

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Paramount High School	19648731936749	October 28, 2020 (West) October 21, 2020 (Senior)	November 9, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this School Plan for Student Achievement (SPSA) is to coordinate all educational services at Paramount High School by collaboratively developing a Schoolwide program for all students. It integrates the purposes and requirements of all state and federal categorically funded programs in which the school participates in order to provide targeted support and monitoring systems for improvement.

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 a global perspective who are prepared for college and career pathways. This SPSA serves as an organizational tool to support the ongoing schoolwide improvement process and the vision it holds for all students.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Paramount HS School Site Councils (SSC) conduct the needs assessment process annually with stakeholders and gather input to develop, approve and monitor progress toward established goals. These goals focus on student achievement, address subpopulation needs and aim to close achievement gaps through continuous cycles of improvement. It also addresses the needs identified in District LCAP Goals and as well as the following District Strategic Plan Focuses:

- College and Career Ready Graduates
- High Quality Teaching and Learning
- Positive School Climate and Environments Conducive to Learning
- Parent and Community Partnerships

Alignment with LCAP

LCAP Goals:

Support Academic Progress and Behavior; Assess Student Performance
Create a College and Career Going Culture
Implement State Standards and Assessments
Provide Basic Services

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Paramount High School SPSA is developed by the School Site Councils (SSC), and is additionally shared with other school site-level advisory groups in order to seek input. Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process; as a result, Paramount High School shares the with Needs Assessment process and draft SPSA with school site-level advisory groups (e.g., English Learner Advisory committee, Instructional Leadership Team, Academic Coaching Team etc). The SSC seeks input from these advisory groups in the development of the SPSA. The Stakeholder Engagement process is an ongoing, annual process.

The Paramount SSC is composed of the following two groups (EC Section 65000[c][2]):

1. School Group Members (Secondary Schools):

The principal of the school or his or her designee;
school personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers, and
classroom teachers employed at the school, selected by classroom teachers employed at the school;
The classroom teachers selected shall constitute a majority of the school members selected (EC Section 65000[c][2][A]); and

2. Parent and/or Community and Pupil Group Members (Secondary Schools):

Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school; and pupils attending the school, selected by pupils who are attending the school. The number of parent and/or community members and pupil members selected shall equal the number of school members selected (EC Section 65000[c][2][B]).

The School Site Council of Paramount High School Senior Campus carries out the following:

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations

- Recommend the SPSA and expenditures to the Governing Board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually (and at each semester) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Senior Campus School Site Council (SSC) SPSA Relevant Meeting Minutes 10/21/20

III. Review/Revise/Approve School Plan for Student Achievement (SPSA) and Budget

The SPSA and Budget draft was projected for review for all to see. Administration reviewed all 4 goals along with the strategies/action plans that were created based on the feedback from ELAC and SSC through the Needs Assessment process as aligned with the District Strategic Plan and School Vision and the school data included. Membership and bylaws were approved. All voting members are in favor and the motion to approve the budget and SPSA is approved.

West Campus:

SSC – 10/28/2020

III. Review of School Plan for Student Achievement (SPSA)

The SPSA was projected for review. Mrs. Hammond reviewed the four goals and explained how they related to the District Strategic plan. Mrs. Hammond reviewed and discussed in detail on how it is implemented to raise student academic achievement and improve the school's educational program. The different components were discussed, including the analysis and revising of goals.

Questions/Clarifications:

- None at this time.

IV. Review of Achievement Data

Mrs. Hammond reviewed CAASPP data, PSAT data, and ELPAC data and how it relates to the SPSA. A-G readiness was also discussed and how the implementation of biology for all 9th graders helped increase that data.

Questions/Clarifications:

- None at this time.

V. Budget

Mrs. Hammond presented the 2020-2021 preliminary budget. Mrs. Hammond reviewed the state and federal programs and funds via the 2020-2021 Preliminary Budget for School Site Program Allocations. She explained the differences between LCAP and Title 1 and the restrictions. She related the monies spent to what was in the SPSA and how money is allocated.

Questions/Clarifications:

- None at this time.

VI. Approval of SPSA including Budget

Mrs. Hammond asked for a motion to approve the 2019-2020 School Plan, including the budget allocations. Mrs. Larios moved to approve the 2019-2020 School Plan for Student Achievement and Ms. Guerro seconded. Mrs. Hammond called for a vote and motion passed 12 – 0.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Since homeless students do not have access to the same resources as other students, we have determined this as a resource inequity. The need will be addressed by providing case carriers, essential school materials, sponsored access to extracurricular activities, and professional development for case carriers, counselors and social workers to provide targeted interventions for students.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school’s goals.

