

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Paramount High School	19648731936749	October 24, 2023	December 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Paramount High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) serves as a strategic framework to coordinate and enhance all educational services at Paramount High School. Through a collaborative process, the SPSA aligns state and federal program requirements to ensure targeted support and systematic monitoring for continuous improvement. This alignment directly reflects and supports the LCAP goals by addressing the academic, social, and personal growth of all students. To support academic progress, the SPSA integrates evidence-based strategies, including differentiated instruction, intervention programs, and progress monitoring systems. These efforts align with the school’s vision of fostering a student-centered environment that nurtures critical thinking and lifelong learning. The focus on creating a college and career-going culture is woven throughout the SPSA, as it prioritizes career pathways, college readiness programs, and the development of global perspectives. By preparing students for success in higher education and future careers, the plan upholds Paramount High School’s mission to equip students with the skills needed for personal and professional achievement. By implementing standards and assessments, the SPSA ensures that instruction is rigorous and aligned with state standards. The plan also emphasizes professional development for educators, equipping them to deliver high-quality instruction and use assessment data to drive decisions that support student achievement. Finally, the SPSA supports the provision of basic services, ensuring that all students have access to safe facilities, essential resources, and a supportive learning environment. The integration of these foundational services aligns with the vision of fostering academic, social, and personal growth for every student. Through these coordinated efforts, the SPSA serves as an organizational tool that not only addresses LCAP goals but also drives the schoolwide improvement process. It ensures that all students at Paramount High School are supported in their journey to become critical thinkers, prepared for success in college, career, and beyond.

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.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

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Schoolwide Program

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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.

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

Our school's initiatives and programs are designed to align with the Local Control and Accountability Plan (LCAP) goals, ensuring that we support academic growth, foster a college and career-going culture, implement rigorous standards and assessments, and provide essential services to all students.

To support academic progress, we emphasize high-quality, differentiated instruction tailored to meet the needs of all learners. By integrating data-driven practices and regular progress monitoring, we ensure that students are supported in mastering key concepts and skills. Our collaborative approach to intervention strategies addresses learning gaps, helping every student achieve their full potential.

In our efforts to create a college and career-going culture, we actively prepare students for life beyond high school through exposure to career pathways, college readiness programs, and opportunities to explore postsecondary options. By integrating real-world applications into classroom instruction and providing mentorship, we equip students with the skills and confidence needed to succeed in their chosen paths.

The implementation of standards and assessments is a cornerstone of our instructional framework. We ensure that all lessons are aligned with state standards, while formative and summative assessments are used to guide instruction and

measure student achievement. Professional development opportunities for teachers further enhance our ability to deliver rigorous and standards-aligned instruction.

Finally, we are committed to providing basic services to ensure a safe and supportive learning environment. From maintaining well-equipped facilities to offering access to technology and resources, we prioritize the health, safety, and well-being of every student. Additional services, such as counseling and community support, ensure that students' social and emotional needs are met alongside their academic goals.

Together, these efforts reflect our dedication to fulfilling the LCAP goals and creating an equitable, inclusive environment where all students can thrive.

Title 1 is utilized to support tier 1 instruction, teacher collaboration, ELD Instruction is offered for all students who require services to support English Learners.

Educational Partner Involvement

How, when, and with whom did Paramount High 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 :
The meeting was called to order at 7:50a.m.

I. Mrs. Hammond presented the minutes from the October 5th meeting. Mrs. Hammond asked for a motion to approve the minutes. Angelica Rodriguez moved to approve the minutes. Marco Rodriguez seconded that motion.

II. Mrs. Salcido gave a brief introduction to the approval of SPSA. A board meeting will be held on December 18th and explained schools are meeting this week for approval before presenting to the board.

III. Mrs. Hammond presented the SPSA and reviewed the 5 goals for our school. Specific areas that are addressed through the goals are: ELA and Math scores; Professional development for AP, AVID, and other PD opportunities and committees; Safety plan improvements for people groups; Student attendance, suspension and activities to bring student and community engagement; State testing support encouraged through VAPA, AVID, Math programs, summer school, and MTSS.

IV. Mrs. Hammond presented the budget and allocation of funds while reviewing the Source vs. Balance of each. The district will update numbers to represent current financial standing. Spending will focus on Goal 1 and the remaining funds will be allocated to support the remaining goals. Mrs. Hammond asked for a motion to approve the budget. Marco Rodriguez moved to approve, and Sierra Hinzo seconded, all in favor.

V. Mrs. Hammond presented Site Safety plan – Addendum & Approval. Areas of addendum were student well-being – attendance and suspension rate, MTSS discipline, dress code, West Campus additions. Mrs. Salcido addressed that ingress and egress are different and unique to each campus, but other components are uniform across campuses. MTSS tiers reviewed for discipline plan and interventions based on infraction scale. Mrs. Hammond asked for a motion to approve the Addendum to School Safety Plan. Lourdes Aguayo motioned, Marco Rodriguez second that motion – added to SPSA.

VI. The date for the upcoming meeting, January 29 @ 7:45AM was shown. Achievement data will be reviewed at next meeting.

VII. Mrs. Hammond asked for a motion to adjourn the meeting. Elizabeth Salcido moved to adjourn; Sierra Hinzo seconded the motion. The meeting adjourned at 8:06 a.m.

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The District English Learner Advisory Committee (DELAC) is a dedicated district-level committee that fosters collaboration between school staff and parents to address the needs, concerns, and issues related to English Learners (ELLs). This committee plays a critical role in ensuring that the voices of parents are heard and integrated into decision-making processes, promoting equitable opportunities and support for ELL students across the district.

