Comprehensive School Safety Plan

2024-2025
School Year

School: Paramount Park Middle School

CDS Code: 19648730119438

District: Paramount Unified School District

Address: 14608 Paramount Blvd
Paramount CA 90723-3465

Date of Adoption:

Date of Update: December 9, 2024

Date of Review:

- **with Staff**
- **with Law Enforcement** January 28, 2025
- **with Fire Authority** January 28, 2025

Approved by:

Name	Title	Signature	Date
Pete Loaiza	Principal		12/9/2024
Jennifer Monast	School Site Council Chairperson		12/9/2024
	Law Enforcement		
	Fire Authority		

Table of Contents

Comprehensive School Safety Plan Purpose 3

Safety Plan Vision 3

Components of the Comprehensive School Safety Plan (EC 32281) 4

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) 7

Opioid Prevention and Life-Saving Response Procedures 10

(E) Sexual Harassment Policies (EC 212.6 [b]) 11

Procedures for Preventing Acts of Bullying and Cyber-bullying 12

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) 14

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines 15

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) 16

Response Procedures for Dangerous, Violent, or Unlawful Activity 16

(I) Hate Crime Reporting Procedures and Policies 16

Safety Plan Review, Evaluation and Amendment Procedures 17

Incident Command Team Responsibilities 17

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) 18

(J) Procedures to Prepare for Active Shooters 19

Emergency Contact Numbers 20

Instructional Continuity Plan 21

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) 21

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) 22

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 Paramount Park Middle School Main Office.

Safety Plan Vision

Paramount Park Middle School uses a comprehensive approach to support our students' physical, mental, and emotional well-being. Our vision is to create a safe and welcoming school environment in which all students feel safe to learn and thrive. Paramount Park's Comprehensive School Safety Plan focuses on the use of intervention for students with attendance or discipline concerns, and looks at data from a variety of resources to gain a better understanding of how our students feel and how staff can create plans to support their needs. Paramount Park Middle School's Comprehensive School Safety Plan also focuses on logistical details for a safe school environment including ingress, egress, disaster plans, expectations for behavior, discipline procedures, and policies and procedures to maintain safety at all times.

The Paramount Unified School District 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 Paramount Unified School District 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). The Paramount Park Middle School Comprehensive School Safety Plan is aligned to all board policies that support school safety.

Components of the Comprehensive School Safety Plan (EC 32281)

Paramount Park Middle School Safety Committee

Assessment of School Safety
Students, parents, visitors, and staff at Paramount Park Middle School are safe on campus, while attending off campus school-sponsored events, and when traveling directly to and from school. To ensure safety, Paramount Park Middle School has adopted policies and procedures pertaining to campus safety including: discipline procedures, establishing school climate and culture, campus security and safety, investment in intervention and encouraged participation from educational partners, and the improvement and maintenance of the physical school environment.

Paramount Park Middle School prepares for, practices and performs regularly scheduled evacuation and emergency drills: fire drills, earthquake drills and lockdown drills. Paramount Park Middle School participates in the annual "Great California Shake Out" drill and is constantly seeking feedback to improve earthquake and emergency preparedness. Paramount Park works closely with the Paramount Unified School District Safety and Security Department to strengthen our disaster preparedness through reviewing the safety plan, assessing needs, evaluating supplies, scheduling and performing drills and holding safety meetings to support all efforts.

All school visitors must sign-in and out and must additionally run a government identification card through the district-approved RAPTOR visitor check-in system. All visitors must visibly wear their RAPTOR passes when on campus and all volunteers must meet all requirements spelled out in the Paramount Unified School District volunteer handbook. RAPTOR signs indicating protocols and guidelines are posted in the front office for visitors to access.

Emergency exit routes are posted in all rooms and classrooms are equipped with emergency bags which are updated annually.

Our staff creates and maintains a safe school environment by aligning all policies to board policies. This includes programs and practices to address bullying (Board Policy 5131.2 Bullying Revised September 11, 2024)

The Paramount Unified School District Personnel Services Department maintains record that all employees have completed mandated training courses and annual policy acknowledgement to ensure that all school employees are compliant with training requirements per Education Code, Penal and Government Code, and Board Policies and Administrative Regulations.

The following policies are reviewed and employees acknowledge receipt and understanding of the following:

- Employee Handbook
- Workplace Violence Prevention Policy
- Sexual Harassment
- Child Abuse Prevention and Reporting
- Civility
- Employee Use of Technology
- Dress and Grooming
- Maintaining Appropriate Adult-Student Interactions
- Nondiscrimination in Employment
- Accusations Against Staff – Tips

- Culturally Proficient Professional

In addition, the following eight training courses are annually assigned to all employees via Keenan Vector Solutions.