Goal 1

In order for Paramount High School students to meet the Common Core Standards and College and Career Readiness Standards, there is a need to increase student achievement in English Language Arts and Mathematics through engaging and rigorous standards-based instruction by providing interventions and enrichment to address students’ academic needs as measured by a 10% increase on the CAASPP and district assessments.

*This goal will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall % of Met Achievement Standard CAASPP	<p><u>18-19 CAASPP</u> ELA: 42% Met Achievement Standard Math: 20% Met Achievement Standard *19-20 CAASPP was not taken because of COVID-19</p>	10% increase in meeting or exceeding the standard

<p>ELA English Learners ELA Students with Disabilities ELA African American</p> <p>Math English Learners Math Students with Disabilities Math African American</p>	<p><u>18-19 CAASPP</u> 4% Met Achievement Standard 5% Met Achievement Standard 30% Met Achievement Standard</p> <p>1% Met Achievement Standard 3% Met Achievement Standard 7% Met Achievement Standard</p> <p>*19-20 CAASPP was not taken because of COVID-19</p>	<p>10% increase in meeting or exceeding the standard</p>
<p><u>18-19 Spring SAT Results</u></p> <p>Grade 11 Overall Evidence Based Reading and Writing</p> <p>Grade 11 Overall Math</p> <p><u>18-19 Fall PSAT 8/9</u> Grade 9 Evidence Based Reading and Writing</p> <p>Grade 9 Math</p> <p><u>18-19 Fall PSAT NMSQT</u> Grade 10 Evidence Based Reading and Writing</p> <p>Grade 10 Math</p> <p><u>18-19 Fall PSAT NMSQT</u> Grade 11 Evidence Based Reading and Writing</p> <p>Grade 11 Math</p> <p><u>19-20 Fall PSAT 8/9</u> Grade 9 Evidence Based Reading and Writing</p> <p>Grade 9 Math</p>	<p><u>18-19 Spring and Fall SAT Results</u></p> <p>29% Met or Exceeds Benchmarks</p> <p>15% Met or Exceeds Benchmarks</p> <p>30% Met or Exceeds Benchmarks</p> <p>17% Met or Exceeds Benchmarks</p> <p>33% Met or Exceeds Benchmarks</p> <p>11% Met or Exceeds Benchmarks</p> <p>33% Met or Exceeds Benchmarks</p> <p>12% Met or Exceeds Benchmarks</p> <p><u>19/20 Data</u> 37% Met or Exceeds Benchmarks</p> <p>14% Met or Exceeds Benchmarks</p> <p>*19-20 Only Fall, was taken because of COVID-19</p>	<p>Increase all Met or Exceeds Percentage results by 10%</p>

<u>Fall 2019 PSAT</u> <u>10th Grade:</u> <u>Reading & Writing</u> <u>Math</u> <u>11th Grade:</u> <u>Reading & Writing</u> <u>Math</u>	30% ERW Met Benchmark 27% Math Met Benchmark 30% ERW Met Benchmark 27% Math Met Benchmark **Spring 2020 Not taken due to COVID-19	
<u>Fall 2019 SAT</u> <u>Reading & Writing</u> <u>Math</u>	33.49% ERW Met Benchmark 30.78% Math Met Benchmark **Spring 2020 Not taken due to COVID-19	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served by these interventions including English Learners, African American, Student with Disabilities and Homeless.

Strategy/Activity

Senior Campus: To address the needs of all students, including those in target subpopulations, Senior Campus will provide after school and Saturday school tutoring/enrichment in English Language Arts, Mathematics, Social Science, Science, AP, and CTE coursework. In order to meet this need, we will need to hire highly qualified teachers and support staff to serve students through extra hours and beyond-school time support. This will be carefully monitored to accommodate the specific academic needs of the students in order to increase student achievement in CAASPP assessments and College Board district assessments. Khan Academy and My Tutor / PAPER will be offered to students 24 hours a day 7 days a week.

Senior Campus will continue to address the needs of all students through participating in staff professional development studios and training which target research-based best instructional practices.

West Campus: To address the needs and increase student achievement in English Language Arts and Mathematics, West Campus continues to implement strategies from the University of Washington's Center for Educational Leadership (CEL), Teacher Development Group (TDG), TechSmart (coding), and Khan Academy. In addition, to further support our students with literacy and comprehension, Read 180 continues to be implemented.

West Campus will also provide before school, during lunch & after school academic interventions in addition to academic Saturday School. Teachers will have planning days to support ongoing professional development.

