year 2017—18)

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.

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.
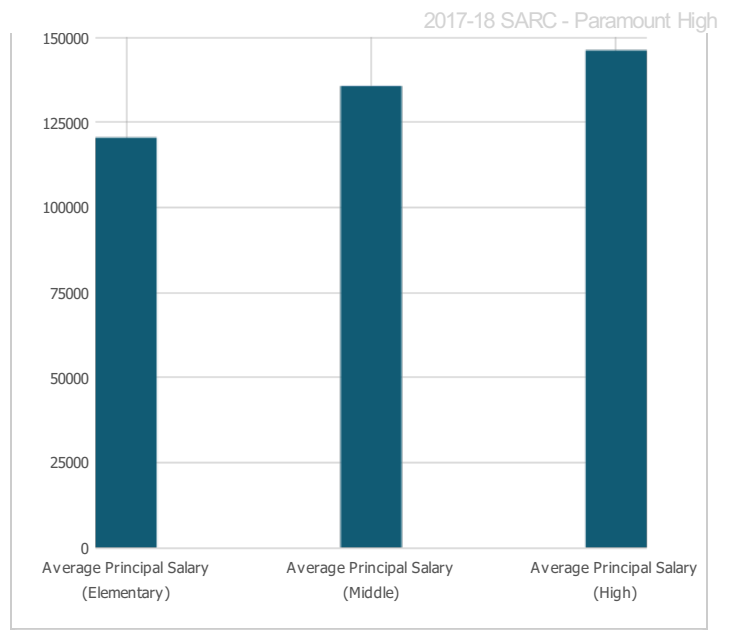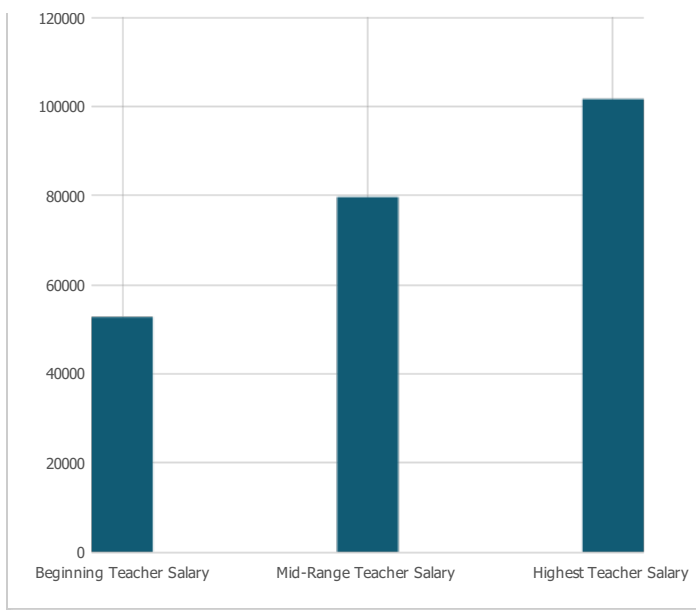
Last updated: 1/14/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,720	$49,512
Mid-Range Teacher Salary	$79,633	$77,880
Highest Teacher Salary	$101,610	$96,387
Average Principal Salary (Elementary)	$120,467	$123,139
Average Principal Salary (Middle)	$135,634	$129,919
Average Principal Salary (High)	$146,129	$140,111
Superintendent Salary	$246,376	$238,324
Percent of Budget for Teacher Salaries	35.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart

Last updated: 1/28/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	13	N/A
Fine and Performing Arts	2	N/A
Foreign Language	6	N/A
Mathematics	8	N/A
Science	13	N/A
Social Science	23	N/A
All Courses	66	23.3%

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

*Where there are student course enrollments of at least one student.

Last updated: 12/14/2018

Professional Development

For the past three years, 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 attend professional development in the summer, when school is not in session. Teachers are also provided with substitute coverage during the school day in order to attend all day professional development during the school year. In addition, teachers attend after school workshops and academic coaches model lessons and provide mentoring and support. Teachers are also regularly released during the school day to participate in collaboration meetings.

Training for K-12 teachers, coaches and principals has included Thinking Maps, AVID, English Language Development (ELD), Cognitive Guided Instruction, Next Generation Science Standards (NGSS), and Safe and Civil Practices. 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, Math Fluency,
Math Curriculum and Development Teams, Spatial Temporal Math, English Language Arts Curriculum and Development Teams, and Write from the Beginning and Beyond.

6-12 professional development activities have included Instructional Leadership Teams, Co-Teaching, 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: 1/24/2019