Comprehensive School Safety Plan

2024-2025
School Year

School:	Paramount High School
CDS Code:	19648731936749
District:	Paramount Unified
Address:	14429 South Downey Avenue Paramount ,CA 90723
Date of Adoption:	
Date of Update:	December 5, 2024
Date of Review:	
- with Staff	
- with Law Enforcement	January 28, 2025
- with Fire Authority	January 28, 2025

Approved by:

Name	Title	Signature	Date
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Jayla Love	Co-Chairperson SSC	*Jayla Love*	
Angelica Rodriguez	Co-Chairperson SSC	*Angelica R*	

Table of Contents

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334, approved in 1999, perpetuated SB187.

The Comprehensive School Safety Plan contains the following elements:

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan is reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the school's main office.

Safety Plan Vision

Paramount High Schhol uses a comprehensive approach to support our student's physical, mental, and emotional well-being and create a safe welcoming school environment in which all students feel safe to learn. PHS's CSSP focuses on the use of intervention for students with attendance or discipline issues and looks at data from a variety of resources to gain feedback and a better understanding of how our students feel and how staff can support them on campus. PHS's CSSP also focuses on logistical details for a safe school environment including ingress, egress, disaster plans, and more.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Components of the Comprehensive School Safety Plan (EC 32281)

Paramount High School Safety Committee
Policy 5131: Conduct
Status: ADOPTED Original Adopted Date: 03/01/2010 | Last Revised Date: 09/14/2020
| Last Reviewed Date: 09/14/2020
The Board of Education believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:
1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate- motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a cell phone, smart watch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of district policy
10. Plagiarism or dishonesty on school work or tests
11. Wearing of any attire that violates district or school dress codes, including gang-related apparel 12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee. When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.
When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.
Students who violate district or school rules and regulations may be subject to discipline
including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.
Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Assessment of School Safety

A review of Paramount High School indicates that the students, parents, and staff of PHS are safe on campus, off campus at school-sponsored events, and traveling directly to and from school. To ensure this, PHS has adopted policies and procedures pertaining to campus environment and security, investment in behavioral management and intervention, encouraged participation of community members, and the improvement and maintenance of the physical school environment.

PHS performs regular practice emergency drills which include: fire drills, drop and cover drills, lockdown, earthquake drills, evacuation drills, active shooter drills, etc. PHS participates in the annual "Great California Shake Out" and is constantly seeking feedback to improve our earthquake and emergency preparedness. PHS works closely with the PUSD Safety and Security Department to strengthen our disaster preparedness through supplies, drills, and meetings.

Visitors (when allowed on campus) are required to sign-in/out in the school office and PHS utilizes the RAPTOR visitor check-in system. Appropriate signs are posted following all necessary protocols and guidelines. Emergency exit routes are posted in all the rooms.

Our school creates a safe school environment. The school implements programs and practices to address bullying that are aligned to Board Policy 5131.2 Bullying (Revised September 11, 2024)

Employees are required to complete mandated training annually. Training modules include:
California Mandated Reporter: Child Abuse and Neglect
Students experiencing Homelessness: Awareness and Understanding
Workplace Violence: Awareness and Prevention
Youth Suicide: Awareness, Prevention and Postvention
Bullying and CyberBullying: Recognition and Response
Diversity for Employees
Opioid Overdose Response Awareness
Sexual Harassment and Discrimination

Pesticide Use: For specific information, please see Board Administrative Regulation 3514.2 Integrated Pest Management.

Student ID Cards: Every high school student's ID card includes the National Suicide Prevention Hotline, the Domestic Violence Hotline, and the Crisis Text Line 741741 so students can call or text in for confidential help

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Alternate means of correction are employed to address discipline infractions prior to suspension for lower-level Education Code violations. As a preventative measure, all TK-12 schools have implemented Safe & Civil Schools Positive Behavior Support program, which focuses on teaching our students about behavioral expectations and providing positive feedback. Restorative practices are being utilized across the district to ensure a comprehensive approach to discipline and behavior interventions.

Paramount Unified School District (PUSD) utilizes Synergy reporting to track our student attendance and monitor concerns with chronic absenteeism. There is a process for sites to follow when there is a concern regarding absenteeism and truancy. All schools have a School Attendance Review Team (SART) to collaborate and consult on how to provide intervention to the students and families with identified attendance issues. The District also holds Student Attendance Review Board (SARB) hearings for cases that are not resolved at the site level and need further intervention. The most current 2024 data is indicated below.

Attendance and Suspension Data for Paramount High School Senior Campus:

Students in the SARB Process: 2023-2024 school year   15
2022-2023 school year   24

Percentage of Chronically Absent Students: 2023-2024 school year   21%
2022-2023 school year   24%

Suspension Percentage: 2023-2024 school year   3.8%
2022-2023 school year   %

PUSD takes a holistic approach to student mental health and support throughout our TK-12 programs. Our school employs both a counselor and a social worker to assist students in need of intervention and crisis support.

A variety of interventions and means of correction are used as a part of a progressive discipline model including reflective assignments, peer mediation, restorative practices, student check-in check-out, individualized incentive programs, school-based counseling, and more.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators and directors; licensees, administrators, and employees of a licensed day care facility; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reportable Offenses A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166) "Reasonable suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, "reasonable suspicion" does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166) Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9,11166.05, 11167) Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288) Responsibility for Reporting The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166) When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166) No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166) Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166) Reporting Procedures 1.   Initial Telephone Report Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the Department of Child and Family Services (DCFS) (800) 540-4000. When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. 2.   Written Report Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and electronically transmit a written follow-up report to DCFS: https://mandreptla.org/cars.web/ (BCI 8572). (Penal Code 11166, 11168) Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167) a.   The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter. b.   The child's name and address, present location, and, where applicable, school, grade, and class c.   The names, addresses, and telephone numbers of the child's parents/guardians d.   The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child. e.   The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167) The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167) 3.   Internal Reporting The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166) However, employees reporting child abuse or neglect to an appropriate agency must notify the principal as soon as possible after the initial telephone report to the appropriate agency. The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166) Training Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee provides training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7) The training includes identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7) The Superintendent or designee obtains and retains proof of each mandated reporter's completion of the training. (Education Code 44691) Victim Interviews by Social Services Whenever DCFS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal

Code 11174.3) A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3) 1.   The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible. 2. The selected person shall not participate in the interview. 3.   The selected person shall not discuss the facts or circumstances of the case with the child. 4.   The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3) Release of Child to Peace Officer When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906) For additional details, refer to Paramount Unified School District Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting.

Opioid Prevention and Life-Saving Response Procedures
All PUSD administrators are required to complete mandated Opioid Overdose Response Awareness training annually. Narcan administration training is provided annually for district nurses, school health office technicians, campus safety officers, and school staff volunteers. In responding to a suspected opioid incident, the responder will check the individual for responsiveness and signs of an opioid overdose, which may include unconsciousness, slow or absent breathing, pinpoint pupils, bluish skin, a limp body, or snoring and gurgling sounds. Utilizing personal protective equipment (PPE) such as gloves and masks, if available. They will then call emergency services. If naloxone (Narcan) is available, the responder will administer it according to the instructions and monitor the individual's breathing and responsiveness. If there is no response after 2-3 minutes, another dose of naloxone can be given. The responder will remain with the individual until help arrives, keeping them safe and as alert as possible. When emergency responders arrive, they will be provided with all relevant information. California Education Code 49414, protects employees or volunteers acting in good faith to provide emergency.
PUSD's Board Policy and Administrative Regulation 5141 addresses Health Care and Emergencies and Board Policy and Administrative Regulation 5141.21 explains protocols for Administering Medication and Monitoring Health Conditions.

Help Save a Life

What is the Opioid Epidemic?

Opioids are medications that are used to reduce pain but are at high risk for abuse. Opioids can impact the body's ability to breathe, leading to death. The rise in overdoses can be attributed to illicitly manufactured opioids, particularly fentanyl. Per the Drug Enfocement Administration (DEA): "Brightly colored pills, dubbed 'rainbow fentanyl', is a new trend used by drug cartels to sell highly addictive and potentially deadly fentanyl made to look like candy to children and young people. It has been seized in multiple forms, including pills, powder, and blocks that resemble sidewalk chalk." According to the CDC, 107,622 Americans died of drug overdoes in 2021, with 66% of those deaths related to syntetic opioids like fentanyl.

Opioid Reversal - Naloxone (NARCAN)

Signs of an Opioid Overdose

Know the Signs

Not Responding
Some Tones are cause lll one too.

Slow or Not Breathing
A breath every ten seconds instead.

Making Sounds
Choking, gargling sounds or snoring

Blue Lips & Nails

Cold or Clammy Skin

Tiny Pupils

How to Administer Naloxone (NARCAN)

❶ ❷ Nozzle / Plunger

❸ ❹
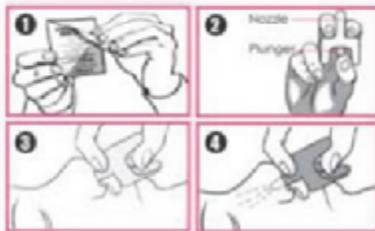
Each nasal spray device is **SINGLE DOSE. A SECOND DOSE** can be given in **OPPOSITE** nostril with **A NEW DEVICE**, if no improvement after **2-3 MINUTES**. (2 Doses per Box)

What Drugs Does Naloxone (NARCAN) Reverse?

Effective:
- Heroin
- Morphine
- Dilaudid
- Oxycodone
- Fentanyl
- Codeine
- Methadone

Ineffective:
- Alcohol
- Valium
- Ativan
- Xanax
- Ambien
- Antidepressants
- Marijuana
- Other medications

State and District Protections for Responders

Per Ed Code Section 49414, employee volunteers are protected by the District against any and all civil liability from their actions when serving as a volunteer.

Administering Naloxone (NARCAN) will not harm a person who is not having an overdose.

Paramount USD District Plan

Steps of the plan

- Evaluate for signs of overdose
- Administer Naloxone (NARCAN)
- Call 911 & Site Administration
- Support the Person's Breathing (1 breath every 5 seconds)
- Monitor the Person's Response

Responder's Safety

Steps to protect responder's safety

- Wear nitrile gloves
- Use CPR mask if CPR is performed
- Perform hand hygiene
- If suspected exposure, call 911

(E) Sexual Harassment Policies (EC 212.6 [b])

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.
Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Procedures for Preventing Acts of Bullying and Cyber-bullying
The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.
Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's Uniform Complaint procedures specified in AR 1312.3. (BP 5131.2).

Examples of Prohibited Conduct
Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the District include, but are not limited to:
1.Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2.Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3.Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4.Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email, posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in District schools, including the following:
1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Student Instruction

Students are provided with instruction that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Students are educated about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

To discourage cyberbullying, students are advised to be cautious about sharing passwords, personal data, or private photos online and consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in another program as appropriate. (EC 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, Superintendent or designee, the site principal or principal's designee shall, as appropriate, implement District intervention protocols which may include, but are not limited to, referral to District or community mental health services, other health professionals, and/or law enforcement. (AR 5131.2).

Employees are required to complete mandated training regarding Recognition and Response of Bullying and CyberBullying annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.
The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.
The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Dress Code Policy: Head Gear: Only PHS hats and beanies are allowed; Shirts: Must have appropriate language and illustrations, tops must touch the top of the pants; Head Gear: Hats with non-PHS logos, (not approved) durags, hairnets, bonnets or sleep caps; Shirts: (not approved) Tube, crop, one shoulder or halter tops, bodysuits, bras, drug or gang affiliation, undergarments must be worn but not visible; Pants, Shorts, Skirts: Hip level or above; Shoes: Must have backs or heel straps, must be worn at all times; Pants (not approved): sagging, oversized (fall off without a belt), long shorts and long socks worn together, pajama pants, belt or wallet chains, spikey items, when measured standing straight, bottoms must be longer than fingertip length; Shoes (not approved): Flip flops, backless shoes, backless sandals.