This strategy will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Senior Campus: Beyond-School Teaching/Tutoring/Enrichment Programs and Teacher/Staff Extra Hours (After School, Before School, Saturday School, Workshops, Lunch Tutoring etc.) Title 1 - \$52,438 LCAP - \$45,000	Senior Campus: Title 1 LCAP
Professional Development/Training (registration fees, planning days, mileage/travel/food, substitute teachers for instructional coverage and best instructional practice walkthroughs) LCAP - \$20,000	
District Assessment Fees Title 1 - \$60,735	
West Campus: Professional Development/Consultants: LCAP \$10,000	West Campus: LCAP
Academic Coach LCAP - \$33,744	
TOSA - Special Education LCAP - \$111,990	
Planning & Organizing/Extra Hours for Saturday School LCAP - \$65,000	
TOTAL: \$220,734	
District Assessment Fees Title 1 \$28,837	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served by these interventions including English Learners, African American, Student with Disabilities and Homeless.

Strategy/Activity

Senior Campus: Academic coaching support through highly qualified teachers on special assignment will be provided for all staff and students in the following areas of focus: English Language Arts, Mathematics, English Language Development, Social Science, Science, Technology and Data/Assessments. This service includes one-on-one student support, small group instruction, pull-in/pull-out support, teacher co-planning, co-instructing, co-assessing and Professional Learning Community (PLC) support. The support in classes also includes support implementing CAASPP Interim Assessments, common benchmarks, common pacing guides, access to digital libraries, making good use of classroom instructional materials, and access to software such as Naviance, TurnItIn, online textbook support, Schoology, Read 180/System 44, Edgenuity, Khan Academy, My Tutor/PAPER, Edu Protocols etc.

Intervention Teachers on Special Assignment have been hired and trained to support the academic needs of all students in English Language Arts, Mathematics, Science, Social Science, Special Education and for Technology/Assessment support.

West Campus: Academic Coaches including English Language Arts, Mathematics, Science, and ELD work collaboratively with teachers to analyze grade data and assessments to implement best instructional practices and intervention strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Senior Campus: English Language Arts Coach Mathematics Coach Mathematics Coach Science Coach Assessment/Technology Coach Social Science Coach Title 1 - \$679,452 (Total Amount for Academic Coaching Salaries/Benefits) LCAP- \$151,032	Senior Campus: Title 1 Funding

Classroom Instructional Materials (Digital Libraries, TurnItIn, Computer Software, Supplemental Curriculum etc.)

Title 1 - \$86,989

West Campus:

English Language Arts Coach

Title 1 \$142,999

English Language Development

Title 1 \$101,232

TOTAL: \$244,231

West Campus:

Title 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served by these interventions including English Learners, African American, Student with Disabilities and Homeless.

Strategy/Activity

In light of the district wide 1:1 Chromebook adoption, Instructional Technology aides will serve in the classroom to assist teachers and students toward meeting standards-based established daily learning targets. They will be trained in order to meet the diverse needs of students and to support teachers in implementing quality instructional supplemented with technology resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

Senior Campus:

Technology Support Assistant (Salaries/Benefits)

LCAP - \$37,053

Technology Support Assistant (Extra Hours)

LCAP - \$17,000

Senior Campus:

LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served by these interventions including English Learners, African American, Student with Disabilities and Homeless.

Strategy/Activity

Staff will attend targeted Professional Development training to deliver data-proven instructional practices to increase student success and raise achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Senior Campus: Professional Development/Training (registration fees, planning days, mileage/travel/food, substitute teachers for instructional coverage and best instructional practice walkthroughs) In response to Distance Learning, there has been a greater focus on curriculum development and design. LCAP - \$200,000	Senior Campus: LCAP
West Campus: Conferences, PD, Workshops (including travel, mileage & food) LCAP \$10,000	West Campus: LCAP
Substitute Teachers for PD coverage Previously Budgeted	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served by these interventions including English Learners, African American, Student with Disabilities and Homeless.

