2019-20 PHS SARC

About This School

District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Ruth Pérez
Email Address	rperez@paramount.k12.ca.us
Website	www.paramount.k12.ca.us

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Paramount High
Street	14429 South Downey Ave.
City, State, Zip	Paramount CA 90723-4378
Phone Number	(562) 602-6067
Principal	Christiana Kraus, Principal, Senior Campus
Email Address	ckraus@paramount.k12.ca.us
Website	
County-District-School (CDS) Code	19648731936749

School Description and Mission Statement (School Year 2020–2021)

Paramount High School is a comprehensive high school serving over 4,305 students in grades nine through twelve. The school, located in a diverse urban community, consists of two sites whose fields 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.

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 Responsibility
Technologically Proficient
Effective Communication
Striving for Excellence

The vision of Paramount High School is to ensure the academic, social and personal growth of individuals within a student-centered environment that encourages students to become critical thinkers with global perspective who are prepared for college and career pathways.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	1102
Grade 10	1046
Grade 11	1081
Grade 12	1132
Ungraded Secondary	0
Total Enrollment	4361

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	7.7
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	0.5
Hispanic or Latino	88.7
Native Hawaiian or Pacific Islander	0.6
White	0.9
Two or More Races	0.9
Socioeconomically Disadvantaged	95.9
English Learners	15.3
Students with Disabilities	12.9
Foster Youth	0.6
Homeless	0.3

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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	189	197	197	638
Without Full Credential	5	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	4	2	3	22

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	4	8
Total Teacher Misassignments*	0	4	9
Vacant Teacher Positions	0	0	2

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegarions 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 2019-2020 can be accessed from the following website links:

Quarter 1 Report of Uniform Complaints
https://www.paramount.k12.ca.us/district_resources/Uniform-Complaint-Procedure/1st%20Quarter%20UCP%202019-20.pdf

Quarter 2 Report of Uniform Complaints
https://www.paramount.k12.ca.us/district_resources/Uniform-Complaint-Procedure/2nd%20Quarter%20UCP%202019-20.pdf

Quarter 3 Report of Uniform Complaints
https://www.paramount.k12.ca.us/district_resources/Uniform-Complaint-Procedure/2019%20UCP%20Reporting%203rd%20Quarter.pdf

Quarter 4 Report of Uniform Complaints
https://www.paramount.k12.ca.us/district_resources/Uniform-Complaint-Procedure/7_13_20%20Williams%20Quarterly%20Uniform%20Complaint%20Summary.pdf

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other 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 (Globe Fearon) Grades 10-12 American Literature / 2004 (Globe Fearon) Grades 10-12 World Literature / 2004	Yes	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	Yes	0%
	(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		
	(American Guidance Services) Grade 9-12 Algebra / 2010		
	(Globe Fearon) Grade 10-12 Pacemaker Geometry / 2004		

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		
	(Bedford Freeman Worth) Grade 10 Environmental Science for AP 3rd Edition / 2019		
	(Discovery Education) Grade 9-12 NGSS Science Techbook High School Living Earth / 2020		
	(Freeman & Worth) Grade 10-12 Principles of Life 2nd Ed. 2014		
	(Discovery Education) Grade 10-12 NGSS Science Techbook High School Chemistry / 2020	Yes	0%
	(Cengage) Grade 10-12 Chemistry, 9th Edition / 2014		
	(Discovery Education) Grade 9-12 NGSS Science Techbook High School Physics / 2020		
	(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		
	(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 (Globe Fearon) Grades 10-12 Pacemaker Biology / 2004		

History-Social Science			
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	Yes	0%
	(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		

Foreign Language	(Teacher's Discovery) Grade 9-12 Spanish 1 Voices Digital Subscription / 2020 (Teacher's Discovery) Grade 10-12 Spanish 2 Voices Digital Subscription / 2020 (Teacher's Discovery) Grade 10-12 Spanish Voices Digital Subscription / 2020 (Vista Higher Learning) Grade 10-12 Intriguas / 2020 (Vista Higher Learning) Grade 10-12 Temas / 2020 (Vista Higher Learning) Grade 9-12 Galeria 1 / 2020 (Vista Higher Learning) Grade 10-12 Galeria 2 / 2020 (Teacher's Discovery) Grade 10-12 French 1 Voces Digital Subscription / 2020 (Teacher's Discovery) Grade 10-12 French 2 Voces Digital Subscription / 2020 (Teacher's Discovery) Grade 10-12 French 3 Voces Digital Subscription / 2020	Yes	0%
Health	(Holt, Rinehart & Winston) Grade 9-12 Lifetime Health / 2006	Yes	0%

Visual and Performing Arts	(Glencoe/McGraw-Hill) Grades 9-12 Art in Focus / 2005 (Glencoe/McGraw-Hill) Grades 9-12 ArtTalk / 2005 (Human Kinetics) Grade 9 Experiencing Dance / 2008 (Glencoe/McGraw-Hill) Grades 9-12 Music! / 2008 (Perfection Learning) Grades 10-12 Basic Drama Projects 9th Ed. / 2017 (Glencoe/McGraw-Hill) Grades 9-12 Theatre: Art in Action / 2017	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).