Dress Expectations Minimum Requirements: Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs. ? Shirt tops must have straps or sleeves attached to them. Rips or tears in clothing should be lower than the 3 to 4 inches in length on the upper thighs. Shoes must have backs or heel straps on them and should be safe for the school environment. See-through or mesh garments must be worn with appropriate coverage underneath that meet the minimum requirements of the dress code.

The Governing Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Schools throughout Paramount Unified School District have positive and proactive schoolwide discipline plans. Data is used to inform decisions on developing and implementing effective behavior management and positive behavior support of all students (Safe & Civil Schools).

Student Referrals are made for incidents that require immediate attention or administrative support.

Means of correction will be implemented upon failure to comply with behavior expectations including, but not limited to, conflict resolution, restorative practices, counseling, parent conference, detention, suspension, expulsion recommendation (EC 48900 & 48915, BP 5144.1, AR 5144.1, AR 5144.2).

Paramount High School uses a Multi-Tiered Behavioral System of Support a comprehensive framework designed to meet the academic, behavioral, and social-emotional needs of all students through differentiated instruction, interventions, and supports. It is a proactive, data-driven approach used in schools to ensure that every student succeeds by addressing their unique needs.

Three Tiers of Support:

Tier 1 (Universal Support):
Student Success/ Expectation Assemblies
Classroom Presentations
Teacher Classroom Management
Pirate Pride Incentives:
Most Valuable Pirate (MVP)
Monthly Perfect Attendance
Semester Attendance Celebrations
Suicide Prevention Awareness
Expectations Videos
School-Wide Expectations
Lessons / Videos
Text-A-Tip

Tier 2 (Targeted Support):
 Attendance Truancy Letters
 Conflict Resolution
Counselor/ Student Conference
Weekly Attendance Contract
 Stay Away Agreement
 Mental Health Referral
Student Conference with Admin
 Behavior Contract
 School Social Worker Referral
SART Intervention Workshop
 Community Service
 Saturday School Intervention
Parent Conference with Admin
SART Contract/Attendance Contract
Drug Classes / Counseling
Home Visits
Restorative Justice Conference
Penal Code Citation

Tier 3 (Intensive Support): Individualized, intensive interventions for students with significant needs.
Suspension
SARB Hearing
Mental Health Services
Daily Attendance Office

Sign-in
504 Plan
IEP

Behaviors are categorized into Minor and Major Infractions:

Minor Infractions:
Minor Infractions are misbehaviors managed "on the spot" (classroom, common areas, etc.). Interventions used to address and correct minor offenses.
Use Menu of Interventions for Minor Offenses
After implementing the classroom progressive discipline plan, the teacher can refer the student to the discipline office by completing a referral. (Parent
Communication has been established and documented).

Minor Infractions
- Defiance / Disrespect / Disruption
- PDA
- Non-Compliance
- Property misuse of technology
- Dress Code (Sent to Office)
- Mild physical contact (Horse Play)
- Inappropriate language
- Tardy
- Lying
- Academic Dishonesty
- Out of bounds
- Trash/littering
- Refusal to dress: PE
- Electronics Violation

Minor Infractions and Menu of Interventions

Clearly define/post the behavioral expectations.
Implement procedures for all class routines – entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
Parent Communication – Email, Voicemail, Google Classroom Announcement, Parent Vue Communication, Weekly updates of grade book.
TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior "looks like" (positive example) as well as what it "does not look like" (non-example).
Pre-correct – Prior to directing students to perform a task, provide a description of what the expected behavior will look like. "In two minutes we will break for lunch. I expect everyone to put their materials away, push in all chairs, and quietly line up for lunch."
Cue / Prompt / Remind – Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.
Acknowledge students who are appropriately demonstrating the expected behavior.
Specifically, explain HOW the behavior did not meet the stated/taught expectation. "It is disrespectful to other students when you _____."
Provide a warning – "Respect is one of our school rules. All students are expected to talk respectfully to all adults and students here at Paramount High School. This is an official warning."
Check for student understanding of the behavioral expectations -- "Please summarize for me what we have discussed so I am sure there is no confusion" (written or verbal).
Evaluate the student's skill repertoire – Determine if the student is capable of demonstrating the behavioral expectation. Make sure to evaluate both behavior and academic domains.
Determine the FUNCTION of the misbehavior. All misbehaviors serve a purpose (function). Determine what the student is gaining or avoiding by engaging in the misbehavior.
Provide a structured choice – clearly, offer a choice between two alternatives and state the consequence for each. "You can work quietly on your assignment now and leave with the class, or work with me during lunch."
Evaluate ENVIRONMENTAL factors within the classroom that may be contributing to the misbehavior: Space, Time, Materials, Interactions (peers, adults).
Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.).
Use a variety of consequences – Positive Reinforcement, Negative Reinforcement, Penalties, and Punishments. Remember, punishment is the least effective consequence for students with antisocial behaviors.
Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for "out of the box" ideas.
Document interventions
Involve a problem-solving team (grade, team, family, SST, 504, IEP

Major Infractions:
Major Infractions are
violations of the Education
Code which require the
immediate attention of
administrative staff. The
interventions used to
address and correct major
infractions are
documented on a referral.

Major Infractions:
Safety EC 48900:
A & A-2 -Fight (see also EC
48915)
B - Weapon
C - Controlled substance,

under the influence
D -Controlled substance,
sale
E - Robbery/extortion
J - Drug paraphernalia —
sale
M - Imitation firearm
N - Sexual assault
O - Harass/threaten/
intimidate witness
Q - Hazing
R (1)(2)-Bullying (cyber,
sexual orientation, race/
ethnicity, physical/mental
disability)
Non-Safety EC 48900:
F - Damaged property
G - Stolen property
H - Tobacco
I - Obscene acts/vulgarity
K - Disruption/defiance
L - Received stolen
property
P-Sold or offered to sell
prescription drug SOMA.

Major Referral Process - Administrative Action

Tier 2 Interventions:
Identify environment and
functional factors which may
have contributed to the
misbehavior
Re-teach school expectations
Discuss supports and
interventions
Notify the following:
Counselor
Case Carrier
Guardian
Document on Synergy
Refer to PHS Tiered Supports
and Interventions

Tier 3 Interventions/Tier 3 Interventions/
Safety EC 48900/48915
Suspension 1-5 days:
Identify environment and functional factors
that may have contributed to the
misbehavior
Discuss supports and interventions
Schedule meeting academic counselor and
or social worker to proactively address
environment and functional factors
Consider and or enroll student in a targeted
group intervention based on violation

Document on Synergy
Notify the following:
Teacher(s)
Counselor/Social Worker
Caser Carrier
Guardian
Attendance
Meet with Guardian (pre & post suspension)

Multiple Suspensions: 2 or more
Follow steps of Suspension above
Evaluate the effectiveness of previous
consequences and interventions
Implement 2-3 Interventions

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
H. Policies Regarding Suspension and/or Expulsion
In accordance with Board Policy 5144.1 and Administrative Regulations 5144.1 & 5144.2, suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including a student with previously identified exceptional needs, may be suspended from school for not more than five consecutive school days for any of the reasons in the Education Code Section 48900, upon first offense, if the principal determines the student has committed any of the acts enumerated in Education Code Section 48900 (a-q) or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process (Education Code 48900.5)

Prior to suspending a student, a school conference is held with the student and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student.

Offenses that result in mandatory suspension and referral for expulsion with the principal having the ability to make an exception if appropriate include:
1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code, on any school employee.

Offenses that result in mandatory suspension and referral for expulsion, with the principal having no ability to make an exception include:
1. Possession/selling/furnishing a firearm at school or at a school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053 of Division 10 of the Health and Safety Code.)
4. Committing/attempting to commit a sexual assault/battery as defined in Education Code 48900 (n).

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of each student who has engaged in suspendable acts pursuant to Education Code 48900 (except subdivision h), 48900.2, 48900.3, 48900.4 or 48900.7. The information provided shall be from the previous three years. Paramount Unified School District has incorporated this notification into the student profile screen in the Synergy Student Information system. Teachers who would like additional information about the suspensions may review the student's discipline file in the school office. All information regarding suspension and expulsion is confidential and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Response Procedures for Dangerous, Violent, or Unlawful Activity

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulation 3515 Campus Security (Revised May 9, 2023), BP/AR 3515.2 Disruptions (Revised September 14, 2020), BP/AR 3516 Emergencies And Disaster Preparedness Plan (Revised September 14, 2020), AR 3516.2 Bomb Threats (Revised September 14, 2020), and BP/AR 5131.7 Weapons And Dangerous Instruments (Revised September 14, 2020).

(I) Hate Crime Reporting Procedures and Policies

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. The following measures are implemented to prevent discrimination, harassment, intimidation, and bullying of students at District schools or in school activities and to ensure equal access of all students to the educational program :

1. Provide to employees, volunteers, and parents/guardians information regarding the District's nondiscrimination policy; what constitutes prohibited discrimination, harassment, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information includes guidelines for addressing issues related to transgender and gender-nonconforming students.

2. Provide to students a handbook that contains age-appropriate information that clearly describes the District's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the school principal whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the principal shall meet with the student and/or parent/guardian to determine how best to accommodate the student.

4. Publicize the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site. br/>
5. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the principal whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the principal whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the principal shall immediately investigate the complaint in accordance with the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. (BP 5145.3).

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan was reviewed and approved by the School SIte Council in a public meeting. Input was elicited regarding, but not limited to, school data, the school disaster & emergency plan, ingress and egress, and discipline policies. (BP 0450).

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
Incident Command Team Responsibilities

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Paramount High School's (PHS) Emergency Plan provides faculty, staff, parent volunteers and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan delineates responsibilities of all PHS employees and is organized according to the Standardized Emergency Management System (SEMS). PHS personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and system. Training and exercises are ongoing components of the Plan.

The Plan is reviewed and updated annually by the principal, staff, and district personnel. Drills and exercises are conducted annually. Copies of the Plan and staff roles are distributed to PHS employees, the district office, and other entities as appropriate.

There is always the possibility that an emergency or disaster may occur when classes are not in session or when PHS is being used for extended before/after school activities. While the structure of the plan remains the same, the management system may expand or contract depending on the emergency and availability of personnel.

PHS employees understand that the school's primary role in an emergency is to care for the safety and welfare of children for the duration of the emergency. Staff recognizes that the school site may be on its own (without outside resources) for up to 72 hours. Should an emergency/disaster occur during school hours, PHS will shelter students who are not picked up by parents or authorized persons listed on the Emergency Information Card for up to 72 hours. This is district policy. There is also the possibility that the American Red Cross may use PHS as a community shelter. PHS will keep students in the safest location on the school campus until they can be safely reunited with their families. The Principal will relocate students to an alternate site when required by law enforcement or when it is unsafe to remain on campus.

A disaster container with some emergency food, water, supplies, and equipment are located on campus. Contents are inventoried and replenished as necessary by the Safety and Security Department.

The principal and faculty will inform students about emergency procedures. All employees will make every effort to use appropriate procedures while providing students with direction and guidance, which emphasize their physical and psychological well-being.

Parents will be informed of the PHS Emergency Plan annually. A copy of the Plan will remain in the administrative offices.

Plan Activation:

The principal or designee will activate the Plan in an emergency or when a threat exists that may impact the safety and well-being of students, employees, and the community. When the Plan is activated, employees will follow an Incident Command System (ICS) to ensure centralized direction and coordination. Under ICS, one person (the Incident Commander, ICO) is in charge at the school site. The principal or designee will serve as Incident Commander. Depending on the nature and scope of emergency, the Incident Commander may appoint section chiefs to oversee other functions (Planning, Operations, Logistics and Finance and Administration). If the situation warrants, the ICO can perform any or all five functions. The principal or designee will also be responsible for deactivating the plan. District and other Agencies:

PHS will communicate with the district by phone, email, short-wave radio, or runner. Emergency information, status reports, and resource requests will go directly to the Paramount Unified School District (PUSD) Assistant Superintendent of Business Services. PHS may also contact the City of Paramount.

PHS Internal Communications Protocol: PHS will utilize a variety of communication sources, including student messengers, walkie-talkies, landlines, cell phones, and the Parent Square web-based communication system.