The Title I Parent Meeting provides an opportunity to engage parents in a comprehensive discussion about Title I funding, its allocation, and the instructional programs it supports. This meeting highlights how these resources are utilized to enhance student achievement, improve educational outcomes, and ensure equitable access to quality instruction for all students.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Not identified for ATSI or CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Overall Performance - Mathematics - Orange
Academic Performance - Mathematics - All Students - Orange
Conditions and Climate - Suspension Rate - All students - Orange

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Academic Engagement - Graduation Rate - All students - Green; EL in Orange, AA in Orange

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Paramount High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.13%	0.11%	0.11%	5	4	4
African American	7.12%	6.74%	6.26%	281	252	222
Asian	0.66%	0.88%	0.99%	26	33	35
Filipino	0.33%	0.37%	0.45%	13	14	16
Hispanic/Latino	89.79%	90.1%	90.39%	3,545	3367	3206
Pacific Islander	0.41%	0.29%	0.28%	16	11	10
White	0.99%	0.75%	0.82%	39	28	29
Multiple	0.53%	0.67%	0.65%	21	25	23
Total Enrollment				3,948	3737	3547

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	929	882	861
Grade 10	1,055	934	855
Grade 11	994	975	873
Grade 12	970	946	958
Total Enrollment	3,948	3,737	3,547

Conclusions based on this data:

1. PHS is in declining enrollment.
2. PHS is experiencing a trending decrease in enrollment the last several years within the African American, Pacific Islander, White, and Latino subgroups.
3. There is a trending decline in enrollment from 9th to 10th grade, 10th to 11th grade, but increase from 11th to 12th.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	714	668	502	16.7%	18.1%	14.2%
Fluent English Proficient (FEP)	2,039	1,901	1889	52.6%	51.6%	53.3%
Reclassified Fluent English Proficient (RFEP)	1,849	1,759	1,776	5.1%	46.8%	50.1%

Conclusions based on this data:

1. The number of English Learners decreased from 668 in 22-23 to 502, which is a 4% increase in students that reclassified. PHS attributes the increase in English Learners being reclassified can be attributed to PHS students that have been successful on the ELPAC and are able to demonstrate English Language Proficiency.
2. There is approximately 2% increase in Fluent English Proficiency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	953	922	823	870	900	802	869	900	798	91.3	97.6	97.4
All Grades	953	922	823	870	900	802	869	900	798	91.3	97.6	97.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2558.	2569.	2558.	14.04	14.22	12.16	30.38	33.22	33.21	27.50	28.78	28.57	28.08	23.78	26.07
All Grades	N/A	N/A	N/A	14.04	14.22	12.16	30.38	33.22	33.21	27.50	28.78	28.57	28.08	23.78	26.07

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	16.36	14.91	12.16	60.94	64.07	58.52	22.70	21.02	29.32
All Grades	16.36	14.91	12.16	60.94	64.07	58.52	22.70	21.02	29.32

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	18.84	18.69	19.67	50.98	57.29	55.14	30.17	24.03	25.19
All Grades	18.84	18.69	19.67	50.98	57.29	55.14	30.17	24.03	25.19
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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	9.91	9.79	11.28	72.47	75.86	72.31	17.63	14.35	16.42
All Grades	9.91	9.79	11.28	72.47	75.86	72.31	17.63	14.35	16.42
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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	15.65	18.80	15.04	65.82	66.07	65.29	18.53	15.13	19.67
All Grades	15.65	18.80	15.04	65.82	66.07	65.29	18.53	15.13	19.67
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Conclusions based on this data:

1. The percentage of PHS students that remain at grade level have remained stable.
2. PHS increased the percent above standard in the areas of writing by 1% and listening by 1.5%.
3. In Research/Inquiry domain, PHS has experienced the largest decrease in understanding of literacy in nonfiction text of 8%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	954	922	831	866	895	824	864	895	824	90.8	97.1	99.2
All Grades	954	922	831	866	895	824	864	895	824	90.8	97.1	99.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2492.	2502.	2502.	2.55	3.46	4.37	8.22	8.72	9.22	20.95	22.57	20.39	68.29	65.25	66.02
All Grades	N/A	N/A	N/A	2.55	3.46	4.37	8.22	8.72	9.22	20.95	22.57	20.39	68.29	65.25	66.02

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.51	6.37	6.80	34.95	31.73	32.52	60.53	61.90	60.68
All Grades	4.51	6.37	6.80	34.95	31.73	32.52	60.53	61.90	60.68

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.94	3.58	5.46	56.71	56.65	54.25	39.35	39.78	40.29
All Grades	3.94	3.58	5.46	56.71	56.65	54.25	39.35	39.78	40.29
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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.59	3.80	4.37	61.81	60.67	60.32	34.61	35.53	35.32
All Grades	3.59	3.80	4.37	61.81	60.67	60.32	34.61	35.53	35.32
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Conclusions based on this data:

1. Overall math achievement increased in percent exceeded and met from 12.18% to 13.59% from 22-23 to 23-24.
2. PHS increased overall by 1% in Concepts and Procedures. PHS increased in percent above standard in Problem Solving and Modeling/Data Analysis by about 2% and Communicating Reasoning by .57%.
3. PHS has implemented a math intervention support course to support 90 Geometry students and 90 Algebra 2 students. Data from the course will be available following semester grades and MDTP assessment administration.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1537.0	1542.2	1528.2	1535.4	1534.2	1513.7	1538.1	1549.7	1542.0	176	130	140
10	1541.0	1556.5	1542.6	1537.1	1564.4	1529.9	1544.5	1548.1	1554.7	197	163	112
11	1535.6	1557.8	1537.0	1532.8	1557.1	1523.6	1538.0	1557.9	1550.1	158	153	126
12	1534.4	1550.3	1549.4	1532.7	1558.9	1536.3	1535.6	1541.2	1562.0	103	133	114
All Grades										634	579	492

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	6.82	12.31	1.43	41.48	33.85	45.00	36.36	39.23	37.14	15.34	14.62	16.43	176	130	140
10	8.12	19.63	11.61	39.59	42.33	41.96	38.07	22.70	29.46	14.21	15.34	16.96	197	163	112
11	5.77	16.34	12.70	28.85	39.22	28.57	47.44	27.45	30.16	17.95	16.99	28.57	156	153	126
12	6.86	13.64	13.16	28.43	28.03	38.60	39.22	39.39	29.82	25.49	18.94	18.42	102	132	114
All Grades	6.97	15.74	9.35	35.66	36.33	38.62	40.10	31.49	31.91	17.27	16.44	20.12	631	578	492

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	17.61	19.23	15.00	50.00	44.62	48.57	21.59	21.54	19.29	10.80	14.62	17.14	176	130	140
10	20.81	34.97	25.89	48.73	40.49	42.86	18.27	13.50	12.50	12.18	11.04	18.75	197	163	112
11	15.38	35.29	23.81	56.41	35.95	30.16	16.03	16.99	21.43	12.18	11.76	24.60	156	153	126
12	21.57	31.06	27.19	46.08	34.85	44.74	16.67	23.48	13.16	15.69	10.61	14.91	102	132	114
All Grades	18.70	30.62	22.56	50.55	38.93	41.67	18.38	18.51	16.87	12.36	11.94	18.90	631	578	492