Strategy/Activity

Students will participate in student-centered lessons and activities in addition to the district-wide curriculum supported by district curriculum specialists. Supplemental classroom materials, technology, instructional software, field trips, relevant subscriptions, hands-on learning experiences on/off campus and student-centered experiences will be provided as tools to create student-centered

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classroom environments and lessons. An accounting assistant at Senior Campus has been hired to carefully track all expenditures aligned to the SPSA including expenditures that include but are not limited to classroom materials, field trips, professional development registration fees, training coordination etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Senior Campus: Classroom materials (technology, instructional software, subscriptions, notebooks, pencils, pens, calculators, white boards, Science Lab equipment, hands-on activity supplies etc.) LCAP - \$112,688	
AVID Class Supplies - \$7,000	
Accounting Assistant (salary/benefits) LCAP - \$88,302	Senior Campus: LCAP
Field Trips (transportation/entry fees/tours/food/mileage/chaperones/subs) LCAP - \$12,000	West Campus: LCAP
Community Garden LCAP - \$80,000	
West Campus:	
Materials & Supplies: LCAP \$15,000	
Technology: LCAP \$90,000	
Instructional Software: LCAP \$15,000	
TOTAL: \$120,000	

Annual Review

SPSA Year Reviewed: 2019-2020

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We did not meet our established target goal in the 2018-2019. As for the 2019-2020 school year, students did not take the CAASPP due to school moving to distance learning in the Spring, because of COVID-19.

To respond to distance learning PHS Senior campus has focused on curriculum development and designed to meet the needs of distance learning. Students also have access to My Tutor/ PAPER and Khan Academy to address the achievement gaps.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.

West Campus TOSA continues to work with students, parents, staff and case carriers to meet their IEP goals and academic goals. Teachers in the World Language department attended the TPRS training geared toward literacy instruction. The World Language Department and Science Department adopted a new textbook and attended professional development during the summer of 2020. ERWC has expanded to all seniors schoolwide and teachers attended a 4-day training and will be provided additional time to plan common pacing, common assessments, common analysis of student work. Teachers will participate in collective efficacy practices and will walk through colleagues' classrooms and analyze student learning data to drive instruction. Project Based Learning will provide cohorts of students in grades 9, 10 & 11 an opportunity to engage in collaborative groups to meet learning targets that integrate cross curricular concepts. Project Based Learning (PBL) teachers will engage in co-planning, co-teaching, and co-assessing to meet students' learning needs. The Instructional Leadership Team analyzed student data to determine a very specific and intentional instruction to meet the specific needs of students. This past summer, academic coaches, PLC leads and course alike staff collaborated to create common pacing, common assessments, common goals etc. The theme for the 19-20 school year was reading, we will continue this theme for the 2020-2021 school year. Each month, the entire faculty will focus their attention to the monthly focuses i.e. pre reading with a purpose: marking the text. West Campus continues to implement Read 180 to support student's individual literacy needs.

Goal 2

Paramount High School English learners will increase by 5% for Redesignation as Reclassified Fluent English Proficient as measured by English Language Proficiency Assessments for California (ELPAC) and other district established metrics. In assessment of all ELPAC levels, PHS aims for a 4% increase in levels 3 & 4.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	
	2018-2019 (CDE)	2019-2020**	
ELPAC Level 4	10.28%	5.44%	Increase 5%
ELPAC Level 3	31.51%	30.5%	Increase 5%
ELPAC Level 2	33.04%	44.44%	Decrease by 5%
ELPAC Level 1	25.16%	19.62%	
**ELPAC for 2019-2020 was suspended but almost all students completed the exam by March 2020.			

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learner students will be served in this goal.

Strategy/Activity

Senior Campus: Teachers will be provided additional hours to serve all students, including English Learners, through both after school, at lunch, and Saturday school academic interventions. The ELD coach works with academic coaches, teachers and bilingual aides to provide tools, resources and professional development to meet the needs of English Learners.

Staff will participate in Professional Development to support and target best instructional practices for English Learners. They will be afforded time to co-collaborate and co-plan in order to develop lessons that support content area CA State standards and English Language Development standards.

West Campus: Professional Development is provided to support classroom teachers and target all English Learners' needs to support the English Language Development standards and student progress toward reaching common core standards.

Language Assessment Assistant supports initial assessment administration and placement in the correct program alongside our ELD Academic Coach.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Senior Campus: Professional Development/Subs/Registration Fees LCAP - \$25,000	LCAP
Extra Hours - Previously Budgeted	West Campus: LCAP/Title 1
West Campus: English Language Development Coach: LCAP/Title 1 - Previously Budgeted	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served by these interventions including English Learners.

Strategy/Activity

Senior Campus: Students will be provided additional instructional and academic support beyond the school hours to work on language acquisition skills, literacy skills (including access to a writing center), and content area support. Lunchtime tutoring will be held in the College and Career Center equipped with a bilingual instructional aide to support students beyond their regularly scheduled classes and during the school day.

Salaries to pay Bilingual Instructional Aides will serve all Newcomers to the country with English Language Acquisition skills, Literacy instruction, and in-class support. Salaries to pay Technology Instructional Aides will serve all students including specific strategies to serve English Learners.