School Facility is in very good condition

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

*Year and month of the most recent FIT report:*_____*December 2020*___

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			Replacement of several HVAC systems – in progress. Upgrade of air filter systems for all HVAC - complete
Interior: Interior Surfaces	x			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			
Electrical: Electrical	x			Replacement at main panels completed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			Additional Water refill- drinking systems planned
Safety: Fire Safety, Hazardous Materials	x			
Structural: Structural Damage, Roofs	x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			Paint Exterior of school

Overall Facility Rate

*Year and month of the most recent FIT report:*_____*December 2020*___

Overall Rating

Exemplary	Good	Fair	Poor
x			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts/Literacy (grades 3-8 and 11)	42	N/A	41	N/A	51	N/A
Mathematics (grades 3-8 and 11)	20	N/A	30	N/A	40	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8 and high school)	17	N/A	18	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Career Technical Education Programs (School Year 2019–2020)

Paramount Unified School District is committed to delivering a high quality Career and Technical Education (CTE) program to all students. With the support of the community, business partners, local college representatives, teachers, counselors, parents and administrators, students within the CTE pathways are strengthening both their academic and career readiness skills to prepare for 21st century careers. With the guidance of school counselors and classroom teachers, each student does extensive research and creates a post-secondary plan.

Paramount High School currently offers eight pathways: Architectural Design; Biomedical Science; Computer Science; Design, Visual, and Media Arts; Engineering Design; Entrepreneurship; Food Service and Hospitality and Patient Care. Currently, 100% of CTE courses are A-G approved, providing students with both a rigorous college preparatory experience and career skill development. Core content areas are infused with CTE through the integration of Buck Institute's Project Based Learning as well as Linked Learning. Additionally, eight courses are articulated with local community colleges, allowing CTE students to accrue college credit while still in high school. Students in all eight pathways have opportunities to 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 with articulated courses with community college partners. Our CTE Advisory Committee is comprised of business partners from all eight pathways, teachers, students, community college representatives, administrators, counselors and meets on an annual basis to provide feedback to the program in accordance with industry standards.

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2458
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	19.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	27.6

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	97.52
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	49.16

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 2019–2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020–2021)

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, school website and all social media platforms. 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)

● Paramount HS Parent Coffee Corner

● Annual Black Family Forum

● Black Student Union Parent Meetings

● Annual Unity Day (postponed due to COVID-19)

● 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, Mental Health, Vaping/Substance Abuse, Stress Management, Social Media and Pop Culture, etc.)

● 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

● Paramount Adult School Senior Parent Orientation

● Parent College Fieldtrips

● Young Women's Empowerment Conference

● Mental Health Awareness Night

● Districtwide College Fair

● District Committees (LCAP, Strategic Plan, High School Promise)

● Development of New Parent Center

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 2017–2018	School 2018–2019	School 2019–2020	District 2017–2018	District 2018–2019	District 2019–2020	State 2017–2018	State 2018–2019	State 2019–2020
Dropout Rate	5.2	5.4	4.7	7.1	8.3	5.9	9.6	9.0	8.9
Graduation Rate	91.3	91.8	92.9	85.9	87.9	91.5	83.0	84.5	84.3

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
(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	5.8	5.3	2.9	2.6	3.7	3.6
Expulsions	0.10	0.04	0.03	0.01	0.08	0.09

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	3.9	1.8	N/A
Expulsions	0	0	N/A

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

The school's 2020-2021 comprehensive safety plan was last reviewed, discussed, updated and approved on March 26, 2020 with the School Site Council. The brief description of the key elements of the comprehensive safety plan was reviewed with staff in September 2019. The plan includes the following: assessment of the current status of the school crime data, child abuse reporting procedures, student conduct including bullying, disaster procedures, suspension/expulsion policies, procedures to notify teachers of dangerous pupils, sexual harassment policy, school wide dress code, procedures for ingress and egress, procedures to ensure a safe and orderly environment conducive to learning, rules and procedures on school discipline.

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 for students on campus at all times. The Senior Campus is equipped with 12 Campus Safety Personnel (CSP) and West Campus has 4 CSPs to provide support during school hours and beyond. Communication between administration, CSPs, and front office staff is accomplished through a hand-held radio system. Each teacher's classroom is equipped with a telephone, which provides direct access to all offices. Emergency drills, such as fire, earthquake, lockdown/lockout, are held every month. Should a disaster occur, specialty teams have been established for search and rescue, first aide, security, student accountability, and reunification. 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.

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 (Elementary) (School Year 2017–2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

*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 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

*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 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

*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 (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	31	10	82	77
Mathematics	31	11	64	70
Science	33	1	39	73
Social Science	32	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	30	19	101	52
Mathematics	30	14	76	54
Science	32	0	46	67
Social Science	32	15	31	80

*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 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	35	21	95	50
Mathematics	35	11	77	54
Science	33	5	54	50
Social Science	30	19	40	63

*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.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	256.5

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

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	17
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,046.78	$695.51	$4,351.27	$121,565.29
District	N/A	N/A	$1,750.20	$93,979.98
Percent Difference – School Site and District	N/A	N/A	85.26	25.56
State	N/A	N/A	$7,750.12	$84,577
Percent Difference – School Site and State	N/A	N/A	-12.08	10.41

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

Types of Services Funded (Fiscal Year 2019–2020)

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.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$55,659	$52,484
Mid-Range Teacher Salary	$84,073	$81,939
Highest Teacher Salary	$106,857	$102,383
Average Principal Salary (Elementary)	$138.254	$129,392
Average Principal Salary (Middle)	$143,196	$136,831
Average Principal Salary (High)	$150,798	$147,493
Superintendent Salary	$275,952	$254,706
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2019–2020)

**Percent of Students in AP Courses*:*_____22.7%_____

Subject	Number of AP Courses Offered*
Computer Science	1
English	13
Fine and Performing Arts	2
Foreign Language	5
Mathematics	6
Science	14
Social Science	19
Total AP Courses Offered*	60

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

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	138	133	116