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.57	6.15	1.43	14.20	21.54	26.43	52.27	46.92	44.29	32.95	25.38	27.86	176	130	140
10	1.52	4.29	7.14	19.29	23.93	26.79	55.33	44.79	43.75	23.86	26.99	22.32	197	163	112
11	1.92	4.58	4.76	10.26	26.14	15.87	50.00	40.52	43.65	37.82	28.76	35.71	156	153	126
12	0.98	0.00	9.65	12.75	19.70	17.54	40.20	38.64	40.35	46.08	41.67	32.46	102	132	114
All Grades	1.27	3.81	5.49	14.58	23.01	21.75	50.71	42.73	43.09	33.44	30.45	29.67	631	578	492

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.14	15.38	3.76	78.41	67.69	70.68	20.45	16.92	25.56	176	130	133
10	3.05	9.82	6.42	82.23	76.69	76.15	14.72	13.50	17.43	197	163	109
11	3.25	5.26	9.60	61.04	70.39	53.60	35.71	24.34	36.80	154	152	125
12	0.00	6.82	7.96	68.63	60.61	65.49	31.37	32.58	26.55	102	132	113
All Grades	2.07	9.19	6.88	73.77	69.32	66.25	24.17	21.49	26.88	629	577	480

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	72.16	57.69	52.63	15.91	30.77	31.58	11.93	11.54	15.79	176	130	133
10	67.51	78.53	54.46	22.34	12.88	26.79	10.15	8.59	18.75	197	163	112
11	67.10	69.93	48.80	23.87	20.92	28.00	9.03	9.15	23.20	155	153	125
12	65.35	73.48	61.06	21.78	18.18	25.66	12.87	8.33	13.27	101	132	113
All Grades	68.36	70.42	54.04	20.83	20.24	28.16	10.81	9.34	17.81	629	578	483

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.41	6.92	6.92	44.32	53.08	53.85	52.27	40.00	39.23	176	130	130
10	5.61	9.82	10.91	42.35	48.47	53.64	52.04	41.72	35.45	196	163	110
11	5.77	5.88	4.76	37.18	50.98	45.24	57.05	43.14	50.00	156	153	126
12	3.92	3.03	12.39	32.35	36.36	48.67	63.73	60.61	38.94	102	132	113
All Grades	4.76	6.57	8.56	40.00	47.40	50.31	55.24	46.02	41.13	630	578	479

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	2.31	0.00	79.55	84.62	79.41	20.45	13.08	20.59	176	130	136
10	1.52	3.68	3.60	85.79	80.98	84.68	12.69	15.34	11.71	197	163	111
11	5.13	17.76	4.88	74.36	66.45	74.80	20.51	15.79	20.33	156	152	123
12	7.84	7.58	3.51	60.78	68.18	78.95	31.37	24.24	17.54	102	132	114
All Grades	3.01	7.97	2.89	77.18	75.04	79.34	19.81	16.98	17.77	631	577	484

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The 9th grade level 3 grew by 11%, however, decreased by 11% in Level 4 which impacts reclassification. The increase in level 3 can be attributed to an emphasis on academic conversations and literacy across content areas to support gains.
2. PHS saw a decrease in the number of students taking the ELPAC which can be attributed to a number of factors, one of which is due to an increase in reclassification. Additionally, we saw an increase in students at level 3.
3. The ELPAC test had changes to depth of questioning, format, content, number of items, and was new to all students which was a potential impact on scores and reclassification.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
3737	94.5	17.9	0.8
Total Number of Students enrolled in Paramount High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	668	17.9
Foster Youth	31	0.8
Homeless	44	1.2
Socioeconomically Disadvantaged	3533	94.5
Students with Disabilities	503	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	252	6.7
American Indian	4	0.1
Asian	33	0.9
Filipino	14	0.4
Hispanic	3367	90.1
Two or More Races	25	0.7
Pacific Islander	11	0.3
White	28	0.7

Conclusions based on this data:

1. Based on 22-23 data, student demographics remain consistent. When 23-24 data becomes available it will be analyzed and reflected on.
2. PHS continues to have 95% students are socioeconomically disadvantaged.
3. PHS continues to have 18% are English Learners.

School and Student Performance Data

Overall Performance







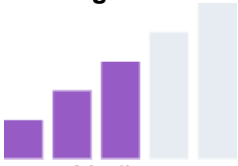
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Graduation Rate</div> <div> Green</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> No Performance Color</div>	
<div>English Learner Progress</div> <div> Green</div>		
<div>College/Career</div> <div> Medium</div>		

Conclusions based on this data:

1. The progress of English Learners at Paramount High School is currently categorized within the green performance level, reflecting steady growth and achievement
2. Math moved one performance level, advancing from the red performance level to orange. This highlights the positive impacted of targeted interventions and instructional strategies.
3. Suspension Rate increased by 2.2%, signaling a need to review and refine behavioral support systems and intervention strategies.

School and Student Performance Data

Academic Performance English Language Arts

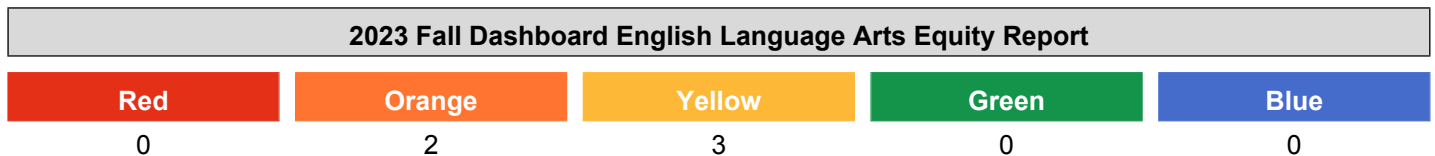
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 10.3 points below standard Increased Significantly +20.4 points 886 Students	English Learners Orange 86.7 points below standard Increased Significantly +26.4 points 204 Students	Foster Youth Less than 11 Students 6 Students
Homeless 26.4 points below standard Increased +5.8 points 16 Students	Socioeconomically Disadvantaged Yellow 12.2 points below standard Increased Significantly +20.6 points 837 Students	Students with Disabilities Orange 106.2 points below standard Increased +7.5 points 97 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 35.8 points below standard Increased Significantly +57.1 points 62 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.2 points below standard Increased Significantly +15.7 points 799 Students	Less than 11 Students 2 Students	Less than 11 Students 4 Students	Less than 11 Students 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125 points below standard Increased Significantly +19.3 points 115 Students	37.3 points below standard Increased +14 points 89 Students	12.2 points below standard Increased Significantly +29.1 points 261 Students

Conclusions based on this data:

- PHS student subgroups categorized as Socioeconomically Disadvantaged, African American, and Hispanic increased to a yellow (medium) performance level in ELA.
- PHS English Learner subgroup moved from the red performance level to the orange performance level in ELA.