Bilingual aides will support Newcomers in the classroom setting to support quality and research-based instruction. Technology Instructional Aides will serve all students in the classroom and will be available to support with 1:1 Chromebook device implementation.

My Tutor / PAPER and Khan Academy will provide additional support for all students.

West Campus: Instructional Aides/College Tutors

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Senior Campus: Bilingual Instructional Aides (Salary/Benefits/Extra Hours) LCAP - \$100,000	LCAP
College Tutors LCAP - \$20,000	
Technology Instructional Assistants - Previously Budgeted	
West Campus: Instructional Aides/College Tutors: LCAP - \$5,000	
	West Campus: LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners will be served by this intervention.

Strategy/Activity

Language Assessment Assistants at both sites serve all English Learner (EL) students by assisting with LAT processes, assessments, state-mandated testing, and instructional support.

College Tutors will be hired at senior campus to serve EL students in the classroom setting and to support after school tutoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Senior Campus: Language Assessment Assistant (salary/benefits) \$58,040 - LCAP Language Assessment Assistant (extra hours) \$10,000 - LCAP	Senior Campus: LCAP
College Tutors - Previously Budgeted	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served by these interventions including English Learners, African American, Student with Disabilities and Homeless.

Strategy/Activity

Senior Campus: By creating an Instructional Leadership Team (ILT) and a AVID Site Leadership Team, our site will develop and provide on-site training support for school-wide instructional initiatives with a specific focus on literacy skills to support English Learners. These initiatives will be created by the leadership groups after conducting a needs assessment process to guide our work around the WASC Critical Areas for Improvement and School Plan for Student Achievement. This will include extra hours for staff to meet, collaborate, plan, reflect and conduct cycles of continuous improvement. Supplemental classroom materials, technology, instructional software, field trips, subscriptions and student-centered experiences will be provided as tools to create student-centered classroom environments and lessons.

Substitutes will be provided to afford teachers time to walk through one another's classes to collaborate and discuss practices that will influence future instructional planning based on research-based instructional practices focused on English Language Development.

College and Career Readiness Tutors will offer in-class supports and extra hours.

West Campus: Our AVID Site Leadership Team continues to provide instructional strategies and on-site training support for school-wide instructional initiatives including literacy skills to support English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Senior Campus: AVID Site Team/Instructional Leadership Team Initiatives (Staff training, Sub Pay, Consultant Training, teacher planning hours) LCAP - \$10,000	Senior Campus: LCAP
Classroom Materials - Previously Budgeted	
West Campus: Substitutes/Certificated Extra Hours LCAP - \$40,000	West Campus: LCAP

Annual Review

SPSA Year Reviewed: 2019-2020

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our 20-21 Senior Campus academic coaching staff consisted of 7 coaches in the following areas: Mathematics (2), English Language Arts (2), Social Science and Science allowed for specific planning, instructional, assessment and academic student support for all students. The coaches also work with our site ELD Coordinator and AVID Coordinator to support English Learners.

West Campus' academic coach staff consists of 4 coaches in the following areas: Language Arts, Mathematics, ELD, and Science. The academic coaches support with assessment, instruction, data analysis, and intervention.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, we will continue to focus on the English Fluent Proficient Redesignation progress and will additionally track improvement progress in the ELPAC as well as the continuous cycle for instructional improvement and data tracking (grade data, ELPAC data, benchmark data, College Board data). The additional coach that was added during the 19.20 school year continued to support technology instruction and transition to distance learning.

West Campus continues to implement Read 180 to support Redesignated Fluent English Proficient students through an Intensive Language Arts course. West Campus TOSA continues to focus in Special Education to support with academic and behavioral interventions in all content areas.

Goal 3

Paramount High School will increase the A-G requirement readiness rate by 5%.

Identified Need

Currently, 47.9% of the last senior class of 2020 met the California A-G college readiness requirements to be eligible to apply to a 4-year college.