· Bullying: Recognition & Response- 8 CCR §5193 (57 min.)

· Cyberbullying- 8 CCR §5193 (24 min.)

· Mandated Reporter- Education Code §44691 (51 min.)

· Sexual Harassment Prevention Gov. Code §12950.1 (60 min.)

· Students Experiencing Homelessness 42 USC §11432 (28 min.)

· Title IX Compliance Overview 34 CFR § 106.45 (45 min.)

· Youth Suicide Awareness Ed Code § 215 (37 min.)

· Workplace Violence Prevention Labor Code 6401.7; 8 CCR 3203 (22 min.)

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.

A site Safety Team meets regularly to review quarterly safety review checks and advises on the development of the Comprehensive School Safety Plan that is developed and approved by the site's School Site Council.

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 Park Middle School:

Students in the SARB Process: 2023-2024 school year 2
2022-2023 school year 1

Percentage of Chronically Absent Students: 2023-2024 school year 20.3%
2022-2023 school year 24.6%

Suspension Percentage: 2023-2024 school year 5.6%
2022-2023 school year 7.6%

Paramount Unified School District takes a holistic approach to student mental health and support throughout our TK-12 programs. Our school employs counselors 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-ins and check-outs, individualized incentive programs, school-based counseling, referrals to outside agencies, Social Emotional Learning practices and Safe & Civil Schools strategies.

The Safety & Security Department of Paramount Unified School District holds the responsibility to maintain a safe and secure environment for those on campus at all times. The Safety & Security Department provides service to the school community 24 hours/7 days a week under the direction of the Director of Safety & Security. Safety & Security personnel respond to calls for service to maintain order and discipline, locate missing students, investigate violations of school board policies, detain students violating the law or school board policies on school property at school-sponsored events, and respond to emergencies.

(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 Paramount Unified School District employees 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.

Annually, Paramount Park Middle School's district-assigned nurse provides Narcan training for certificated staff members.

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.

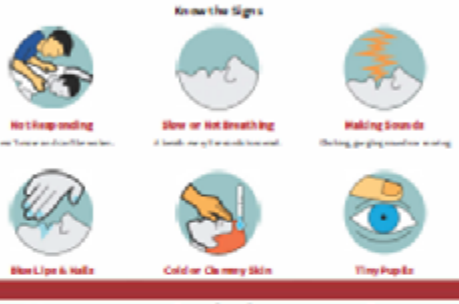
Help Save a Life

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

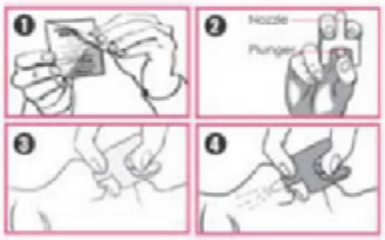


What Drugs Does Naloxone (NARCAN) Reverse?

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

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

How to Administer Naloxone (NARCAN)



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)

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.

Board Policy 5132.1 requires students at K-8 schools to wear a specific uniform, as follows:

White shirt, long or short sleeves, with a collar
White blouse, long or short sleeves, with a collar

Navy blue pants or shorts
Navy blue jumper, skirt, skort, shorts, culottes, or pants
Appropriate shoes

Navy blue sweater, sweatshirt, or jacket - a uniform shirt or blouse must be worn underneath

Paramount Park Middle School allows:
College attire Wednesdays
Spirit wear shirts and sweatshirts
White, blue or black collared shirts
Black or blue pants, jeans, shorts, jumpers, skorts, culottes or pants (if pants/jeans are torn above the knee, students must wear leggings underneath."
Team jerseys on game days

Shorts or shirts worn longer than fingertips of the hand when extended to the side
Any color sweater, sweatshirt or jacket as long as an approved uniform shirt, spirit shirt or college attire is worn underneath

For safety reasons, students are not allowed to wear:
Crocs, slides, skippers, sandals, high-heels or open-toed shoes
Head Accessories: bandanas, hoods, head scarfs, hats, beanies etc.
Yoga Pants or leggings
Gang-related clothing or jewelry
Overly baggy pants

Paramount Park Middle School
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).

(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 Park Middle School Disaster Plan and Emergency Procedures provide faculty, staff, parent volunteers, visitors and students with site-specific emergency instructions during an emergency crisis or disaster. The plan delineates responsibilities of all Paramount Park employees and is organized according to the Standardized Emergency Management System (SEMS). Each Paramount Park Middle School staff member is designated to carry out specific emergency responsibilities and are expected to understand the policies, procedures and system. Training and drills are ongoing components of the plan. The plan is reviewed and updated annually by the principal, advisory groups, and district personnel. Copies of the plan, including staff roles, are provided to Paramount Park Middle School employees, the district office, and other entities as appropriate.