All District school sites have implemented a Visitor Management System called Raptor, to increase safety and security measures on campus. The Raptor Visitor Management school security system screens for sex offenders, alerts staff of custody violations, and provides districtwide reporting for all visitors.

PHS has 2 Automatic External Defibrillators (AED) on campus.

All District school sites have a tactical response plan in place. Special consideration has been given to emergency procedures with regard to students with disabilities.

The District works collaboratively with local fire, police, sheriff, EMS and the City of Paramount to ensure the safety of staff and students. All fire alarm systems undergo a full system test annually.

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulations 3516 Emergencies and Disaster Preparedness Plan.

Adaptations for Students with Disabilities
Paramount High School's students with disabilities have access to their classroom's designated evacuation area through ramps and accommodations made on the campus for people with disabilities. There are designated staff members assigned to students with disabilities that assist them with the evacuation process and support them.

Public Agency Use of School Buildings for Emergency Shelters
In accordance with Education Code 32282, the District shall allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(J) Procedures to Prepare for Active Shooters
DURING INSTRUCTIONAL TIME
Upon the sound of gunfire or the presence of an intruder possessing a gun, the Administrator in charge will order a lockdown and call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat…"

If classes are in session, teachers will be instructed to lock their doors and drop to the ground to be protected from the gunfire. Students will be kept in the classrooms until the danger has passed. School personnel will use good judgment at all times in order to keep themselves and students as safe as possible until help arrives.

2. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.
3. Teachers, Supervisors, CSP's, Admin are to adhere to the following procedures:
a. Lock classroom doors using push lock.
b. Keep all students inside and away from doors and windows.
c. Duck and cover and turn off the lights
d. No student may be permitted to leave the classroom. This includes bathroom breaks.
e. Make sure internal and secondary doors are operable.
f. Keep the phone lines clear unless there is an emergency.
4. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "all clear."
5. DO NOT OPEN YOUR DOOR FOR ANYONE.
6. DO NOT RELEASE STUDENTS EVEN IF EVEN INSTRUCTED TO DO SO OVER THE
INTERCOM
7. DO NOT EXIT THE CLASSROOM IF A FIRE DRILL IS PULLED, UNLESS THERE IS A FIRE
IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.
WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR
INSTRUCTIONS.

DURING NON-INSTRUCTIONAL TIME
1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat Noon Duty Aides, CSP's, and Administration move all students to classrooms or nearest building.
2. The Administrator in charge will call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.
3. Teachers, Noon Duty Aides, CSP's, and Administration are to adhere to the following procedures:
a. Lock classroom doors using push lock.

b. Keep all students inside and away from doors and windows.

c. Duck, cover, and turn off the lights

d. No student may be permitted to leave the classroom. This includes bathroom breaks.

e. Make sure internal and secondary doors are operable.

f. Keep the phone lines clear unless there is an emergency.

4. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.

5. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "All Clear."

6. DO NOT OPEN YOUR DOOR FOR ANYONE.

7. DO NOT RELEASE STUDENTS UNLESS INSTRUCTED TO DO SO BY LAW ENFORCEMENT

8. DO NOT EXIT THE CLASSROOM IF A FIREDRILL ALARM IS PULLED, UNLESS THERE IS AN ACTIVE FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.

9. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fire/Paramedics	911	Contact the District Office
Law Enforcement/Fire/Paramedic	Long Beach Police Department – North Division	(562) 570-9800	Contact the District Office
Law Enforcement/Fire/Paramedic	Lakewood Sheriff Station	(562) 623-3500	Contact the District Office
City Services	Bellflower Sheriff Sub Station	(562) 925-0124	Contact the District Office
City Services	Gas Company	(562) 570-2140	Contact the District Office
School District	Electric Company	(800) 655-4555	Contact the District Office
City Services	Long Beach Water Department	(562) 570-2390	Contact the District Office
Other	Paramount Water Company	(562) 220-2018	Contact the District Office
Other	City of Paramount	(562) 220-2000	
Local Hospitals			

Instructional Continuity Plan

Senate Bill 153 is an instructional continuity plan to establish communication with students and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency pursuant to Section 41422 or subdivision (a) of Section 46392. The plan shall include:

(i) Procedures for pupil engagement, as soon as practicable. Communication will be sent from each school principal to students and their families no later than five calendar days following the emergency via ParentSquare.   ParentSquare is a two-way communication tool with students and their families. This communication will include how students will access academic, social-emotional and mental health support.

(ii) Access to in-person instruction or remote instruction no later than 10 instructional days following the emergency, as practicable. The plan may include support to students and families to enroll in or be temporarily reassigned to another school district, county

office of education, or charter school. For purposes of this paragraph, "temporarily reassigned" means temporarily reassigned to another local educational agency outside of the school district in which the pupil's parent or guardian resides. Notwithstanding Section 48200 or any other law, a pupil who is temporarily reassigned shall be deemed to have complied with the residency requirements for attendance in the local educational agency that is temporarily serving the pupil pursuant to this section.

(ii) Notwithstanding Section 48200 or any other law, a school district, county office of education, or charter school may continue to enroll a pupil who is temporarily reassigned to another school district, county office of education, or charter school pursuant to this section in order to facilitate the timely reentry of the pupil i their prior school after the emergency event has ended.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Safety routes (ingress and egress):

Paramount High School Senior Campus has multiple access points to the campus. Morning drop off and afternoon pick up is conducted through the main gate, off Downey Avenue.

School dismissal is conducted through the main gate, the west gate, and the Contreras gate.

Paramount High School West Campus has multiple access points to the campus. Morning drop off and afternoon pick up is conducted through the main gate, off Paramount and side gate on 3rd Street.

School dismissal is conducted through the main gate and 3rd Street gate.

PUSD Busses drop off and pick up students to and from Lakewood area . Students can easily and safely enter campus through the main gate. Students are required to show an ID or attain a temporary ID before entering the campus.

Procedure for Visitor Check In: Visitor's report to the main gate and are checked in through the Raptor system, that is manned by a Campus Security Personnel.

There are signs posted on campus indicating that all visitors must report to the main office. Visitors (when allowed during school hours) are required to check in at the main office and get a visitor's badge using the RAPTOR check-in system.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

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

Element:
93.5% EOY attendance rate 2023-2024

Opportunity for Improvement:
96.5%% EOY attendance rate 2024-2025

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve Schoolwide Attendance	Recognition Awards/Events including but not limited to: food/refreshments, certificates, pins, spirit wear, parent outreach, guest speakers, student incentives	20,000 Title I Part A: Allocation	Admin, Counselors	Attendance at events Calendar of events
	Student Attendance Review Team (SART) Parent meetings	5,095 Title I Part A: Allocation	Admin, Counselors. Social Workers	student Attendance data Parent Sign-In Sheets Presentations 9th - Quarterly Meetings 10-12th - Monthly Meetings
	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.	District Funded	Social Workers	Synergy SEL, attendance and student information/counseling data
	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.	District Funded	Counselors	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career

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

Element:
3.8% Suspension Rate
Orange status
CA School Dashboard Fall 2023

Opportunity for Improvement:
Reduce to 2.5% Suspension Rate
Yellow Status
CA School Dashboard Fall 2024

Objectives	Action Steps	Resources	Lead Person	Evaluation
Suspension Rate: Overall: 3.8% African American: 11.8% Hispanic: 3.2% English Learners: 2.5% Students with Disabilities: 5.5	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.	District Funded	Counselors	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)
	Parent Educational Opportunities: Anti-vaping, bullying, self-care	10,000 Title I Part A: Parent Involvement	Counselors, Deans, Nurses	Attendance Logs SEL Data (attendance, behavior, suspension, etc.)
	P.R.I.D.E Behavior Expectations Assemblies (description)	10,000 Title I Part A: Allocation	Admin/Counselors	Fall/Spring semesters
	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	District Funded	CSPs	Synergy Student Behavior and Suspension Data

Objectives	Action Steps	Resources	Lead Person	Evaluation
	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.	District Funded	BIS	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 School Plan for Student Achievement (SPSA) Page 46 of 71 Paramount High School staff to support their child IEP
	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.	District Funded	Social Workers	Synergy SEL and student information/counseling data

Paramount High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Paramount High School
Street	14429 South Downey Avenue
City, State, Zip	Paramount ,CA 90723
Phone Number	(562) 602 - 6067
Principal	Elizabeth Salcido
Email Address	esalcido@paramount.k12.ca.us
School Website	https://phs.pusdschools.net/
Grade Span	9-12
County-District-School (CDS) Code	19648731936749

2024-25 District Contact Information

District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Dr. Joshua Lightle
Email Address	JLightle@paramount.k12.ca.us
District Website	www.paramount.k12.ca.us

2024-25 School Description and Mission Statement

"Once a Pirate, Always a Pirate," the school motto, encapsulates the strong Pirate Pride that the school community feels toward Paramount High School (PHS). The school's stakeholders take pride in believing that our school serves as an educational institution that places student learning and achievement as its top priority. PHS is a comprehensive four-year high school, established in 1951 and is currently located on two sites (West Campus for ninth grade and Senior Campus for tenth through twelfth grades) that serve 3,337 students from a diverse urban community. The school's mission is linked to the Paramount Unified School District's Mission Statement to "ensure learning and success for each student by providing a quality education." Through the implementation of Professional Learning Communities, the school continues to focus on a research-

2024-25 School Description and Mission Statement

based curriculum, student engagement instructional strategies, and assessments that foster student success. The curriculum is aligned with state standards and delivered through high-quality instruction, and professional development is provided on an ongoing basis. Paramount High School teachers participate in collaborative meetings regularly to discuss and analyze data, best instructional practices, and student interventions. There is a focus on students, which includes high academic expectations, collective responsibility for success, and consistent monitoring of student learning by all stakeholders. Students have access to a wide variety of coursework including Career Technical Education, Honors, Advanced Placement, AVID, JROTC, and Visual and Performing Arts programs. In addition, students are provided a variety of supports during, before, and after school to assist struggling learners. Paramount High School offers an extensive extra-curricular program with a wide range of student clubs, activities, and a successful athletic program where teams earn Suburban Valley Conference Championships in a variety of sports.

Mission Statement
The mission of the Paramount Unified School District is to empower every student to achieve their full potential by providing innovative, high-quality educational programs tailored to their individual needs and goals. We are committed to fostering a life-log love of learning in a safe and supportive environment where students from diverse backgrounds feel valued and inspired.

Vision Statement
The vision of Paramount Unified School District is to create a district where quality education, equity, diversity, and inclusivity are at the core of everything we do. We aim to provide a safe and supportive environment with exemplary, highly qualified staff. Through strong partnerships and open communication, we will work collaboratively to empower our students to become successful, resilient, well-rounded individuals ready to make a positive impact on the world.

Strategic Priorities
Elevate deeper learning and college, career, and life readiness.
Implement comprehensive professional learning, leading to effective change.
Cultivate a nurturing and emotionally safe environment to strengthen well-being, belonging, and a sense of safety.
Enhance family and community engagement.
Build an inclusive and equitable school district.