In 2019-2020, 77.1% of 9th graders, 63.8% of 10th graders, 67.8% of 11th graders, and 93% were on track for graduation based on credit requirements.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Class of 2018 % of A-G ready students	43%	52%
Class of 2019 % of A-G ready students	49.2%	53%
Class of 2020 % of A-G ready students	47.9%	
Overall All Courses 2019-2020 9-12th grade **Semester 2 19-20 Board of Education policy for <i>no D/F</i>	Sem 1 A-C rate: 80.72% Sem 2 A-C rate: 96.79% Sem 1 D-F rate: 19.28% Sem 2 D-F rate: 0% NC/Fail rate: 3.21%	
% of students passing core content area courses with a grade mark of C or better	2019-2020 Grade Mark C or Better Overall ELA Sem 1: 77.51% Overall Math Sem 1: 66.65% Overall Science Sem 1: 83.71% Overall Social Science Sem 1: 80.21% Overall World Language Sem 1: 83.19%	2020-2021 Grade Mark C or Better Overall ELA Sem 1: 82.51% Overall Math Sem 1: 71.65% Overall Science Sem 1: 88.71% Overall Social Science Sem 1: 85.21% Overall World Language Sem 1: 88.19%
% of students with a D or F	2019-2020 Grade Mark Distribution % of D's & F's Combined Overall ELA Sem 1: 22.49% Overall Math Sem 1: 33.35% Overall Science Sem 1: 16.29% Overall Social Science Sem 1: 19.79% Overall World Language Sem 1: 16.81%	Grade Mark Distribution % of D's & F's Combined Overall ELA Sem 1: 17.49% Overall Math Sem 1: 27.35% Overall Science Sem 1: 11.29% Overall Social Science Sem 1: 14.79% Overall World Language Sem 1: 11.81%

% of students chronically absent	18-19 school year = 9.5% 19-20	Decrease by 3%: 19-20 school year = 5%
% of students 0-3% Absent	18-19 school year = 62% 19-20	Increase by 10%: 19-20 school year = 72%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served by these interventions including English Learners, African American, Student with Disabilities and Homeless.

Strategy/Activity

Senior Campus: All students will have access to after school tutoring in all content areas and will also be able to access Academic Saturday school programming. All students will have access to classrooms equipped with technological instructional resources that are utilized to support learning. All Students are placed / scheduled in Math for all four years to meet the A-G requirements. In the Fall of 2020, My Tutor / Paper was added as a tutoring resource for all students. Extended Day and Edgenuity is offered to students for credit recovery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Senior Campus: Teacher Extra Hours - Previously Budgeted	LCAP Funding
Technology Resources / Technology Materials & supplies LCAP - \$180,000	
West Campus: Materials & Supplies: LCAP \$36,914	West Campus: LCAP
Instructional Technology: LCAP - Previously Budgeted	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served by these interventions including English Learners, African American, Student with Disabilities and Homeless.

Strategy/Activity

Student incentives will be provided to honor students with improved/maintained attendance, grade marks, citizenship, Be Your Best Character awards, and focus/effort on testing including the ELPAC and CAASPP. Students and families will participate in celebratory recognition events throughout the school year to acknowledge growth, effort and achievement both in and out of class.

This goal will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Senior Campus: Student Incentives (Assemblies, spirit wear, Link Crew, Mentorship Programs, certificates, recognition events costs, lanyards/pins, materials, postage, mailers/invitations, supplies, consultant fees etc.)LCAP - \$20,000.00	LCAP
West Campus: Student Recognition (assemblies, recognition events): LCAP - \$10,000	West Campus: LCAP
Materials & Supplies (awards, spirit wear, postage, student planners, lanyards, Link Crew): LCAP - \$25,000	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served by these interventions including English Learners, African American, Student with Disabilities and Homeless.

Strategy/Activity

Senior Campus: Leadership will partner with Breaking Down the Walls and Capturing Kids Hearts to provide staff training and assemblies for students. This work will center on unifying school culture, focused on positive relationships and creating collaborative relationships so that effective learning can occur.

Positive Coaching Alliance will be used to provide student athletes support to continue their education beyond high school. This program will also provide mentorship to student athletes.

West Campus: The Process Champions Team will continue to implement Professional Development on Capturing Kids Hearts in order to increase student connectedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)

Source(s)

Senior Campus:
Consultants/Assemblies/Professional Development
(Breaking Down the Walls, Capturing Kids Hearts)
LCAP - \$130,000

Senior Campus:
LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served by these interventions including English Learners, African American, Student with Disabilities and Homeless.

Strategy/Activity

Senior Campus: All students will participate in systematic and vertically planned Naviance lessons during the school day and throughout the school year. This will be a collaborative effort between the Student Health and Counseling team and the teachers. This will be delivered through grade level college knowledge events. This will promote college awareness in addition to field trips to colleges to further expose students to local programming that supports that post-secondary plans. Additionally, the AVID site team will promote schoolwide college and career readiness awareness and will support schoolwide instructional strategies.

West Campus: Students participate in Naviance through the College and Career Center throughout the school year. Virtual college fairs and visitations will be offered throughout the year. In addition, field trips to colleges/universities are provided to further expand student knowledge of post-secondary opportunities.