School and Student Performance Data

Academic Performance Mathematics

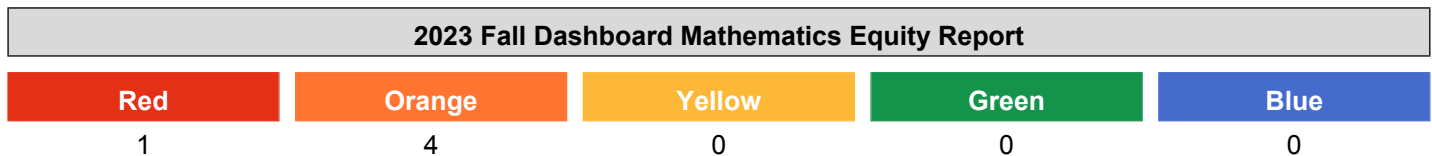
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 122.3 points below standard Increased Significantly +17.7 points 881 Students	English Learners  Orange 184.2 points below standard Increased +12.1 points 201 Students	Foster Youth Less than 11 Students 6 Students
Homeless 177.4 points below standard Decreased -7.5 points 17 Students	Socioeconomically Disadvantaged  Orange 124 points below standard Increased Significantly +17 points 833 Students	Students with Disabilities  Red 196.1 points below standard Maintained -0.9 points 97 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 146.1 points below standard Increased Significantly +47 points 62 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 121.7 points below standard Increased +14.8 points 794 Students	Less than 11 Students 2 Students	Less than 11 Students 4 Students	Less than 11 Students 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
204.8 points below standard Increased +12.1 points 113 Students	157.8 points below standard Maintained -0.4 points 88 Students	130.7 points below standard Increased Significantly +16.6 points 258 Students

Conclusions based on this data:

1. Most PHS student subgroups moved from the red performance level to the orange performance level.
2. Students with Disabilities remain in the red performance level.
3. Our African American student group increased significantly by 47 points and moved into the orange performance level.

School and Student Performance Data

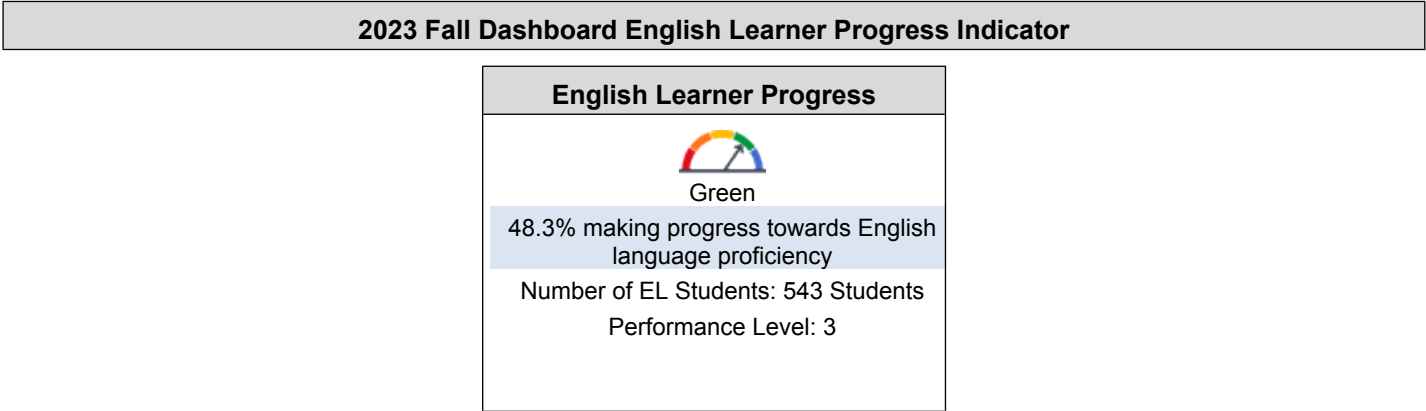
Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
97	181	1	260

Conclusions based on this data:

- PHS moved from the orange performance level and moved up two levels to the green level with 260 students progressing at least one ELPI Level.
- Approximately 48% (260) of ELL students progressed at least one ELPI level.

School and Student Performance Data

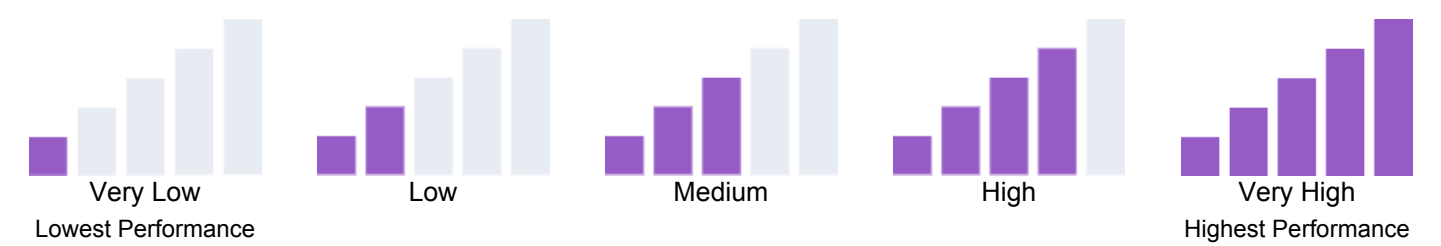
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