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	861
Grade 10	855
Grade 11	873
Grade 12	958
Total Enrollment	3,547

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	49.8
Non-Binary	0.2
American Indian or Alaska Native	0.1
Asian	1
Black or African American	6.3
Filipino	0.5
Hispanic or Latino	90.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.6
White	0.8
English Learners	14.2
Foster Youth	0.8
Homeless	1.7
Socioeconomically Disadvantaged	94.7
Students with Disabilities	13.6

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	154.90	80.73	548.70	85.85	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	0.52	2.30	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	1.06	18.00	2.83	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.50	1.86	14.30	2.25	12115.80	4.41
Unknown/Incomplete/NA	30.30	15.82	55.50	8.69	18854.30	6.86
Total Teaching Positions	191.90	100.00	639.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	157.50	81.85	571.00	87.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.20	3.74	19.90	3.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.10	2.13	15.80	2.41	11953.10	4.28
Unknown/Incomplete/NA	23.60	12.27	47.20	7.20	15831.90	5.67
Total Teaching Positions	192.40	100.00	656.10	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	151.80	82.69	542.80	88.08	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.90	0.48	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.60	3.64	15.30	2.50	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	1.02	17.50	2.84	11746.90	4.23
Unknown/Incomplete/NA	23.20	12.65	37.50	6.10	14303.80	5.15
Total Teaching Positions	183.60	100.00	616.30	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	2.00	0
Misassignments	2.00	5.20	6.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	7.20	6.6

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.60	0.00	0
Local Assignment Options	1.90	4.10	1.8
Total Out-of-Field Teachers	3.50	4.10	1.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.20	3.2	5.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.30	0.8	1.9

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

The 4 Quarterly Reports for Uniform Complaints for 2023-2024 can be accessed from the following website link:

https://www.paramount.k12.ca.us/pdf/4 Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Pearson Education) Grade 9 My Perspectives 9th Gr.Vol 1-2 / 2017 (Pearson Education) Grade 10 My Perspectives 9th Gr.Vol 1-2 / 2017 (Pearson Education) Grade 11 My Perspectives 9th Gr.Vol 1-2 / 2017 (Pearson Education) Grade 12 My Perspectives 9th Gr.Vol 1-2 / 2017 (CRC Press) Grade 9 Design at Work: Cooperative Design / 2018 (Chicago Review Press) Grade 9 Design for the Real World / 2018 (New Riders) Grade 9 Designing for Interaction / 2018 (Basic Books) Grade 9 The Design of Everyday Things / 2018 (Simon and Schuster) Grade 9 Fahrenheit 451 / 2018 (Back Bay Books) Grade 9 The Soul of a New Machine / 2018 (Bedford/St. Martin's) Grade 12 Literature: A Portable Anthology / 2024 (Bedford/St. Martin's) Grade 12 Ideas in Literature / 2024 Perfection Learning Grade 10-12 AP English Language and Composition / 2023	Yes	0%

	(McGraw Hill) Grade 11-12 Glencoe Speech 3rd Edition / 2018		
Mathematics	(Pearson) Grade 9-12 Algebra 1, California Common Core / 2014 (Pearson) Grade 9-12 Geometry, California Common Core / 2014 (Pearson) Grade 10-12 Algebra 2, California Common Core / 2014 (Houghton Mifflin) Grade 10-12 Honors Trigonometry / 2003 (UC Regents)/IDS Grade 9-12 IDS Digital Subscription / 2020 (Cengage Learning) Grade 10-12 Understandable Statistics 11th Ed. / 2017 (SASC, LLC) Grade 9 Interactive Mathematics Year 1 / 2018 (SASC, LLC) Grade 9 Interactive Mathematics Year 2 / 2018 (SASC, LLC) Grade 9-10 Interactive Mathematics Year 3 / 2019 (SASC, LLC) Grade 9-11 Interactive Mathematics Year 4 / 2020 (Bedford Freeman Worth) Grade 10-12 The Practice of Statistics / 2017 (Pearson) Grade 10-12 Blitzer Pre-Calculus / 2015 (Pearson) Grade 10-12 AP Calculus Graphical, Numerical, Algebraic / 2015 (Cengage Learning) Grade 11-12 Financial Algebra: Advanced Algebra with Financial Applications / 2018	Yes	0%
Science	(Bedford Freeman Worth) Grade 10-12 Environmental Science for AP 2nd Edition / 2018 (Bedford Freeman Worth) Grade 10 Environmental Science for AP 3rd Edition / 2019 (Discovery Education) Grade 9-12 NGSS Science Textbook High School Living Earth / 2020 (Freeman & Worth) Grade 10-12 Principles of Life 2nd Edition / 2014 (Discovery Education) Grade 10-12 NGSS Science Textbook High School Chemistry / 2020 (Cengage) Grade 10-12 Chemistry, 9th Edition / 2014 (Discovery Education) Grade 10-12 NGSS Science Techbook High School Physics / 2020 (Discovery Education) Grade 9-12 Physics of the Universe / 2023 (Pearson) Grade 9 Conceptual Physics, 12th Edition / 2018 (John Wiley & Sons) Grade 10-12 Physics, 9th Edition / 2014 (Pearson Benjamin Cummings) Grade 10-12 Essentials of Human Anatomy & Physiology 9th Ed. / 2008	Yes	0%
History-Social Science	(McGraw Hill) Grade 10 IMPACT CA: World History / 2018 (Bedford Freeman Worth) Grade 10-12 Ways of the World 4th Edition / 2022 (McGraw Hill) Grade 11 IMPACT CA: US History & Geography / 2018 (McGraw Hill) Grade 12 IMPACT CA: Principles of American Democracy / 2018 (Bedford Freeman Worth) Grade 12 American Government: Stories of a Nation / 2021 (McGraw Hill) Grade 12 IMPACT CA: Principles of Economics / 2018 (Bedford Freeman Worth) Grade 12 Krugman's Economics for the AP Course 3rd Editions / 2021	Yes	0%

	(Cengage) Grade 11 The American Pageant : 16th Edition / 2018		
	(WW Norton & Co.) Grade 10-12 Cultural Anthropology: A Toolkit for a Global Age 4th Ed / 2023		
	(Cengage) Grade 10-12 World Cultures and Geography 2nd Ed / 2023		
	(Pearson) Grade 9 The Cultural Landscape : An Introduction to Human Geography, 12th Ed. / 2016		
	(Hill and Wang) Grade 9-12 Changes in the Land : Indians, Colonists, and the Ecology of New England / 2019		
	(House of Anansi Press) Grade 9-10 The Wayfinders : Why Ancient Wisdom Matters in the Modern World / 2019		
	(WW Norton & Co.) Grade 9-10 Something New Under the Sun : An Enivornmental History of the 20th Century / 2019		
	(Cambridge) Grade 9-10 Ecological Imperialism : The Expansion of Europe 900-1900 / 2019		
	(Penguin Books) Grade 9-10 Collapse : How Societies Choose to Fail or Succeed / 2019		
	(Spiegel and Grau) Grade 9-10 Blood and Earth: Modern Slavery, Ecocide, and the Secret to Saving the World / 2019		
	(Pearson) Grade 9-10 Environmentalism : A Global History / 2019		
	(Seven Stories Press) Grade 10-12 A Different Mirror for Young People / 2021		
	(Seven Stories Press) Grade 10-12 A Young People's History of the United States / 2021		
	(Holt, Rinehart & Winston) Grade 10-12 Psychology 3rd Edition / 2024		
	(Bedford Freeman Worth) Grade 10-12 Myers' Psychology for the AP Course 3rd Edition / 2018		
	(McGraw Hill) Grade 10-12 Sociology: A Brieft Introduction, 14th Edition / 2024		
Foreign Language	Teacher's Discovery Grade 9-12 Spanish 1 Voces Digital Subscription / 2020 Teacher's Discovery Grade 10-12 Spanish 2 Voces Digital Subscription / 2020 Teacher's Discovery Grade 10-12 Spanish 3 Voces Digital Subscription / 2020 Vista Higher Learning Grade 10-12 Intriguas / 2020 Vista Higher Learning Grade 10-12 Temas / 2020 Vista Higher Learning Grade 9-12 Galeria 1 / 2020 Vista Higher Learning Grade 10-12 Galeria 2 / 2020 Teacher's Discovery Grade 10-12 French 1 Voces Digital Subscription / 2020 Teacher's Discovery Grade 10-12 French 2 Voces Digital Subscription / 2020 Teacher's Discovery Grade 10-12 French 3 Voces Digital Subscription / 2020	Yes	0%
Health	(Holt, Rinehart & Winston) Grade 9-12 Lifetime Health / 2006	Yes	0%
Visual and Performing Arts	(Glencoe/McGraw-Hill) Grade 9-12 Art in Focus / 2005 (Glencoe/McGraw-Hill) Grade 9-12 ArtTalk / 2005 (Human Kinetics) Grade 9 Experiencing Dance / 2008 (Glencoe/McGraw-Hill) Grade 9-12 Music! / 2008 (Perfection Learning) Grade 10-12 Basic Drama Projects 9th Ed. / 2017 (Glencoe/McGraw-Hill) Grade 9-12 Theatre: Art in Action / 2007	Yes	0%

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

School Facility Conditions and Planned Improvements

School Facility is in very good condition

Year and month of the most recent FIT report	October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Merv 16 filter installed in all HVAC- DONE
Interior: Interior Surfaces	X			14 classrooms complete refresh
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Small Electrical upgrades to panels and classrooms
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roofing replacement 8one wing of classrooms
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Baseball Field refresh

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	47	45	39	40	46	47
Mathematics (grades 3-8 and 11)	12	13	21	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	838	815	97.26	2.74	45.01
Female	426	417	97.89	2.11	49.16
Male	409	395	96.58	3.42	40.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	41	40	97.56	2.44	38.46
Filipino	--	--	--	--	--
Hispanic or Latino	773	752	97.28	2.72	45.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	123	108	87.80	12.20	8.33
Foster Youth	--	--	--	--	--
Homeless	14	13	92.86	7.14	23.08
Military	--	--	--	--	--
Socioeconomically Disadvantaged	799	777	97.25	2.75	44.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	107	104	97.20	2.80	9.71

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	846	837	98.94	1.06	13.38
Female	430	425	98.84	1.16	10.59
Male	413	409	99.03	0.97	16.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	43	42	97.67	2.33	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	779	772	99.10	0.90	13.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	126	123	97.62	2.38	2.44
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	806	798	99.01	0.99	12.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	107	97.27	2.73	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	12.32	12.94	17.61	17.78	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1787	1771	99.10	0.90	13.04
Female	906	896	98.90	1.10	12.17
Male	877	871	99.32	0.68	13.78
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	26.67
Black or African American	112	110	98.21	1.79	10.00
Filipino	--	--	--	--	--
Hispanic or Latino	1623	1612	99.32	0.68	13.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	18.18
White	12	11	91.67	8.33	18.18
English Learners	256	253	98.83	1.17	0.00
Foster Youth	14	14	100.00	0.00	0.00
Homeless	35	35	100.00	0.00	11.43
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1694	1681	99.23	0.77	12.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	206	202	98.06	1.94	4.46

2023-24 Career Technical Education Programs

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

Paramount High School currently offers 13 pathways: Administration of Justice; Architectural Design; Biomedical Science; Business; Design, Visual, and Media Arts; Education; Engineering Design; ESports and Game Design; Food Service and Hospitality; Information and Communication Technologies; Patient Care; Photography; and Sports Medicine. Currently, 100% of CTE courses are A-G approved and they are aligned to the state CTE standard. The courses provide students with both a rigorous college preparatory experience and career skill development. Core content areas are infused with CTE by ensuring all courses are A-G approved and meet graduation requirements. Additionally, eight courses are articulated with local community colleges, allowing CTE students to accrue college credit while still in high school. Students in identified pathways have opportunities to earn industry certifications and participate in work-based learning opportunities. There are over 100 different CTE course offerings aligned to program sequences so students can complete concentrator and capstone courses. CTE courses are available for all students, including students with unique needs such as students with IEPs and English Learners.

In order to ensure continuous improvement, the CTE program is evaluated through the analysis of end of year data including

2023-24 Career Technical Education Programs

the number of students that have completed a CTE pathway, high school graduation rates, number of work based learning opportunities, and the number of students eligible for credit by exam with articulated courses with community college partners. A CTE Advisory Committee meets at least annually and is comprised of industry partners, teachers, students, parents, community college representatives, administrators, and counselors. Industry partners from every pathway are represented at the CTE advisory committee meeting(s).

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2557
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.77
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	47.03

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

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94.97%	95.07%	95.25%	95.62%	96.28%

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

2024-25 Opportunities for Parental Involvement

Parents are invited to join in the effort of our academic and extracurricular programs through our School Site Council, English Language Advisory Committee, Parent Teacher Student Association (PTSA), and athletic booster clubs. The School Site Council and English Language Advisory Committees are elected parent advisory groups that assist the principal and staff in planning the educational programs at the school. Several parent meetings are held during the course of the year to update parents and programs such as Title 1, English Learners, and the state and school's assessment program.

