

# Paramount High

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Paramount High
<b>Street</b>	14429 South Downey Avenue
<b>City, State, Zip</b>	Paramount CA 90723
<b>Phone Number</b>	(562) 602 - 6067
<b>Principal</b>	Elizabeth Salcido
<b>Email Address</b>	esalcido@paramount.k12.ca.us
<b>School Website</b>	<a href="https://phs.pusdschools.net/">https://phs.pusdschools.net/</a>
<b>County-District-School (CDS) Code</b>	19648731936749

## 2021-22 District Contact Information

<b>District Name</b>	Paramount Unified
<b>Phone Number</b>	(562) 602-6000
<b>Superintendent</b>	Ruben Frutos
<b>Email Address</b>	RFrutos@paramount.k12.ca.us
<b>District Website Address</b>	<a href="http://www.paramount.k12.ca.us">www.paramount.k12.ca.us</a>

## 2021-22 School Overview

"Once a Pirate, Always a Pirate," the school motto, encapsulates the strong Pirate Pride that the school community feels toward Paramount High School (PHS). The school's stakeholders take pride in believing that our school serves as an educational institution that places student learning and achievement as its top priority. PHS is a comprehensive four-year high school, established in 1951 and is currently located on two sites (West Campus for ninth grade and Senior Campus for tenth through twelfth grades) that serve 3,890 students with 3,568 in person and 322 on Independent Study/Home Hospital from a diverse urban community. The school's mission is linked to the Paramount Unified School District's Mission Statement to "ensure learning and success for each student by providing a quality education." Through the implementation of Professional Learning Communities, the school continues to focus on a research-based curriculum, student engagement instructional strategies, and assessments that foster student success. The curriculum is aligned with state standards and delivered through high-quality instruction, and professional development is provided on an ongoing basis. Paramount High School teachers participate in collaborative meetings regularly to discuss and analyze data, best instructional practices, and student interventions. There is a focus on students, which includes high academic expectations, collective responsibility for success,

## 2021-22 School Overview

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 Visual and Performing Arts programs. In addition, students are provided a variety of supports during, before, and after school to assist struggling learners. Paramount High School offers an extensive extra-curricular program with a wide range of student clubs, activities, and a successful athletic program where teams earn 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

- 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 perspectives who are prepared for college and career pathways.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1,071
Grade 10	1,073
Grade 11	995
Grade 12	1,072
Total Enrollment	4,211

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	0.7
Black or African American	7.1
Filipino	0.5
Hispanic or Latino	89.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	0.7
White	1
English Learners	16.7
Foster Youth	0.5
Homeless	0.9
Socioeconomically Disadvantaged	94.4
Students with Disabilities	13.4

### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The Quarterly Report for Uniform Complaints for 2020-2021 can be accessed from the following website links:

2020-21 4 Quarters of Williams Uniform Complaint Reports

<https://4.files.edl.io/31e4/11/19/21/232727-e9b96001-95a0-4dfe-bdb5-21ed6c102c48.pdf>

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	(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 (CRC Press) Grade 9 Design At Work : Cooperative Design / 2018 (Chicago Review Press) Grade 9 Design for the Real World / 2018 (New Riders) Grade 9 Designing for Interaction / 2018 (Basic Books) Grade 9 The Design of Everyday Things / 2018 (Simon and Schuster) Grade 9 Fahrenheit 451 / 2018 (Back Bay Books) Grade 9 The Soul of a New Machine / 2018 (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%
<b>Mathematics</b>	(Pearson) Grade 9-12 Algebra 1, California Common Core / 2014 (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 (UC Regents / IDS) Grade 9-12 IDS Digital Subscription / 2020 (Cengage Learning) Grade 10-12 Understandable Statistics 11th ed. / 2017 (SASC, LLC) Grade 9 Interactive Mathematics Year 1-2 / 2018	Yes	0%