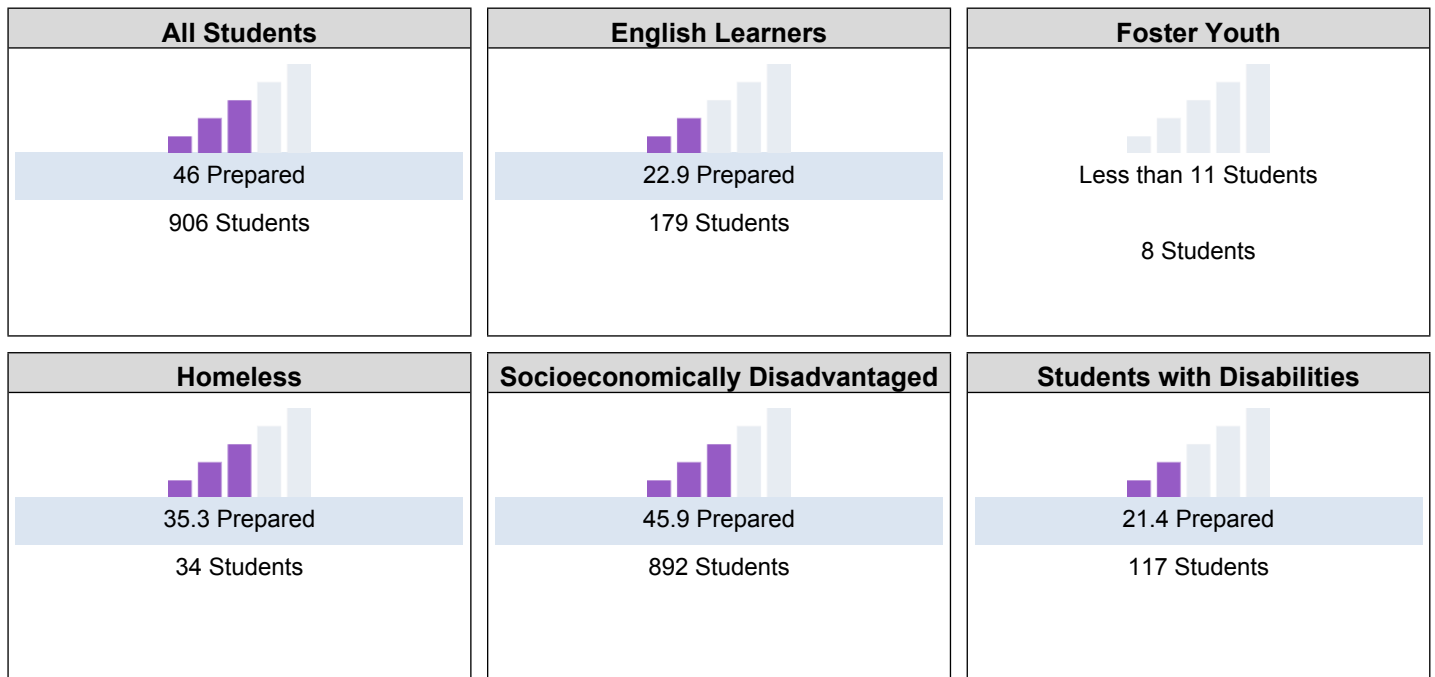


This section provides number of student groups in each level.

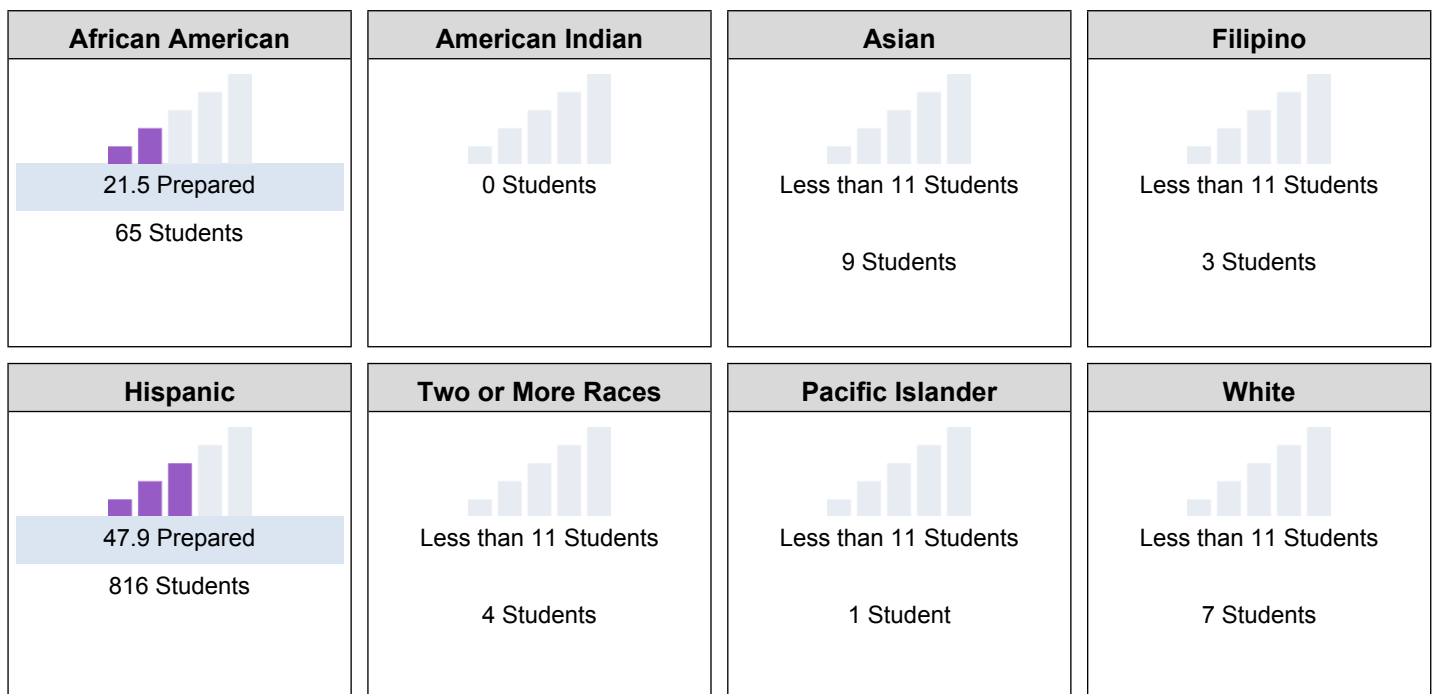
2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low
0	3	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- Overall, PHS students fall in the medium range for college and career preparedness.
- PHS Socioeconomically Disadvantaged, Homeless, and Hispanic subgroups all fall within the medium range for college and career preparedness. PHS' Hispanic and Socioeconomically Disadvantaged subgroups make up a majority of the student population.
- PHS English Learner, African American, and Students with Disabilities subgroups fall within the low range for college and career preparedness.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”











This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Students with Disabilities</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. No data to reflect on.