Parents are encouraged to be a part of their student's education and are welcome to meet with staff members to improve the learning experiences for their students. Each year, the school surveys parents regarding the effectiveness of school programs and uses the parent responses to improve the educational program. Invitations for parents to participate in campus activities are publicized via home mailers, marquee announcements, calls home, backpack letters, school website, and all social media platforms. Parents are encouraged to join committees that help to plan support for specific subpopulations, workshops, and conferences. Parents are offered field trips to college campuses to promote a community-wide college-going culture. Students and their families are encouraged to visit the College and Career Centers at both sites which include the support of three College and Career Center counselors and Guidance technicians.

Individual parent conferences are facilitated by the counselors on an as-needed basis. Parents are informed of students' academic progress on a regular basis via progress reports and quarterly grade reports. Parent education activities include workshops on how to help your student with homework, the importance of good attendance, how to help your child in core classes, and different parenting skills topics.

Parents are encouraged to become involved in a variety of school activities:
- Paramount High School Parent Teacher Student Association (PTSA)
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- Paramount High School Parent Coffee Corner
- Annual Black Family Forum
- Black Student Union Parent Meetings
- Annual Unity Day
- Dia De Los Muertos Celebration
- Back to School Night and Open House
- Parent Development Workshops (High School Graduation Requirements, A-G Requirements, UC/CSU/Private College/Community College/Trade Technical School Overview, Financial Aid/FAFSA/CA Dream Act, NCAA Eligibility, Scholarships, How to help your child succeed, Mental Health, Vaping/Substance Abuse, Stress Management, Social Media and Pop Culture, etc.)
- College Application Support/FASFA Support
- Title 1 Parent Meeting
- Teacher-Parent-Counselor-Student Conferences
- 9th & 10th Grade Parent Orientation Events
- Paramount Adult School Senior Parent Orientation
- Pirate Community Center
- Los Angeles Office of Education Community Schools Initiative
- Parent College Fieldtrips
- Young Women's Empowerment Conference
- Mental Health Awareness Night
- Districtwide College and Career Fair
- District Parent Committees

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	3.2	4.9	4.6	3.7	6.5	7.8	7.8	8.2	8.9
Graduation Rate	93.0	92.2	94.0	91.8	90.0	90.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	911	856	94.0
Female	463	444	95.9
Male	447	411	91.9
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	70	62	88.6
Filipino	--	--	--
Hispanic or Latino	814	768	94.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	196	175	89.3
Foster Youth	--	--	--
Homeless	43	40	93.0
Socioeconomically Disadvantaged	897	844	94.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	96	77	80.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3778	3680	698	19.0
Female	1877	1834	363	19.8
Male	1892	1838	334	18.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	36	4	11.1
Black or African American	254	243	68	28.0
Filipino	16	16	3	18.8
Hispanic or Latino	3397	3315	604	18.2
Native Hawaiian or Pacific Islander	11	--	--	--
Two or More Races	25	23	3	13.0
White	32	31	10	32.3
English Learners	580	554	148	26.7
Foster Youth	37	35	8	22.9
Homeless	78	76	24	31.6
Socioeconomically Disadvantaged	3579	3494	674	19.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	527	515	147	28.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

	Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.66	3.87	4	1.86	3.39	2.92	3.17	3.6	3.28

This table displays expulsions data.

	Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.05	0.08	0	0.04	0.04	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.00	0.00
Female	3.04	0.00
Male	4.92	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.87	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.77	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.00	0.00
White	6.25	0.00
English Learners	5.86	0.00
Foster Youth	16.22	0.00
Homeless	2.56	0.00
Socioeconomically Disadvantaged	4.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.83	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The school's 2023-2024 comprehensive safety plan was last reviewed, discussed, updated, and approved in February 2024 with the School Site Council. The plan includes the following: assessment of the current status of the school crime data, child abuse reporting procedures, student conduct including bullying, disaster procedures, suspension/expulsion policies,

2024-25 School Safety Plan

procedures to notify teachers of dangerous pupils, sexual harassment policy, school-wide dress code, procedures for ingress and egress, procedures to ensure a safe and orderly environment conducive to learning, rules, and procedures on school discipline. This information is also reviewed with the staff in the beginning of the school year.

Paramount High School provides a safe, clean campus to promote a positive environment for students. Administrators, counselors, teachers, staff assistants, security personnel, and instructional support staff provide supervision and guidance for students on campus at all times. The Senior Campus is equipped with 12 Campus Safety Personnel (CSP) and West Campus has 4 CSPs to provide support during school hours and beyond. Communication between administration, CSPs, and the front office staff is accomplished through a hand-held radio system. Each teacher's classroom is equipped with a telephone, which provides direct access to all offices. Emergency drills, such as fire, earthquake, lockdown/lockout, are held every month. Should a disaster occur, specialty teams have been established for search and rescue, first aid, security, student accountability, and reunification. A systematic evacuation plan has been established for students and staff. The two campuses maintain individual School Safety Plans that are annually reviewed and approved by the respective School Site Councils, with specific instructions for handling a variety of incidents that may occur during the school day.

With funding made available through the passage of a bond measure, multiple additional state-of-the-art facilities have been added to the campus over the last few years including a new Library, Health Sciences Building, Stadium, Field House, and practice Gymnasium at both campuses. Improvements have been made to the school facilities of each site including classroom modifications, painting of exterior walls, carpet and tile replacement, grounds beautification, and widening of walkways. The custodial staff for the ten through twelfth site consists of three full-time day custodians; the ninth grade site has one full-time day custodian. Both sites have a crew of district custodians for the evening maintenance. The custodial staff maintains the cleanliness of the campus as well as the classrooms. Administration and campus security personnel also play a role in keeping the grounds clean.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	43	77	42
Mathematics	32	30	79	38
Science	35	11	59	31
Social Science	30	29	68	28

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	77	93	26
Mathematics	27	48	94	24
Science	30	21	73	24
Social Science	26	30	106	23

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	52	86	42
Mathematics	31	34	65	43
Science	30	17	71	16
Social Science	24	35	116	1

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	253.36

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	14
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.5
Social Worker	3
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,677.82	741.89	8,935.93	94,106.52
District	N/A	N/A	14,399.09	126,813.75
Percent Difference - School Site and District	N/A	N/A	-46.8	-29.6
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-18.6	-3.8

Fiscal Year 2023-24 Types of Services Funded

The district receives additional funds for a number of special services and programs. Among the special services offered are the following:

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.
Title II - A federal program designed to ensure teacher and principal quality.
Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.
Title IV – A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.
Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra funding for students with greater challenges.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$67,485	$59,551
Mid-Range Teacher Salary	$97,077	$93,855
Highest Teacher Salary	$127,968	$120,219
Average Principal Salary (Elementary)	$168,593	$151,525
Average Principal Salary (Middle)	$172,610	$158,215
Average Principal Salary (High)	$187,581	$171,087
Superintendent Salary	$334,586	$300,043
Percent of Budget for Teacher Salaries	30.21	31
Percent of Budget for Administrative Salaries	4.22	4.91

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	19.7

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	10
Fine and Performing Arts	1
Foreign Language	8
Mathematics	6
Science	9
Social Science	16
Total AP Courses Offered Where there are student course enrollments of at least one student.	50

Professional Development

Ongoing professional learning is embedded in the school day and offered after hours. All staff are encouraged to attend these sessions as they relate to professional duties and continuous growth. The chart below reflects the full days dedicated to districtwide professional learning for all certificated and classified staff.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	2

Paramount High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Paramount High School
Street	14429 South Downey Avenue
City, State, Zip	Paramount ,CA 90723
Phone Number	(562) 602 - 6067
Principal	Elizabeth Salcido
Email Address	esalcido@paramount.k12.ca.us
School Website	https://phs.pusdschools.net/
Grade Span	9-12
County-District-School (CDS) Code	19648731936749

2024-25 District Contact Information

District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Dr. Joshua Lightle
Email Address	JLightle@paramount.k12.ca.us
District Website	www.paramount.k12.ca.us

2024-25 School Description and Mission Statement

"Once a Pirate, Always a Pirate," the school motto, encapsulates the strong Pirate Pride that the school community feels toward Paramount High School (PHS). The school's stakeholders take pride in believing that our school serves as an educational institution that places student learning and achievement as its top priority. PHS is a comprehensive four-year high school, established in 1951 and is currently located on two sites (West Campus for ninth grade and Senior Campus for tenth through twelfth grades) that serve 3,337 students from a diverse urban community. The school's mission is linked to the Paramount Unified School District's Mission Statement to "ensure learning and success for each student by providing a quality education." Through the implementation of Professional Learning Communities, the school continues to focus on a research-

2024-25 School Description and Mission Statement

based curriculum, student engagement instructional strategies, and assessments that foster student success. The curriculum is aligned with state standards and delivered through high-quality instruction, and professional development is provided on an ongoing basis. Paramount High School teachers participate in collaborative meetings regularly to discuss and analyze data, best instructional practices, and student interventions. There is a focus on students, which includes high academic expectations, collective responsibility for success, and consistent monitoring of student learning by all stakeholders. Students have access to a wide variety of coursework including Career Technical Education, Honors, Advanced Placement, AVID, JROTC, and Visual and Performing Arts programs. In addition, students are provided a variety of supports during, before, and after school to assist struggling learners. Paramount High School offers an extensive extra-curricular program with a wide range of student clubs, activities, and a successful athletic program where teams earn Suburban Valley Conference Championships in a variety of sports.

Mission Statement
The mission of the Paramount Unified School District is to empower every student to achieve their full potential by providing innovative, high-quality educational programs tailored to their individual needs and goals. We are committed to fostering a life-log love of learning in a safe and supportive environment where students from diverse backgrounds feel valued and inspired.

Vision Statement
The vision of Paramount Unified School District is to create a district where quality education, equity, diversity, and inclusivity are at the core of everything we do. We aim to provide a safe and supportive environment with exemplary, highly qualified staff. Through strong partnerships and open communication, we will work collaboratively to empower our students to become successful, resilient, well-rounded individuals ready to make a positive impact on the world.

Strategic Priorities
Elevate deeper learning and college, career, and life readiness.
Implement comprehensive professional learning, leading to effective change.
Cultivate a nurturing and emotionally safe environment to strengthen well-being, belonging, and a sense of safety.
Enhance family and community engagement.
Build an inclusive and equitable school district.

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	861
Grade 10	855
Grade 11	873
Grade 12	958
Total Enrollment	3,547

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	49.8
Non-Binary	0.2
American Indian or Alaska Native	0.1
Asian	1
Black or African American	6.3
Filipino	0.5
Hispanic or Latino	90.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.6
White	0.8
English Learners	14.2
Foster Youth	0.8
Homeless	1.7
Socioeconomically Disadvantaged	94.7
Students with Disabilities	13.6

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	154.90	80.73	548.70	85.85	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	0.52	2.30	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	1.06	18.00	2.83	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.50	1.86	14.30	2.25	12115.80	4.41
Unknown/Incomplete/NA	30.30	15.82	55.50	8.69	18854.30	6.86
Total Teaching Positions	191.90	100.00	639.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	157.50	81.85	571.00	87.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.20	3.74	19.90	3.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.10	2.13	15.80	2.41	11953.10	4.28
Unknown/Incomplete/NA	23.60	12.27	47.20	7.20	15831.90	5.67
Total Teaching Positions	192.40	100.00	656.10	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	151.80	82.69	542.80	88.08	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.90	0.48	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.60	3.64	15.30	2.50	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	1.02	17.50	2.84	11746.90	4.23
Unknown/Incomplete/NA	23.20	12.65	37.50	6.10	14303.80	5.15
Total Teaching Positions	183.60	100.00	616.30	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	2.00	0
Misassignments	2.00	5.20	6.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	7.20	6.6

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.60	0.00	0
Local Assignment Options	1.90	4.10	1.8
Total Out-of-Field Teachers	3.50	4.10	1.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.20	3.2	5.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.30	0.8	1.9