This goal will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Senior Campus: AVID Support (field trips, spirit attire, teacher extra hours for AVID Site Team preparation, training, supplies) LCAP - \$10,000	LCAP
West Campus: AVID Training & Supplies LCAP \$5,000	West Campus: LCAP

Annual Review

SPSA Year Reviewed: 2019-2020

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Through Academic Intervention Tracking through Professional Learning Communities, grade data and CAASPP results are tracked by faculty and analyzed to determine instructional strategies that increase student success. Through survey data, students request support beyond school hours and have indicated wanting more information and strategies to be college and career ready and need motivation from teachers and counselors.

West Campus increased 9th graders on track for A-G Completion by 18% from 2018-2019 to 2019-2020. 10th grade students increased from 58.5% to 63.8%, 11th grade from 62% to 67.8%, and 12th grade showed a decrease from 96.2% to 93%. Students had the opportunity to participate in tutoring before and after school, assessment retakes, as well as academic interventions provided by

academic coaches. Teachers attended professional development to enhance instructional best practices as well as student connectedness to support student achievement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted. In Spring 2020, due to COVID-19 and school closure, the PUSD Board of Education adopted a policy of no D/F. This resulted in a 96.79% A-C rate and a 3.21% No Credit (NC) rate.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In this goal, the Professional Learning Communities will vertically plan and engage in Cycles of Inquiry and Continuous Improvement to reflect upon instructional delivery (curriculum, pedagogy, best instructional practices, collaborative structures, Habits of Mind and Habits of Interaction, AVID strategies etc.) Continuous data analysis will serve as one way for staff to reflect on raising student achievement outcomes.

Goal 4

In order for Paramount High School students to meet the Common Core Standards and College and Career Readiness Standards, there is a need to improve parent involvement by working with parents as equal partners in their children’s education and utilizing Social Emotional Learning (SEL) and Restorative practices schoolwide. Our goal is to partner with parents to decrease the chronic absenteeism rate by 3% and the suspension rate by 1%.

Identified Need

Schoolwide Attendance
 Suspension Rate
 College and Career Readiness Rates

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Attendance Rate (18-19)	Rate: 9%	6%
Suspension Rate (18-19)	Suspension Rate: 5.3% African American: 12.6% Students with Disabilities: 9.4% English Learners 8.8%	All subpopulations need to fall or remain under 10% A decrease of 1.0% overall (including all subpopulations)

Chronic Attendance Rate, up to February (19-20)	Rate: 9%	Rate: 6%
Chronic Attendance Rate, up to March(19-20)	Rate: 10%	Rate: 7%
Suspension Rate, up to February (19-20)	Suspension Rate: 3.3% African American: 10.2% Students with Disabilities: 5.5% English Learners: 3.1%	Suspension Rate: 2.3% African American: 9.2% Students with Disabilities: 4.5% English Learners: 2.1%
Suspension Rate, up to March (19-20)	Suspension Rate: 3.8% African American: 11.6% Students with Disabilities: 5.9% English Learners: 4.0%	Suspension Rate: 2.8% African American: 10.6% Students with Disabilities: 4.9% English Learners: 3.0%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served by these interventions including English Learners, African American, Student with Disabilities and Homeless.

Strategy/Activity

Senior Campus: In addition to all established parent outreach groups (SSC, ELAC, Coffee Corner, Parent Workshops, AVID Parent Nights, Back to School Night, Open House, Parent Orientation, College Fair, Positive Coaching Alliance, LACOE Wellness Center on Campus), a school Parent Center will be created and established in collaboration with parent groups and stakeholders to create a safe space on campus that welcomes parents to partner with the school. Additionally, our school partnered with LACOE to establish a wellness center equipped with 2 full time employees. Also, an additional CSP will provide an opportunity for parents to check into our RAPTOR system to provide a safe space for staff, students, parents and community members.

West Campus will continue with Coffee Cup Counseling, AVID Parent Night, Pirate Parent Crew, SSC, and ELAC to support parent involvement at the school site. In addition an 8th Grade Orientation will be held, and Back to School Night and Open House will be held to support family connection to teachers at school. West Campus will also host Ed. Tech. Parent Presentations.

This goal will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Senior Campus: Parent Center Needs (parent recognition events, parent passport, technology, tables, chairs, materials)/ Parent Night Events (orientation, materials, handouts, field trips, food, guest speakers, child care etc.) LCAP - \$75,000	
Campus Security Personnel (Salary/Fringes/Extra Hours) LCAP \$59,889 (Salary/Fringes) LCAP \$10,000 (Extra Hours)	
Parent Communication Tools (Backpack Letters Flyers/Invitations/Postage) LCAP \$5,000	LCAP
West Campus: Student Recognition: LCAP - \$15,000	
Parent Involvement: Title 1 - \$5,500	West Campus: LCAP/Title 1
Professional Development: LCAP - \$10,000	
Classified Instructional Aide Hourly/Noon Duty Aide Extra Hours: Title 1 \$9,762	
Clerical Support: LCAP - \$63,852	
TOTAL: LCAP \$88,852 Title 1 \$15,300	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served by these interventions including English Learners, African American, Student with Disabilities and Homeless.