School and Student Performance Data

Academic Engagement Graduation Rate

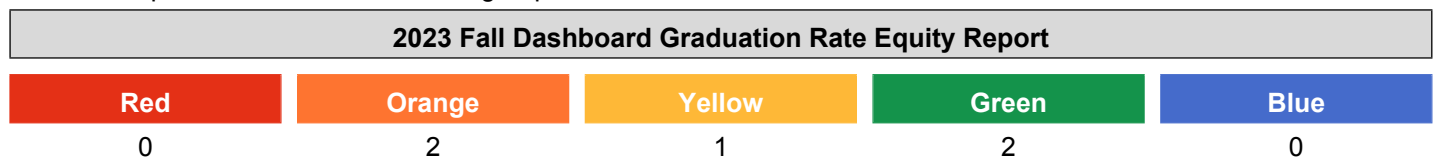
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Green 92.2% graduated Maintained -0.9 911 Students	English Learners Orange 84.6% graduated Decreased -4 182 Students	Foster Youth Less than 11 Students 8 Students
Homeless 74.3% graduated Decreased Significantly -13.9 35 Students	Socioeconomically Disadvantaged Yellow 92.2% graduated Decreased -1.2 897 Students	Students with Disabilities Green 80% graduated Increased Significantly 7.4 120 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 86.4% graduated Decreased -4.5 66 Students	 No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 92.8% graduated Maintained -0.8 820 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students

Conclusions based on this data:

- PHS graduation rates within English Learners, Socioeconomically Disadvantaged, and African American decreased; AB 104 minimum graduation requirements (130) were no longer in effect.
- Students with Disabilities graduation rate increased significantly by 7.4 points.
- PHS maintained its graduation rate at 92.2% graduating and maintained the graduation rate of 92.8% within the Hispanic subgroup.

School and Student Performance Data

Conditions & Climate Suspension Rate

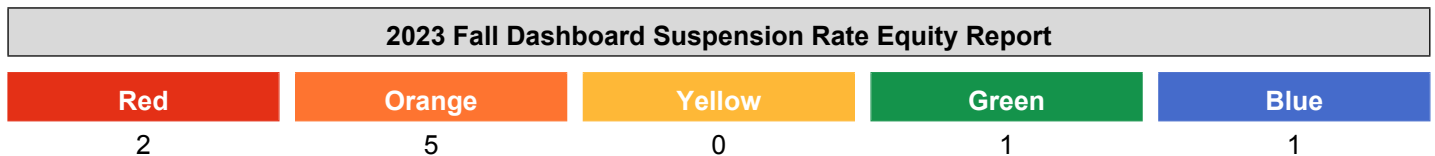
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 3.8% suspended at least one day Increased 2.2 3951 Students	English Learners Orange 4.2% suspended at least one day Increased 2.5 740 Students	Foster Youth Red 17.8% suspended at least one day Increased 9 45 Students
Homeless Green 1.3% suspended at least one day Declined -2 77 Students	Socioeconomically Disadvantaged Orange 3.8% suspended at least one day Increased 2.2 3745 Students	Students with Disabilities Orange 5.5% suspended at least one day Increased 1.7 544 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 11.8% suspended at least one day Increased Significantly 6.8 279 Students	American Indian Less than 11 Students 5 Students	Asian  Blue 0% suspended at least one day Maintained 0 33 Students	Filipino 0% suspended at least one day Maintained 0 16 Students
Hispanic  Orange 3.2% suspended at least one day Increased 1.9 3542 Students	Two or More Races 6.3% suspended at least one day Declined -0.6 32 Students	Pacific Islander 0% suspended at least one day Maintained 0 11 Students	White  Orange 3% suspended at least one day Increased 3 33 Students

Conclusions based on this data:

1. PHS moved from a yellow performance level to an orange performance level in suspension for all students.
2. PHS homeless subgroup decreased 2 points and now falls in the high performance level.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Paramount High School is currently demonstrating 45% Met Achievement Standard in ELA and 14% Met Achievement Standard in Math, and demonstrates significantly lower rates of meeting the standard in designated subgroups. There is a need to increase student achievement in both Language Arts and Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 45% School Year 2023-2024	ELA at 48% School Year 2024-2025
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 14% School Year 2023-2024	Math at 17% School Year 2024-2025
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 14% School Year 2023-2024	Science at 17% School Year 2024-2025
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	48.3% making progress Green Status CA School Dashboard Fall 2023	51.3% making progress Green Status CA School Dashboard Fall 2024
Graduation Rate (CA School Dashboard)	92.2% graduated Green Status CA School Dashboard Fall 2023	95.2% graduated Green Status CA School Dashboard Fall 2024
CCI: College & Career Indicator (CA School Dashboard)	46% Prepared Medium Status CA School Dashboard Fall 2023	49% Prepared Medium Status CA School Dashboard Fall 2024
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 38% Diagnostic 3 School Year 2023-2024	Not Applicable

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
1.1				District Funded
1.2	17 AVID Sections. The AVID elective curriculum features writing, inquiry, collaboration, organization, reading, note-taking, and study skills. The AVID elective teacher is responsible for supporting students' academic success across content areas. 17 Sections.	AVID Elective Students	Master Schedule School Site AVID Plan i-Ready (MS only) Grades A-G completion (HS only) AVID Certification Instrument	District Funded
1.3	11 CTE Teachers: Coordinating and collaborating with teachers to develop engaging, rigorous, and hands-on lessons and lab activities based on the district curriculum guide. CTE teachers focus on cooperative learning structures to provide the most effective instructional program possible based on CTE state standards for their pathway. Prepare, administer, and grade assignments in a timely manner providing feedback to students about their progress and providing opportunities that allow students to succeed. Use current technology to enhance institutional effectiveness and be willing to apply any other new technology necessary to enhance learning. Provide supervision and safety of students.	All Students	Enrollment numbers per class/pathway CTE Completers PLTW End of Course Assessments Ensure CTE positions are filled with CTE Credential Student Grade Data - Semester	District Funded
1.6	Targeted ELD Instruction, bilingual instructional aide support for Newcomer/English Learners	English Learners	ELPAC Assessment Monitoring Student Grades Differentiated teaching strategies and integrated language development across subject areas Collaboration Meeting Agendas	10,000 Title I Part A: Allocation
1.9	Before and after school tutoring/enrichment programs - After School, Before School, Saturday Intervention, Workshops, Lunch Tutoring	All Students	Tutoring Schedules/Attendance Logs Attendance Reports	70,000 Title I Part A: Allocation