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

The 4 Quarterly Reports for Uniform Complaints for 2023-2024 can be accessed from the following website link:

https://www.paramount.k12.ca.us/pdf/4 Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Pearson Education) Grade 9 My Perspectives 9th Gr.Vol 1-2 / 2017 (Pearson Education) Grade 10 My Perspectives 9th Gr.Vol 1-2 / 2017 (Pearson Education) Grade 11 My Perspectives 9th Gr.Vol 1-2 / 2017 (Pearson Education) Grade 12 My Perspectives 9th Gr.Vol 1-2 / 2017 (CRC Press) Grade 9 Design at Work: Cooperative Design / 2018 (Chicago Review Press) Grade 9 Design for the Real World / 2018 (New Riders) Grade 9 Designing for Interaction / 2018 (Basic Books) Grade 9 The Design of Everyday Things / 2018 (Simon and Schuster) Grade 9 Fahrenheit 451 / 2018 (Back Bay Books) Grade 9 The Soul of a New Machine / 2018 (Bedford/St. Martin's) Grade 12 Literature: A Portable Anthology / 2024 (Bedford/St. Martin's) Grade 12 Ideas in Literature / 2024 Perfection Learning Grade 10-12 AP English Language and Composition / 2023	Yes	0%

	(McGraw Hill) Grade 11-12 Glencoe Speech 3rd Edition / 2018		
Mathematics	(Pearson) Grade 9-12 Algebra 1, California Common Core / 2014 (Pearson) Grade 9-12 Geometry, California Common Core / 2014 (Pearson) Grade 10-12 Algebra 2, California Common Core / 2014 (Houghton Mifflin) Grade 10-12 Honors Trigonometry / 2003 (UC Regents)/IDS Grade 9-12 IDS Digital Subscription / 2020 (Cengage Learning) Grade 10-12 Understandable Statistics 11th Ed. / 2017 (SASC, LLC) Grade 9 Interactive Mathematics Year 1 / 2018 (SASC, LLC) Grade 9 Interactive Mathematics Year 2 / 2018 (SASC, LLC) Grade 9-10 Interactive Mathematics Year 3 / 2019 (SASC, LLC) Grade 9-11 Interactive Mathematics Year 4 / 2020 (Bedford Freeman Worth) Grade 10-12 The Practice of Statistics / 2017 (Pearson) Grade 10-12 Blitzer Pre-Calculus / 2015 (Pearson) Grade 10-12 AP Calculus Graphical, Numerical, Algebraic / 2015 (Cengage Learning) Grade 11-12 Financial Algebra: Advanced Algebra with Financial Applications / 2018	Yes	0%
Science	(Bedford Freeman Worth) Grade 10-12 Environmental Science for AP 2nd Edition / 2018 (Bedford Freeman Worth) Grade 10 Environmental Science for AP 3rd Edition / 2019 (Discovery Education) Grade 9-12 NGSS Science Textbook High School Living Earth / 2020 (Freeman & Worth) Grade 10-12 Principles of Life 2nd Edition / 2014 (Discovery Education) Grade 10-12 NGSS Science Textbook High School Chemistry / 2020 (Cengage) Grade 10-12 Chemistry, 9th Edition / 2014 (Discovery Education) Grade 10-12 NGSS Science Techbook High School Physics / 2020 (Discovery Education) Grade 9-12 Physics of the Universe / 2023 (Pearson) Grade 9 Conceptual Physics, 12th Edition / 2018 (John Wiley & Sons) Grade 10-12 Physics, 9th Edition / 2014 (Pearson Benjamin Cummings) Grade 10-12 Essentials of Human Anatomy & Physiology 9th Ed. / 2008	Yes	0%
History-Social Science	(McGraw Hill) Grade 10 IMPACT CA: World History / 2018 (Bedford Freeman Worth) Grade 10-12 Ways of the World 4th Edition / 2022 (McGraw Hill) Grade 11 IMPACT CA: US History & Geography / 2018 (McGraw Hill) Grade 12 IMPACT CA: Principles of American Democracy / 2018 (Bedford Freeman Worth) Grade 12 American Government: Stories of a Nation / 2021 (McGraw Hill) Grade 12 IMPACT CA: Principles of Economics / 2018 (Bedford Freeman Worth) Grade 12 Krugman's Economics for the AP Course 3rd Editions / 2021	Yes	0%

	(Cengage) Grade 11 The American Pageant : 16th Edition / 2018 (WW Norton & Co.) Grade 10-12 Cultural Anthropology: A Toolkit for a Global Age 4th Ed / 2023 (Cengage) Grade 10-12 World Cultures and Geography 2nd Ed / 2023 (Pearson) Grade 9 The Cultural Landscape : An Introduction to Human Geography, 12th Ed. / 2016 (Hill and Wang) Grade 9-12 Changes in the Land : Indians, Colonists, and the Ecology of New England / 2019 (House of Anansi Press) Grade 9-10 The Wayfinders : Why Ancient Wisdom Matters in the Modern World / 2019 (WW Norton & Co.) Grade 9-10 Something New Under the Sun : An Enivornmental History of the 20th Century / 2019 (Cambridge) Grade 9-10 Ecological Imperialism : The Expansion of Europe 900-1900 / 2019 (Penguin Books) Grade 9-10 Collapse : How Societies Choose to Fail or Succeed / 2019 (Spiegel and Grau) Grade 9-10 Blood and Earth: Modern Slavery, Ecocide, and the Secret to Saving the World / 2019 (Pearson) Grade 9-10 Environmentalism : A Global History / 2019 (Seven Stories Press) Grade 10-12 A Different Mirror for Young People / 2021 (Seven Stories Press) Grade 10-12 A Young People's History of the United States / 2021 (Holt, Rinehart & Winston) Grade 10-12 Psychology 3rd Edition / 2024 (Bedford Freeman Worth) Grade 10-12 Myers' Psychology for the AP Course 3rd Edition / 2018 (McGraw Hill) Grade 10-12 Sociology: A Brieft Introduction, 14th Edition / 2024		
Foreign Language	Teacher's Discovery Grade 9-12 Spanish 1 Voces Digital Subscription / 2020 Teacher's Discovery Grade 10-12 Spanish 2 Voces Digital Subscription / 2020 Teacher's Discovery Grade 10-12 Spanish 3 Voces Digital Subscription / 2020 Vista Higher Learning Grade 10-12 Intriguas / 2020 Vista Higher Learning Grade 10-12 Temas / 2020 Vista Higher Learning Grade 9-12 Galeria 1 / 2020 Vista Higher Learning Grade 10-12 Galeria 2 / 2020 Teacher's Discovery Grade 10-12 French 1 Voces Digital Subscription / 2020 Teacher's Discovery Grade 10-12 French 2 Voces Digital Subscription / 2020 Teacher's Discovery Grade 10-12 French 3 Voces Digital Subscription / 2020	Yes	0%
Health	(Holt, Rinehart & Winston) Grade 9-12 Lifetime Health / 2006	Yes	0%
Visual and Performing Arts	(Glencoe/McGraw-Hill) Grade 9-12 Art in Focus / 2005 (Glencoe/McGraw-Hill) Grade 9-12 ArtTalk / 2005 (Human Kinetics) Grade 9 Experiencing Dance / 2008 (Glencoe/McGraw-Hill) Grade 9-12 Music! / 2008 (Perfection Learning) Grade 10-12 Basic Drama Projects 9th Ed. / 2017 (Glencoe/McGraw-Hill) Grade 9-12 Theatre: Art in Action / 2007	Yes	0%

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

School Facility Conditions and Planned Improvements

School Facility is in very good condition

Year and month of the most recent FIT report	October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Merv 16 filter installed in all HVAC- DONE
Interior: Interior Surfaces	X			14 classrooms complete refresh
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Small Electrical upgrades to panels and classrooms
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roofing replacement 8one wing of classrooms
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Baseball Field refresh

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	47	45	39	40	46	47
Mathematics (grades 3-8 and 11)	12	13	21	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	838	815	97.26	2.74	45.01
Female	426	417	97.89	2.11	49.16
Male	409	395	96.58	3.42	40.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	41	40	97.56	2.44	38.46
Filipino	--	--	--	--	--
Hispanic or Latino	773	752	97.28	2.72	45.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	123	108	87.80	12.20	8.33
Foster Youth	--	--	--	--	--
Homeless	14	13	92.86	7.14	23.08
Military	--	--	--	--	--
Socioeconomically Disadvantaged	799	777	97.25	2.75	44.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	107	104	97.20	2.80	9.71

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	846	837	98.94	1.06	13.38
Female	430	425	98.84	1.16	10.59
Male	413	409	99.03	0.97	16.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	43	42	97.67	2.33	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	779	772	99.10	0.90	13.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	126	123	97.62	2.38	2.44
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	806	798	99.01	0.99	12.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	107	97.27	2.73	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	12.32	12.94	17.61	17.78	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1787	1771	99.10	0.90	13.04
Female	906	896	98.90	1.10	12.17
Male	877	871	99.32	0.68	13.78
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	26.67
Black or African American	112	110	98.21	1.79	10.00
Filipino	--	--	--	--	--
Hispanic or Latino	1623	1612	99.32	0.68	13.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	18.18
White	12	11	91.67	8.33	18.18
English Learners	256	253	98.83	1.17	0.00
Foster Youth	14	14	100.00	0.00	0.00
Homeless	35	35	100.00	0.00	11.43
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1694	1681	99.23	0.77	12.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	206	202	98.06	1.94	4.46

2023-24 Career Technical Education Programs

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

Paramount High School currently offers 13 pathways: Administration of Justice; Architectural Design; Biomedical Science; Business; Design, Visual, and Media Arts; Education; Engineering Design; ESports and Game Design; Food Service and Hospitality; Information and Communication Technologies; Patient Care; Photography; and Sports Medicine. Currently, 100% of CTE courses are A-G approved and they are aligned to the state CTE standard. The courses provide students with both a rigorous college preparatory experience and career skill development. Core content areas are infused with CTE by ensuring all courses are A-G approved and meet graduation requirements. Additionally, eight courses are articulated with local community colleges, allowing CTE students to accrue college credit while still in high school. Students in identified pathways have opportunities to earn industry certifications and participate in work-based learning opportunities. There are over 100 different CTE course offerings aligned to program sequences so students can complete concentrator and capstone courses. CTE courses are available for all students, including students with unique needs such as students with IEPs and English Learners.

In order to ensure continuous improvement, the CTE program is evaluated through the analysis of end of year data including

2023-24 Career Technical Education Programs

the number of students that have completed a CTE pathway, high school graduation rates, number of work based learning opportunities, and the number of students eligible for credit by exam with articulated courses with community college partners. A CTE Advisory Committee meets at least annually and is comprised of industry partners, teachers, students, parents, community college representatives, administrators, and counselors. Industry partners from every pathway are represented at the CTE advisory committee meeting(s).

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2557
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.77
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	47.03

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94.97%	95.07%	95.25%	95.62%	96.28%

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

2024-25 Opportunities for Parental Involvement

Parents are invited to join in the effort of our academic and extracurricular programs through our School Site Council, English Language Advisory Committee, Parent Teacher Student Association (PTSA), and athletic booster clubs. The School Site Council and English Language Advisory Committees are elected parent advisory groups that assist the principal and staff in planning the educational programs at the school. Several parent meetings are held during the course of the year to update parents and programs such as Title 1, English Learners, and the state and school's assessment program.

Parents are encouraged to be a part of their student's education and are welcome to meet with staff members to improve the learning experiences for their students. Each year, the school surveys parents regarding the effectiveness of school programs and uses the parent responses to improve the educational program. Invitations for parents to participate in campus activities are publicized via home mailers, marquee announcements, calls home, backpack letters, school website, and all social media platforms. Parents are encouraged to join committees that help to plan support for specific subpopulations, workshops, and conferences. Parents are offered field trips to college campuses to promote a community-wide college-going culture. Students and their families are encouraged to visit the College and Career Centers at both sites which include the support of three College and Career Center counselors and Guidance technicians.

Individual parent conferences are facilitated by the counselors on an as-needed basis. Parents are informed of students' academic progress on a regular basis via progress reports and quarterly grade reports. Parent education activities include workshops on how to help your student with homework, the importance of good attendance, how to help your child in core classes, and different parenting skills topics.