	(SASC, LLC) Grade 9-10 Interactive Mathematics Year 3 / 2019 (SASC, LLC) Grade 9-10 Interactive Mathematics Year 4 / 2019 (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		
<b>Science</b>	(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 (Cengage) Grade 10-12 Chemistry, 9th Edition / 2014 (Discovery Education) Grade 9-12 NGSS Science Techbook High School Physics / 2020 (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	Yes	0%
<b>History-Social Science</b>	(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 (Bedford Freeman Worth) Grade 12 American Government : Stories of a Nation / 2021 (McGraw Hill) Grade 12 IMPACT CA: Principles of Economics / 2018 (Bedford Freeman Worth) Grade 12 Krugman's Economics for the AP Course 3rd Edition / 2021 (Cengage) Grade 11 The American Pageant 16th Ed. / 2018 (Pearson) Grade 10-12 Cultural Anthropology 14th ed. / 2016 (Pearson) Grade 9 The Cultural Landscape: An Introduction to Human Geography, 12th Ed. / 2016 (Seven Stories Press) Grade 10-12 A Different Mirror for Young People / 2021 (Seven Stories Press) Grade 10-12 A Young People's History of the United States / 2021 (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%
<b>Foreign Language</b>	(Teacher's Discovery) Grade 9-12 Spanish 1 Voices Digital Subscription / 2020 (Teacher's Discovery) Grade 10-12 Spanish 2 Voices Digital Subscription / 2020	Yes	0%



	(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		
<b>Health</b>	(Holt, Rinehart & Winston) Grade 9-12 Lifetime Health / 2006	Yes	0%
<b>Visual and Performing Arts</b>	(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%
<b>Science Laboratory Equipment</b> (grades 9-12)	N/A		

## School Facility Conditions and Planned Improvements

School Facility is in very good condition

**Year and month of the most recent FIT report**

December 2021

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



Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	963	709	73.62	26.38	54.11
Female	484	376	77.69	22.31	59.36
Male	479	333	69.52	30.48	48.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	77	45	58.44	41.56	40.91
Filipino	--	--	--	--	--
Hispanic or Latino	846	639	75.53	24.47	55.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	6	54.55	45.45	--
English Learners	120	71	59.17	40.83	5.63
Foster Youth	--	--	--	--	--
Homeless	26	18	69.23	30.77	44.44
Military	--	--	--	--	--
Socioeconomically Disadvantaged	916	672	73.36	26.64	53.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	65	50.39	49.61	9.38

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	962	685	71.21	28.79	23.02
Female	483	366	75.78	24.22	23.69
Male	479	319	66.60	33.40	22.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	77	43	55.84	44.16	11.90
Filipino	--	--	--	--	--
Hispanic or Latino	845	617	73.02	26.98	23.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	6	54.55	45.45	--
English Learners	120	73	60.83	39.17	0.00
Foster Youth	--	--	--	--	--
Homeless	26	10	38.46	61.54	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	915	651	71.15	28.85	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	64	49.61	50.39	3.17

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	3.80	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	1903	NT	NT	NT	NT
<b>Female</b>	979	NT	NT		
<b>Male</b>	923	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	117	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	1709	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	14	NT	NT	NT	NT
<b>Two or More Races</b>	20	NT	NT	NT	NT
<b>White</b>	20	NT	NT	NT	NT
<b>English Learners</b>	233	NT	NT	NT	NT
<b>Foster Youth</b>	11	NT	NT	NT	NT
<b>Homeless</b>	44	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	1807	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	205	NT	NT	NT	NT



## 2020-21 Career Technical Education Programs

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 11 pathways: Architectural Design; Biomedical Science; Computer Science; Design, Visual, and Media Arts; Engineering Design; Entrepreneurship; Food Service and Hospitality, Patient Care, Game Design, Biomedical Science and Information and Communication Technologies. 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 pathways have opportunities to participate in a variety in work-based learning opportunities ranging from field trips to local businesses to paid/un-paid CTE 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.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2,489
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	22
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.27
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	47.79

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parents are invited to join in the effort of our academic and extracurricular programs 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 Guidance technicians.

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 High School Parent Coffee Corner
- Annual Black Family Forum
- Black Student Union Parent Meetings

## 2021-22 Opportunities for Parental Involvement

- 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, 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 Center
- Los Angeles Office of Education Community Schools Initiative
- Parent College Fieldtrips
- Young Women's Empowerment Conference
- Mental Health Awareness Night
- Districtwide College Fair
- District Parent Committees

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	5.4	4.8	6.9	8.3	6.0	7.5	9.0	8.9	9.4
<b>Graduation Rate</b>	91.8	92.8	88.4	87.9	91.4	85.3	84.5	84.2	83.6

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	996	880	88.4
<b>Female</b>	518	476	91.9
<b>Male</b>	477	403	84.5

American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	51	48	94.1
Filipino	--	--	--
Hispanic or Latino	905	794	87.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	230	184	80.0
Foster Youth	13	9	69.2
Homeless	25	21	84.0
Socioeconomically Disadvantaged	976	863	88.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	110	86	78.2