			Student grade reports	
1.10	Professional Development Conferences and Training including registration fees, planning days, mileage/travel/food, substitute teachers	All Students	Classroom Formal and Informal Observation and Feedback following implementation of professional development strategies Attendance Logs Follow up department and PLC collaboration/presentations Instructional coverage and instructional walkthroughs	70,000 Title I Part A: Allocation
1.11	Planning and Organizing/Collaboration time for ILT Team members, department planning, and content level teams	All Students	Agendas with ILT Focus Lesson Plans with current ILT focus Attendance Logs Assessment/PLC data	27,000 Title I Part A: Allocation
1.12	Fund field trips to enhance literacy and numeracy content taught at each grade level through real-life experiences including transportation, entry fees, tours, food, mileage, chaperones/substitutes	All Students	Rationale explaining how the field trip will support/enhance instruction Student reflection following field trip	30,000 Title I Part A: Allocation
1.13	Classroom Instructional Materials including Digital licenses, Turn It In, instructional software, subscriptions, notebooks, pencils, pens, calculators, white boards, Science Lab equipment, hands on activity supplies, etc.	All Students	Classroom Observation Data from subscriptions/licenses	50,000 Title I Part A: Allocation
1.14	Dual Enrollment	Dual Enrollment students	Transcript assessment Academic Counselor monitoring/supports Compton College Early Alerts (weekly)	
1.15	Informal Administrator Observations	All Students	Quarterly observations & feedback for lessons to address student	

			outcomes from collaborations that may include assessments, strategies, and supports	
1.16	Targeted Academic Vocabulary Instruction	9th Grade Students	Lesson Plans Classroom observations	
1.17	Math Support Course	Qualifying Students	Master Schedule - Algebra, Geometry, and Algebra 2 Lesson Plans Formative/Summative Assessments, Grade Data MDTP Assessment	
1.20	AVANT Language Assessment	All Students	Jan- Mar identify incoming 9th grade students that may place into "different levels" Master Schedule	District Funded
1.22	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	ILT Professional Development activities and meetings Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	District Funded
1.23	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	Use of technology by staff (both classified and certificated) Use of technology by students during classroom lessons Annual data reports used by school administration and teachers	District Funded
1.24	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits	District Funded

			Teacher and student use of technology during daily instruction	District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students	District Funded
			Classroom use	
			Tracking of student replacement	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall Performance - Mathematics - Orange
Academic Performance - Mathematics - All Students - Orange
Conditions and Climate - Suspension Rate - All students - Orange

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ILT	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
ILT Coaching Activities	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
2.1	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025 Current School Site AVID Plans Pre-Conference meeting by the end of May 2025 AVID 2025-2026 Site Plan development at the conference	District Funded

2.2	College Board AP Summer Institute	AP Students	AP Human Geography teacher will attend Selected AP teachers will attend Implementation of strategies and resources AP Test Pass Rates	6,000 Title I Part A: Allocation
2.3	Professional Development and Collaboration opportunities	All Students	Specific departments and committees Agendas, pacing guides, artifacts (specific to department)	
2.6	Teacher Planning/Collaboration Days, ILT Meetings, MTSS, AVID Site, Site Safety, Cultural Committee	All Students	Meeting Agendas PLC Agendas PLC Presentations	50,000 Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2023-24

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, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Suspension Rate:
Overall: 3.8%
African American: 11.8%
Hispanic: 3.2%
English Learners: 2.5%
Students with Disabilities: 5.5%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Indicator (CA School Dashboard)	3.8% Orange status CA School Dashboard Fall 2023	2.5% Yellow Status CA School Dashboard Fall 2024
Cumulative attendance (PUSD Dashboard)	93.5% EOY 2023-2024	96.5%% EOY 2024-2025
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	9th: 51%	12th: 55%
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	9th: 56%	12th: 60%
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	9th: 51%	12th: 55%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
3.2	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior	All Students	Conduct regular observations of CSAs by school	District Funded

	<p>supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.</p>		<p>administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices.</p> <p>Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared.</p> <p>Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.</p>	District Funded
3.3	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	All Students	<p>SEL data (attendance, behavior, etc.)</p> <p>Student grades</p> <p>A-G completion</p> <p>Graduation Rate (HS only)</p> <p>Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)</p>	District Funded
3.4	Parent Educational Opportunities: Anti-vaping, bullying, self-care	All Students	<p>Attendance Logs</p> <p>SEL Data (attendance, behavior, suspension, etc.)</p>	10,000 Title I Part A: Parent Involvement
3.5	P.R.I.D.E Behavior Expectations Assemblies (description)	All students	Fall/Spring semesters	10,000 Title I Part A: Allocation

3.6	ASB activities/celebrations	All Students	Monthly Events Calendar	
3.7	Freshman Orientation (August) with ASB & Link Crew	All Students	Link Crew meets with West Campus on	
3.8	Freshman Showcase (January)	All Incoming Freshman	Enrollment Data Student/Family Surveys	
3.9	Administrator Observations	All Students	Suspension Data Attendance Data Student/Family Surveys	
3.10	Annual Young Women's Empowerment Conference, Young Gentlemen's Critical Consciousness Conference	All Students	Student referrals Student attendance and participation Student surveys	20,000 Title I Part A: Allocation
3.14	Social Emotional Learning Conferences, Professional Development, and Workshops (including travel, mileage, and meals)	All Students	SEL Data (attendance, behavior, suspension, etc.) Meeting Agendas PLC Agendas	30,000 Title I Part A: Allocation
3.22	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.	All Students	Synergy Student Behavior and Suspension Data	District Funded
3.23	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with	District Funded

			staff to support their child IEP	
3.24	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
3.25	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Schoolwide Attendance
Suspension Rate - decrease by 5%
College and Career Readiness Rates

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	97% School Year 2023-2024	99% School Year 2024-2025
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	55% School Year 2023-2024	60% School Year 2024-2025
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	100% average (4 or 5) as of June 12, 2024	100% average (4 or 5) as of June 2025
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	90% School Year 2023-2024	95% School Year 2024-2025
Families report attending events (Title I/LCAP Parent Survey)	207 parents - Open House 180 parents - Back to School Night 30 parents -Parent Education Classes	250 parents - Open House 200 parents - Back to School Night 40 parents - Parent Education Classes

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	AVID Students	Review of School Site Plans	District Funded