Parents are encouraged to become involved in a variety of school activities:
- Paramount High School Parent Teacher Student Association (PTSA)
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- Paramount High School Parent Coffee Corner
- Annual Black Family Forum
- Black Student Union Parent Meetings
- Annual Unity Day
- Dia De Los Muertos Celebration
- Back to School Night and Open House
- Parent Development Workshops (High School Graduation Requirements, A-G Requirements, UC/CSU/Private College/Community College/Trade Technical School Overview, Financial Aid/FAFSA/CA Dream Act, NCAA Eligibility, Scholarships, How to help your child succeed, Mental Health, Vaping/Substance Abuse, Stress Management, Social Media and Pop Culture, etc.)
- College Application Support/FASFA Support
- Title 1 Parent Meeting
- Teacher-Parent-Counselor-Student Conferences
- 9th & 10th Grade Parent Orientation Events
- Paramount Adult School Senior Parent Orientation
- Pirate Community Center
- Los Angeles Office of Education Community Schools Initiative
- Parent College Fieldtrips
- Young Women's Empowerment Conference
- Mental Health Awareness Night
- Districtwide College and Career Fair
- District Parent Committees

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school Dropout Rates; • High school Graduation Rates; and • Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	3.2	4.9	4.6	3.7	6.5	7.8	7.8	8.2	8.9
Graduation Rate	93.0	92.2	94.0	91.8	90.0	90.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	911	856	94.0
Female	463	444	95.9
Male	447	411	91.9
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	70	62	88.6
Filipino	--	--	--
Hispanic or Latino	814	768	94.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	196	175	89.3
Foster Youth	--	--	--
Homeless	43	40	93.0
Socioeconomically Disadvantaged	897	844	94.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	96	77	80.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3778	3680	698	19.0
Female	1877	1834	363	19.8
Male	1892	1838	334	18.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	36	4	11.1
Black or African American	254	243	68	28.0
Filipino	16	16	3	18.8
Hispanic or Latino	3397	3315	604	18.2
Native Hawaiian or Pacific Islander	11	--	--	--
Two or More Races	25	23	3	13.0
White	32	31	10	32.3
English Learners	580	554	148	26.7
Foster Youth	37	35	8	22.9
Homeless	78	76	24	31.6
Socioeconomically Disadvantaged	3579	3494	674	19.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	527	515	147	28.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

	Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.66	3.87	4	1.86	3.39	2.92	3.17	3.6	3.28

This table displays expulsions data.

	Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.05	0.08	0	0.04	0.04	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.00	0.00
Female	3.04	0.00
Male	4.92	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.87	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.77	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.00	0.00
White	6.25	0.00
English Learners	5.86	0.00
Foster Youth	16.22	0.00
Homeless	2.56	0.00
Socioeconomically Disadvantaged	4.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.83	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The school's 2023-2024 comprehensive safety plan was last reviewed, discussed, updated, and approved in February 2024 with the School Site Council. The plan includes the following: assessment of the current status of the school crime data, child abuse reporting procedures, student conduct including bullying, disaster procedures, suspension/expulsion policies,

2024-25 School Safety Plan

procedures to notify teachers of dangerous pupils, sexual harassment policy, school-wide dress code, procedures for ingress and egress, procedures to ensure a safe and orderly environment conducive to learning, rules, and procedures on school discipline. This information is also reviewed with the staff in the beginning of the school year.

Paramount High School provides a safe, clean campus to promote a positive environment for students. Administrators, counselors, teachers, staff assistants, security personnel, and instructional support staff provide supervision and guidance for students on campus at all times. The Senior Campus is equipped with 12 Campus Safety Personnel (CSP) and West Campus has 4 CSPs to provide support during school hours and beyond. Communication between administration, CSPs, and the front office staff is accomplished through a hand-held radio system. Each teacher's classroom is equipped with a telephone, which provides direct access to all offices. Emergency drills, such as fire, earthquake, lockdown/lockout, are held every month. Should a disaster occur, specialty teams have been established for search and rescue, first aid, security, student accountability, and reunification. A systematic evacuation plan has been established for students and staff. The two campuses maintain individual School Safety Plans that are annually reviewed and approved by the respective School Site Councils, with specific instructions for handling a variety of incidents that may occur during the school day.

With funding made available through the passage of a bond measure, multiple additional state-of-the-art facilities have been added to the campus over the last few years including a new Library, Health Sciences Building, Stadium, Field House, and practice Gymnasium at both campuses. Improvements have been made to the school facilities of each site including classroom modifications, painting of exterior walls, carpet and tile replacement, grounds beautification, and widening of walkways. The custodial staff for the ten through twelfth site consists of three full-time day custodians; the ninth grade site has one full-time day custodian. Both sites have a crew of district custodians for the evening maintenance. The custodial staff maintains the cleanliness of the campus as well as the classrooms. Administration and campus security personnel also play a role in keeping the grounds clean.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	43	77	42
Mathematics	32	30	79	38
Science	35	11	59	31
Social Science	30	29	68	28

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	77	93	26
Mathematics	27	48	94	24
Science	30	21	73	24
Social Science	26	30	106	23

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	52	86	42
Mathematics	31	34	65	43
Science	30	17	71	16
Social Science	24	35	116	1

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	253.36

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	14
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.5
Social Worker	3
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,677.82	741.89	8,935.93	94,106.52
District	N/A	N/A	14,399.09	126,813.75
Percent Difference - School Site and District	N/A	N/A	-46.8	-29.6
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-18.6	-3.8

Fiscal Year 2023-24 Types of Services Funded

The district receives additional funds for a number of special services and programs. Among the special services offered are the following:

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.
Title II - A federal program designed to ensure teacher and principal quality.
Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.
Title IV – A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.
Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra funding for students with greater challenges.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$67,485	$59,551
Mid-Range Teacher Salary	$97,077	$93,855
Highest Teacher Salary	$127,968	$120,219
Average Principal Salary (Elementary)	$168,593	$151,525
Average Principal Salary (Middle)	$172,610	$158,215
Average Principal Salary (High)	$187,581	$171,087
Superintendent Salary	$334,586	$300,043
Percent of Budget for Teacher Salaries	30.21	31
Percent of Budget for Administrative Salaries	4.22	4.91

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	19.7

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	10
Fine and Performing Arts	1
Foreign Language	8
Mathematics	6
Science	9
Social Science	16
Total AP Courses Offered Where there are student course enrollments of at least one student.	50

Professional Development

Ongoing professional learning is embedded in the school day and offered after hours. All staff are encouraged to attend these sessions as they relate to professional duties and continuous growth. The chart below reflects the full days dedicated to districtwide professional learning for all certificated and classified staff.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	2

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

Input Section 4: 2024-25 School Overview

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

"Once a Pirate, Always a Pirate," the school motto, encapsulates the strong Pirate Pride that the school community feels toward Paramount High School (PHS). The school's stakeholders take pride in believing that our school serves as an educational institution that places student learning and achievement as its top priority. PHS is a comprehensive four-year high school, established in 1951 and is currently located on two sites (West Campus for ninth grade and Senior Campus for tenth through twelfth grades) that serve 3,337 students from a diverse urban community. The school's mission is linked to the Paramount Unified School District's Mission Statement to "ensure learning and success for each student by providing a quality education." Through the implementation of Professional Learning Communities, the school continues to focus on a research-based curriculum, student engagement instructional strategies, and assessments that foster student success. The curriculum is aligned with state standards and delivered through high-quality instruction, and professional development is provided on an ongoing basis. Paramount High School teachers participate in collaborative meetings regularly to discuss and analyze data, best instructional practices, and student interventions. There is a focus on students, which includes high academic

Input Section 4: 2024-25 School Overview

expectations, collective responsibility for success, and consistent monitoring of student learning by all stakeholders. Students have access to a wide variety of coursework including Career Technical Education, Honors, Advanced Placement, AVID, JROTC, and Visual and Performing Arts programs. In addition, students are provided a variety of supports during, before, and after school to assist struggling learners. Paramount High School offers an extensive extra-curricular program with a wide range of student clubs, activities, and a successful athletic program where teams earn Suburban Valley Conference Championships in a variety of sports.

Mission Statement
The mission of the Paramount Unified School District is to empower every student to achieve their full potential by providing innovative, high-quality educational programs tailored to their individual needs and goals. We are committed to fostering a life-log love of learning in a safe and supportive environment where students from diverse backgrounds feel valued and inspired.

Vision Statement
The vision of Paramount Unified School District is to create a district where quality education, equity, diversity, and inclusivity are at the core of everything we do. We aim to provide a safe and supportive environment with exemplary, highly qualified staff. Through strong partnerships and open communication, we will work collaboratively to empower our students to become successful, resilient, well-rounded individuals ready to make a positive impact on the world.

Strategic Priorities
Elevate deeper learning and college, career, and life readiness.
Implement comprehensive professional learning, leading to effective change.
Cultivate a nurturing and emotionally safe environment to strengthen well-being, belonging, and a sense of safety.
Enhance family and community engagement.
Build an inclusive and equitable school district.

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

Input Section 5: 2024-25 Opportunities for Parental Involvement

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Parents are invited to join in the effort of our academic and extracurricular programs through our School Site Council, English Language Advisory Committee, Parent Teacher Student Association (PTSA), and athletic booster clubs. The School Site Council and English Language Advisory Committees are elected parent advisory groups that assist the principal and staff in planning the educational programs at the school. Several parent meetings are held during the course of the year to update parents and programs such as Title 1, English Learners, and the state and school's assessment program.

Parents are encouraged to be a part of their student's education and are welcome to meet with staff members to improve the learning experiences for their students. Each year, the school surveys parents regarding the effectiveness of school programs and uses the parent responses to improve the educational program. Invitations for parents to participate in campus activities are publicized via home mailers, marquee announcements, calls home, backpack letters, school website, and all social media platforms. Parents are encouraged to join committees that help to plan support for specific subpopulations, workshops, and conferences. Parents are offered field trips to college campuses to promote a community-wide college-going culture. Students and their families are encouraged to visit the College and Career Centers at both sites which include the support of three College and Career Center counselors and Guidance technicians.

Individual parent conferences are facilitated by the counselors on an as-needed basis. Parents are informed of students' academic progress on a regular basis via progress reports and quarterly grade reports. Parent education activities include workshops on how to help your student with homework, the importance of good attendance, how to help your child in core classes, and different parenting skills topics.

Parents are encouraged to become involved in a variety of school activities:
- Paramount High School Parent Teacher Student Association (PTSA)
- English Learner Advisory Committee (ELAC)

Input Section 5: 2024-25 Opportunities for Parental Involvement

- School Site Council (SSC)
- Paramount High School Parent Coffee Corner
- Annual Black Family Forum
- Black Student Union Parent Meetings
- Annual Unity Day
- Dia De Los Muertos Celebration
- Back to School Night and Open House
- Parent Development Workshops (High School Graduation Requirements, A-G Requirements, UC/CSU/Private College/Community College/Trade Technical School Overview, Financial Aid/FAFSA/CA Dream Act, NCAA Eligibility, Scholarships, How to help your child succeed, Mental Health, Vaping/Substance Abuse, Stress Management, Social Media and Pop Culture, etc.)
- College Application Support/FASFA Support
- Title 1 Parent Meeting
- Teacher-Parent-Counselor-Student Conferences
- 9th & 10th Grade Parent Orientation Events
- Paramount Adult School Senior Parent Orientation
- Pirate Community Center
- Los Angeles Office of Education Community Schools Initiative
- Parent College Fieldtrips
- Young Women's Empowerment Conference
- Mental Health Awareness Night
- Districtwide College and Career Fair
- District Parent Committees

Input Section 6: 2024-25 School Safety Plan

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Note:
This section should include information about the school's Comprehensive School Safety Plan (CSSP), including the dates on which the safety plan was last annually reviewed, updated, board approved and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field).

The school's 2023-2024 comprehensive safety plan was last reviewed, discussed, updated, and approved in February 2024 with the School Site Council. The plan includes the following: assessment of the current status of the school crime data, child abuse reporting procedures, student conduct including bullying, disaster procedures, suspension/expulsion policies, procedures to notify teachers of dangerous pupils, sexual harassment policy, school-wide dress code, procedures for ingress and egress, procedures to ensure a safe and orderly environment conducive to learning, rules, and procedures on school discipline. This information is also reviewed with the staff in the beginning of the school year.