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	4320	4253	653	15.4
Female	2173	2142	315	14.7
Male	2144	2108	338	16.0
American Indian or Alaska Native	7	6	0	0.0
Asian	30	30	2	6.7
Black or African American	326	314	67	21.3
Filipino	19	19	3	15.8
Hispanic or Latino	3836	3787	561	14.8
Native Hawaiian or Pacific Islander	25	22	7	31.8
Two or More Races	32	32	8	25.0
White	43	41	5	12.2
English Learners	730	713	136	19.1
Foster Youth	28	26	7	26.9
Homeless	62	60	19	31.7
Socioeconomically Disadvantaged	4069	4016	630	15.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	578	566	110	19.4

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

#### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	5.35	0.14	2.55	0.05	3.47	0.20
<b>Expulsions</b>	0.04	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.87	1.78	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.14	0.00
Female	0.00	0.00
Male	0.28	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.31	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

## 2021-22 School Safety Plan

The school's 2020-2021 comprehensive safety plan was last reviewed, discussed, updated, and approved on January 27, 2021, with the School Site Council. The brief description of the key elements of the comprehensive safety plan was reviewed with staff in September 2020 and ratified by PUSD Board on March 10, 2021. 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 the 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 aid, 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 the 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

## 2021-22 School Safety Plan

cleanliness of the campus as well as the classrooms. Administration and campus security personnel also play a role in keeping the grounds clean.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	34	65	63
Mathematics	37	13	67	61
Science	34	2	54	41
Social Science	29	16	61	43



## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	263.2

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	16
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	2.5
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$47,58.62	\$790.23	\$3,968.40	\$104,466.88
<b>District</b>	N/A	N/A	\$2,004.33	\$89,500
<b>Percent Difference - School Site and District</b>	N/A	N/A	65.8	15.4
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	-72.1	19.0

## 2020-21 Types of Services Funded

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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$55,659	\$52,562
<b>Mid-Range Teacher Salary</b>	\$84,073	\$83,575
<b>Highest Teacher Salary</b>	\$106,857	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$139,856	\$131,875
<b>Average Principal Salary (Middle)</b>	\$147,116	\$137,852
<b>Average Principal Salary (High)</b>	\$157,199	\$150,626
<b>Superintendent Salary</b>	\$285,232	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	33%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	21.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	12
Fine and Performing Arts	2
Foreign Language	7
Mathematics	7
Science	13
Social Science	14
<b>Total AP Courses Offered</b>	56

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	133	116	39

# Paramount Unified

## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Paramount Unified
<b>Phone Number</b>	(562) 602-6000
<b>Superintendent</b>	Ruben Frutos
<b>Email Address</b>	RFrutos@paramount.k12.ca.us
<b>District Website Address</b>	www.paramount.k12.ca.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7411	6731	90.82	9.18	34.19
Female	3657	3372	92.21	7.79	39.57
Male	3753	3358	89.48	10.52	28.76
American Indian or Alaska Native	--	--	--	--	--
Asian	51	47	92.16	7.84	44.68
Black or African American	600	495	82.50	17.50	21.60
Filipino	29	28	96.55	3.45	57.14
Hispanic or Latino	6515	5977	91.74	8.26	35.16
Native Hawaiian or Pacific Islander	47	39	82.98	17.02	33.33
Two or More Races	75	68	90.67	9.33	32.35
White	85	69	81.18	18.82	25.37
English Learners	1653	1515	91.65	8.35	5.95
Foster Youth	63	52	82.54	17.46	17.31
Homeless	212	176	83.02	16.98	28.41
Military	--	--	--	--	--
Socioeconomically Disadvantaged	6795	6175	90.88	9.12	33.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1027	746	72.64	27.36	7.62

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	7409	6661	89.90	10.10	15.41
<b>Female</b>	3656	3352	91.68	8.32	15.75
<b>Male</b>	3752	3308	88.17	11.83	15.05
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	51	46	90.20	9.80	36.96
<b>Black or African American</b>	600	480	80.00	20.00	5.04
<b>Filipino</b>	29	29	100.00	0.00	44.83
<b>Hispanic or Latino</b>	6513	5928	91.02	8.98	16.00
<b>Native Hawaiian or Pacific Islander</b>	47	37	78.72	21.28	8.11
<b>Two or More Races</b>	75	66	88.00	12.00	12.12
<b>White</b>	85	67	78.82		16.42
<b>English Learners</b>	1653	1514	91.59	8.41	3.52
<b>Foster Youth</b>	63	54	85.71	14.29	3.70
<b>Homeless</b>	212	166	78.30	21.70	9.76
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	6794	6108	89.90	10.10	14.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1027	738	71.86	28.14	4.25

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