			Fall and Spring Site visit with site coordinator and administrator AVID Site Coordinator Meetings	
4.3	Counselor led Family Information Events (Student Success Night, Parent University, Freshman Registration Info Nights at Middle Schools, FAFSA, AVID, Application Crunch) (identify strategies to share our programs with parent and community outreach)	All Students	Sign-In Sheets calendar or events collaboration/planning time Family/Parent Surveys	10,000 Title I Part A: Allocation
4.4	Parent Square Communication	All Students	Weekly	
4.5	Parent Professional Development/Training, Child Care, Translation Services	All Students	Parent Sign ins Attendance at School Evens	5,000 Title I Part A: Parent Involvement
4.6	Recognition Awards/Events including but not limited to: food/refreshments, certificates, pins, spirit wear, parent outreach, guest speakers, student incentives	All Students	Attendance at events Calendar of events	20,000 Title I Part A: Allocation
4.7	Student Attendance Review Team (SART) Parent meetings	Students trending chronically absent	Student Attendance data Parent Sign-In Sheets Presentations 9th - Quarterly Meetings 10-12th - Monthly Meetings	5,095 Title I Part A: Allocation
4.8	Family Engagement Opportunities (Back to School Night, Open House, Parent Coffee Corner, Dia de los Muertos)	All Students	Sign-In Sheets calendar or events collaboration/planning time Family/Parent Surveys	15,000 Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2023-24

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, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 45% School Year 2023-2024 English Learners: 8% African American: 41% Hispanic: 46% SPED: 8% Foster Youth: 29% SED: 45% LTEL: 11%	ELA at 48% School Year 2023-2024 English Learners: 11% African American: 44% Hispanic: 49% SPED: 11% Foster Youth: 32% SED: 48% LTEL: 13%
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 14% School Year 2023-2024 English Learners: 2% African American: 8% Hispanic: 14% SPED: 0% Foster Youth: 29% SED: 13% LTEL: 2%	Math at 17% School Year 2023-2024 English Learners: 5% African American: 11% Hispanic: 17% SPED: 3% Foster Youth: 31% SED: 16% LTEL: 5%
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 14% School Year 2023-2024 English Learners: 0% African American: 14% Hispanic: 14% SPED: 3% Foster Youth: 0% SED: 13% LTEL: 0%	Science at 17% School Year 2023-2024 English Learners: 3% African American: 17% Hispanic: 17% SPED: 6% Foster Youth: 3% SED: 16% LTEL: 0%
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	48.3% making progress Green Status Decreased at Least 1 ELPI Level: 18%	51.3% making progress Green Status Decreased at Least 1 ELPI Level: 21%

	Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 33.6% Maintained ELPI Level 4: 0.2% Progressed at Least 1 ELPI Level: 48.2% CA School Dashboard Fall 2023	Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 36.6% Maintained ELPI Level 4: 3.2% Progressed at Least 1 ELPI Level: 51.2% CA School Dashboard Fall 2023
Graduation Rate (CA School Dashboard)	92.2% graduated Green Status English Learners: 84.6% African American: 86.4% Hispanic: 92.8% SPED: 80% SED: 92.2% CA School Dashboard Fall 2023	95.2% graduated Green Status English Learners: 87.6% African American: 89.4% Hispanic: 95.8% SPED: 83% SED: 95.2% CA School Dashboard Fall 2023
CCI: College & Career Indicator (CA School Dashboard)	46% Prepared Medium Status English Learners: Low status African American: Low status Hispanic: Medium status SPED: Low status SED: Medium status CA School Dashboard Fall 2023	49% Prepared Medium Status English Learners: Medium status African American: Medium status Hispanic: Medium status SPED: Medium status SED: Medium status CA School Dashboard Fall 2023

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
5.1	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed.	All Students		District Funded
5.2	AVID Tutors: Under the supervision of the site principal and AVID coordinator and AVID elective teacher, AVID Tutors assist students in academic subjects in order to develop habits of mind and higher standards of academic achievement among students which will increase	AVID Elective Students AVID Excel	AVID Tutor Evaluation Grade Data	District Funded

	postsecondary educational options upon high school graduation. AVID Tutors are distinguished from other Tutors and Instructional Aides/Assistants in that AVID Tutors are trained in the use of AVID strategies to enhance academic performance of targeted high school students and serve as role models and mentors.			
5.3	CTEIG Match: Program established as a state education, economic, and workforce development initiative to provide pupils in kindergarten through grade twelve with the knowledge and skills necessary to transition to employment and postsecondary education. For any funding received from this program, EC Section 53071(a)(1)(D)(i) requires a local match from fiscal year (FY) 2024–25 of two dollars (\$2) for every one dollar (\$1).	All Students	Quarterly Budget Revisions Allowable and Non-Allowable Expenditures Yearly Budget reporting	District Funded
5.4	Summer School Program can be structured to offer a range of academic and enrichment opportunities tailored to the needs of diverse learners, including: 1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency. 2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences. 3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps. 4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking. 5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.	All Students	Student Grades (Secondary by Quarter, Elementary by Trimester) K-8 i-Ready assessment data ELPAC	District Funded District Funded
5.5	Assistant Principals support the principal to meet District goals, attain school plan objectives through supportive management of the school's educational programs, and assist in the coordination of all state	All Students	Student achievement data (such as the California Dashboard and i-Ready) Student SEL data (such as attendance,	District Funded

	and federal categorical/special programs provided at the school site.		behavior, and counseling supports) Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	
5.9	Administrator Observations & Coaching	All Students	Feedback forms Monitoring implementation strategies	
5.10	MTSS Team meetings, subcommittees, conferences, consultants	All Students	Meeting Agendas SEL Data Analysis (attendance, behavior, suspension, etc.) Student Surveys	25,000 Title I Part A: Allocation
5.11	P.R.I.D.E Student Expectations Assemblies	All Students	Fall/Spring Semesters	
5.12	ASB Activities & Cultural Celebrations	All Students	Monthly Calendar	
5.25	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

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, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$463,095.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$448,095.00
Title I Part A: Parent Involvement	\$15,000.00

Subtotal of additional federal funds included for this school: \$463,095.00

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 (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$463,095.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	12,925	-2,075.00
Title I Part A: Allocation	476,972	28,877.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	448,095.00
Title I Part A: Parent Involvement	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	448,095.00
	Title I Part A: Parent Involvement	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	257,000.00
Goal 2	56,000.00
Goal 3	70,000.00
Goal 4	55,095.00
Goal 5	25,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 2 School Principal
- 8 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 8 Secondary Students

Name of Members	Role
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At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
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The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/2/2022.

Attested:

Principal, Elizabeth Salcido on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023