Paramount High School provides a safe, clean campus to promote a positive environment for students. Administrators, counselors, teachers, staff assistants, security personnel, and instructional support staff provide supervision and guidance for students on campus at all times. The Senior Campus is equipped with 12 Campus Safety Personnel (CSP) and West Campus has 4 CSPs to provide support during school hours and beyond. Communication between administration, CSPs, and the front office staff is accomplished through a hand-held radio system. Each teacher's classroom is equipped with a telephone, which provides direct access to all offices. Emergency drills, such as fire, earthquake, lockdown/lockout, are held every month. Should a disaster occur, specialty teams have been established for search and rescue, first aid, security, student accountability, and reunification. A systematic evacuation plan has been established for students and staff. The two campuses maintain individual School Safety Plans that are annually reviewed and approved by the respective School Site Councils, with specific instructions for handling a variety of incidents that may occur during the school day.

With funding made available through the passage of a bond measure, multiple additional state-of-the-art facilities have been added to the campus over the last few years including a new Library, Health Sciences Building, Stadium, Field House, and

Input Section 6: 2024-25 School Safety Plan

practice Gymnasium at both campuses. Improvements have been made to the school facilities of each site including classroom modifications, painting of exterior walls, carpet and tile replacement, grounds beautification, and widening of walkways. The custodial staff for the ten through twelfth site consists of three full-time day custodians; the ninth grade site has one full-time day custodian. Both sites have a crew of district custodians for the evening maintenance. The custodial staff maintains the cleanliness of the campus as well as the classrooms. Administration and campus security personnel also play a role in keeping the grounds clean.

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.

Table of Contents

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.

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.

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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

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 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)

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	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

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.

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

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. 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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

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.

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

Overall Language — Percentage of Students at Each Performance Level for All Students

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.

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

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.

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

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.

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

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 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

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.

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

Student Population

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
3,547	**94.7%**	**14.2%**	**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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	502	14.2%
Foster Youth	28	0.8%
Homeless	61	1.7%
Socioeconomically Disadvantaged	3,358	94.7%
Students with Disabilities	484	13.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	222	6.3%
American Indian	4	0.1%
Asian	35	1%
Filipino	16	0.5%
Hispanic	3,206	90.4%
Two or More Races	23	0.6%
Pacific Islander	10	0.3%
White	29	0.8%

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
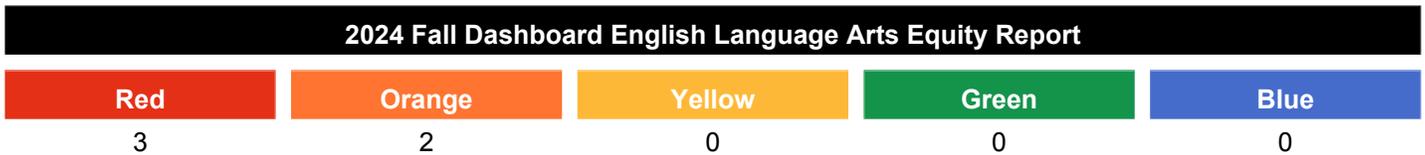
Overall Performance

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Green	**Suspension Rate** Yellow
Mathematics Red		
English Learner Progress Red		
College/Career Green		

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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	0	0	0

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	Red
24 points below standard	100.8 points below standard	119.6 points below standard
Declined 13.8 points	Declined 14 points	Declined 11.3 points
796 Students	183 Students	89 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	115.5 points below standard	26.1 points below standard
	Declined 89.1 points	Declined 13.9 points
8 Students	15 Students	760 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
126 points below standard	60.3 points below standard	0 Students
Declined 19.9 points	Declined 24.5 points	
101 Students	40 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	21.8 points below standard
6 Students	2 Students	Declined 12.5 points
		733 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
8 Students	1 Student	6 Students

Conclusions based on this data:

1. PHS student subgroups categorized as Socioeconomically Disadvantaged, African American, and Hispanic increased to a yellow (medium) performance level In ELA.

2. PHS English Learner subgroup moved from the red performance level to the orange performance level in ELA.

School and Student Performance Data

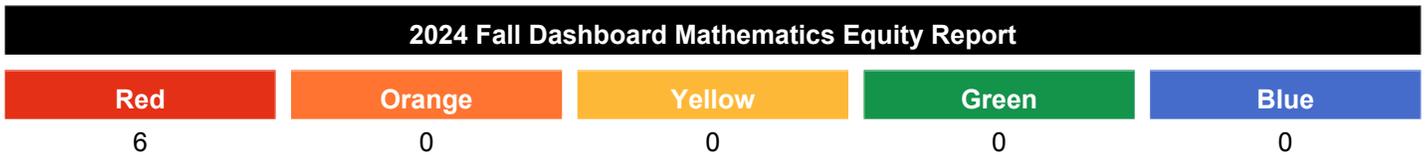## Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
6	0	0	0	0

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	Red
121.9 points below standard	187.4 points below standard	212.7 points below standard
Maintained 0.5 points	Declined 3.1 points	Declined 16.6 points
809 Students	193 Students	93 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	180.3 points below standard	124.8 points below standard
	Maintained -2.9 points	Maintained -0.8 points
8 Students	15 Students	773 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
202.8 points below standard	146.2 points below standard	0 Students
Declined 6.7 points	Maintained -0.1 points	
102 Students	40 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	121.4 points below standard
6 Students	2 Students	Maintained 0.2 points
		746 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
8 Students	1 Student	6 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	Red
35.7% making progress.	32.8% making progress.
Number Students: 446 Students	Number Students: 372 Students

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.

2024 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**
25.6%	38.6%	0.2%	35%

Conclusions based on this data:

1. 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.

2. Approximately 48% (260) of ELL students progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.
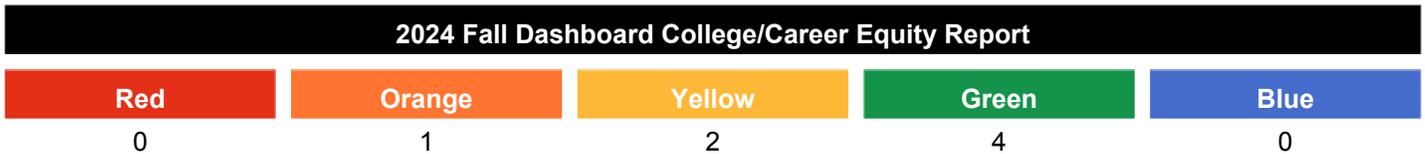
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	4	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Yellow	Yellow
52.3 Prepared	27.6 Prepared	29.2 Prepared
Increased +6.3	Increased +4.6	Increased +5.4
912 Students	196 Students	161 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Green	Green
Less than 11 Students 0	41.9 Prepared	52 Prepared
	Increased +6.6	Increased +6.2
8 Students	43 Students	898 Students

Students with Disabilities	**African American**	**American Indian**
Orange	Green	No Performance Color
16.7 Prepared	37.1 Prepared	Less than 11 Students 0
Declined -4.7	Increased +15.6	
96 Students	70 Students	1 Student

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Green
Less than 11 Students 0	Less than 11 Students 0	53.3 Prepared
		Increased +5.3
8 Students	4 Students	815 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	Less than 11 Students 0	Less than 11 Students 0
2 Students	4 Students	6 Students

Conclusions based on this data:

1. Overall, PHS students fall in the medium range for college and career preparedness.

2. 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.

3. PHS English Learner, African American, and Students with Disabilities subgroups fall within the low range for college and career preparedness.
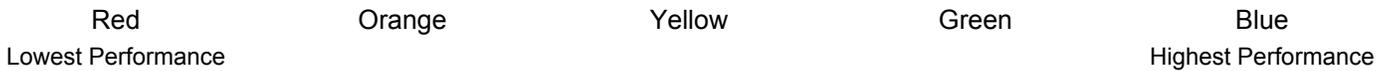
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data to reflect on.

School and Student Performance Data

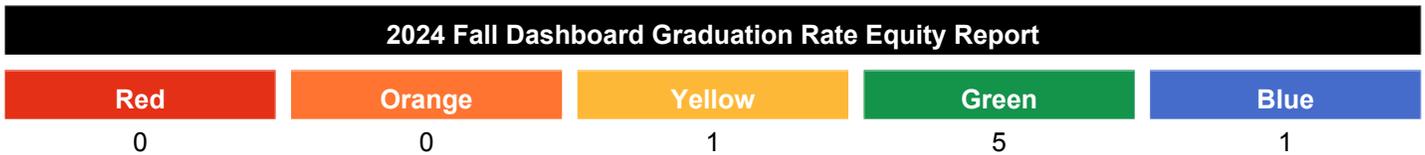## Academic Engagement
Graduation Rate

The 2024 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	5	1

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Green	Blue
94% graduated	89.3% graduated	94.4% graduated
Increased 1.8%	Increased 4.7%	Increased 9.8%
914 Students	197 Students	161 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Green	Green
Fewer than 11 students - data not displayed for privacy	93% graduated	94.1% graduated
	Increased 18.7%	Increased 1.9%
8 Students	43 Students	900 Students

Students with Disabilities	African American	American Indian
Yellow	Green	No Performance Color
80.4% graduated	88.6% graduated	Fewer than 11 students - data not displayed for privacy
Maintained 0.4%	Increased 2.2%	1 Student
97 Students	70 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	94.4% graduated
8 Students	4 Students	Increased 1.6%
		817 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
2 Students	4 Students	6 Students

Conclusions based on this data:

1. PHS graduation rates within English Learners, Socioeconomically Disadvantaged, and African American decreased; AB 104 minimum graduation requirements (130) were no longer in effect.

2. Students with Disabilities graduation rate increased significantly by 7.4 points.

3. PHS maintained it's graduation rate at 92.2% graduating and maintained the graduation rate of 92.8% within the Hispanic subgroup.

School and Student Performance Data

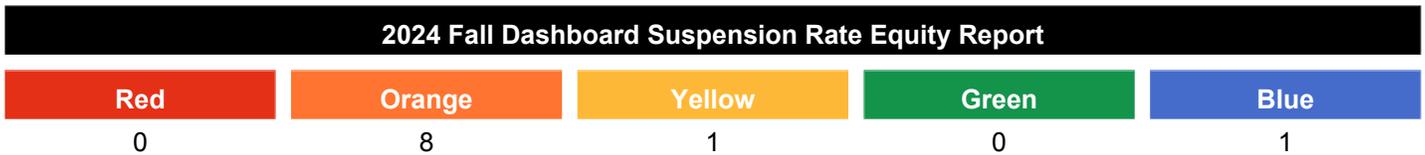## Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	8	1	0	1

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	Orange
4% suspended at least one day	5.9% suspended at least one day	6.7% suspended at least one day
Maintained 0.2%	Increased 1.7%	Increased 1.9%
3759 Students	577 Students	447 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
Orange	Orange	Orange
16.2% suspended at least one day	2.6% suspended at least one day	4.1% suspended at least one day
Declined 1.6%	Increased 1.3%	Increased 0.3%
37 Students	78 Students	3568 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
6.8% suspended at least one day	7.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 1.3%	Declined 3.9%	
527 Students	252 Students	4 Students

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
0% suspended at least one day	0% suspended at least one day	3.8% suspended at least one day
Maintained 0%	Maintained 0%	Increased 0.5%
37 Students	16 Students	3380 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
3.7% suspended at least one day	0% suspended at least one day	6.3% suspended at least one day
Declined 2.5%	Maintained 0%	Increased 3.2%
27 Students	11 Students	32 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: 2024-25

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: 2024-25

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

	supports through the application of the science of Applied Bahavior 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 ith autism and social skills programming for students. BCBAs conduct functional behavioral assessmetns 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.		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. 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. 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.	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	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
3.4	Parent Educational Opportunities: Anti-vaping, bullying, self-care	All Students	Attendance Logs SEL Data (attendance, behavior, suspension, etc.)	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: 2024-25

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: 2024-25

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.

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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	

			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: 2024-25

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

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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 (S*ections: 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 (S*ections: 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 (S*ections: 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/

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