Strategy/Activity

Senior Campus: In an effort to partner with parents to improve student attendance, academics, character, and behavior, data will be carefully tracked and student recognition events will be held for students and families to honor improvement in target areas. To help focus on the whole child, including academic, social, emotional, and behavioral growth and achievement, the Senior campus will provide training for teachers and assemblies for students through partnership with Breaking Down the Walls. Additionally, this program will assist in affording students opportunities to field trips and activities that aim to enhance their learning experiences at school. Moreover, to build a greater school community culture, School Beautification will enhance student and parent experiences while on campus, and spaces will be reinvented to draw in families.

As a form of an intervention and an alternative to suspension, the Senior campus will add LACADA to support students with controlled substance concerns. Additionally, the Senior campus will provide students with intervention modules through Ripple Effects, which aim to build core SEL skills and address both present behavior problems and the possible reasons behind them.

West Campus: Students will be recognized by teachers for demonstrating character traits through Pirate PRIDE, the Guidelines for Success. Students with strong attendance will receive recognition through an Attendance Carnival and HERO. In an effort to improve relationships with parents and students, teachers will continue professional development surrounding Capturing Kids Hearts.

This goal will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Senior Campus: Incentives/Recognition Awards (field trips, food/refreshments, certificates, pins, spirit wear, parent outreach, guest speakers, student incentives) - Previously Budgeted	LCAP Funding
Breaking Down the Walls/Capturing Kids Hearts - Previously Budgeted	
Formal Restorative Training for PHS Staff -	
Ripple Effects	
School Beautification Costs LCAP - \$50,000	
Parent Professional Development/Training & ChildCare Services Title 1 - \$20,000	West Campus: LCAP
West Campus - Student Recognition: LCAP - \$5,000	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served by these interventions including English Learners, African American, Student with Disabilities and Homeless.

Strategy/Activity

Professional Development/Consultant Partnerships will be offered to staff and parents to provide research-based instructional strategies to improve student performance in the following focus areas: attendance, grade data, suspension, college and career readiness, school culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, LCAP, and/or Title I.

Amount(s)	Source(s)
Senior Campus: PD/Consultants LCAP - Previously Budgeted	Senior Campus LCAP
West Campus: PD/Consultants: LCAP - Previously Budgeted	

Annual Review

SPSA Year Reviewed: 2019-2020

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

For the 20-21 school year, both sites will continue to integrate programs for students, staff and parents, to address the school to home partnership along with Social Emotional Learning (SEL) and Restorative Practices. This will be accomplished and not limited to Breaking Down the Walls, Capturing Kids Hearts, staff development, parent field trips, and parent workshops. This includes increasing parent involvement through sign-ins, agendas and minutes.

Senior Campus: Staff and students will attend Breaking Down the Walls/Capturing Kids Hearts presentation and training to help our staff establish a mindset and environment that will welcome students to feel connected and heard. A Parent Center, Multipurpose Room and College Center spaces will be created to provide families and students more opportunities to engage with staff and outside agencies that support our goals. Mentorship programs with target subgroups will continue,

and recognition/incentive programs will be implemented to praise students for their progress and achievement in target areas for growth. Academic Saturday School and After School Intervention will be reinvented to serve the specific and varying needs of students beyond the school day.

West Campus: The Process Champions Team will continue to implement Professional Development on Capturing Kids Hearts in order to increase student connectedness. Academic Saturday school will be implemented in order to support student achievement.

This goal will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal will be implemented when full in-person instruction resumes and physical distancing requirements have been lifted.

We will continue to use the 18-19 attendance and suspension data, as the 20-21 data has been affected due to distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to use the 18-19 attendance and suspension data, as the 20-21 data has been affected due to distance learning.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (Title I Allocation)	West Campus: \$288,330 Senior Campus: \$867,522
Total Federal Funds Provided to the School from the LEA for CSI	West Campus: N/A Senior Campus: N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	West Campus: \$288,330 Senior Campus: \$867,522

State, and Local Funds

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCAP	West Campus: \$566,500 Senior Campus: \$1,270,000

Total of federal, state, and/or local funds for this school: \$2,137,522