Paramount Park will have Automatic External Defibrillator (AED) installed on campus in the 2024-2025 school year. There is always the possibility that an emergency or disaster may occur when classes are not in session or when Paramount Park is being used for extended before or 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.

Paramount Park employees understand that the school's primary role in an emergency is to care for the safety and welfare of all children for the duration of the emergency. Staff members recognize that the school site may be on its own and potentially without outside resources for up to 72 hours. Should an emergency or disaster occur during school hours, Paramount Park Middle School will shelter students who are not picked up by parents/guardians or authorized persons listed on the Emergency Information Card for up to 72 hours. This is district policy.

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

Adaptations for Students with Disabilities
Emergency Procedure Adaptations for students with disabilities may include student-specific considerations that the IEP team develops, implements and practices with student(s) in order to maintain safety.
Designated support staff including but not limited to teachers, IEP case carriers, instructional assistants, social worker, counselors, administration and campus safety staff will use easy-to-understand directions by simplifying directions during lockdowns and disaster evacuations. Any students who utilize tools for mobility (cane, crutches, wheelchair, braces) or who utilize communication devices will have a designated support staff maintain any items needed during an emergency or disaster. This can include items to help manage anxiety or overstimulation such as fidgets, noise cancelling headphones, or sunglasses to deter the bright lights that activate during fire alarms. All items should be available in the classroom emergency bags and all needed medications will be maintained by the School Health Office Technician. All medications will be administered as directed by physicians and approved by the student Ed Rights holder annually.

Additionally, all students, including those with mobility challenges, will practice regular emergency drills. These student-specific evacuations and scenarios will be conducted from different areas on campus in order to ensure preparedness. All students with hearing impairments, visual impairments or blindness will be partnered with a one-on-one designated support staff in order for them to receive information clearly and in order to evacuate safely. IEP teams will determine if outside agencies or additional services are needed to prepare students for emergency situations. All visually impaired or blind students will be assigned a one-on-one aide to guide them during an emergency or disaster, and they will also be assigned a back-up support staff in each class as a secondary resource should the need arise.

Sensory considerations will also be made to account for identified students/staff. The site will plan for quiet areas and spaces during emergencies to help students manage stress, anxiety and sensory sensitivities such as loud noises, bright lights or crowded spaces. A crisis response team will be convened should the need arise for any student including those students with an IEP or a 504Plan. A member of the wellness team (counselor or social worker) will be assigned to the First Aid team should any student, including those with disabilities, need ongoing emotional support during an emergency or disaster.

Students with medical conditions will have up-to-date health plans for all staff to follow, and will have any needed medications or supplies (glucose monitoring, glucose tablets/snacks) that are in accordance with their physicians directions and guardian approval.

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
Paramount Park Middle School Emergency Lockdown Plan:
It is important for all personnel to be aware of the school procedures to be followed in the event of a potential threat to students and staff that necessitates a “lockdown” on campus. In the event that a lockdown is needed, the school principal or designee will announce the lockdown and say, “Locks, Lights, out of Sight,” over the school public announcement (PA) system and through clear in-person communication by stating, "THIS IS A LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT!"

At that time, the following sequence of events will occur to assist in securing our campus as quickly as possible.
1. Any students in the yard during passing period, or at break/lunch will be directed by staff to immediately report to the closest open classroom. Staff will walk the area blowing their whistles and informing students of the need to quickly go to the nearest class.
2. If safe to do so, teachers on break or lunch will report to their classrooms immediately. They will direct students on break/lunch or passing period into their safe classroom space. If not safe, teachers on break or lunch will remain in the closest indoor and lockable safe space.
3. All teachers in classrooms must quickly house any students and staff from the hallways, and quickly proceed to lock their classroom doors. Teachers should immediately move students away from the windows and doors, making sure that there is a clear path to all exits. Cover the door and windows with the blackout paper (keep the paper and supplies to post near the door). No outgoing phone calls are to be made unless directed by the principal or designee.
4. Maintain silence. Turn off all lights. Silence all cell phones and electronic devices.
5. Teachers or support staff who are not with students at the time of the event need to find a secure location on campus and lock the door.
6. If safe to do so, custodian and campus security will first ensure that all gates are locked and secure, and then lock all restrooms. Any unusual events should be reported by custodian and campus security immediately to the site administrator.
7. All radio transmissions will be kept to a minimum to expedite communications to and from administrative offices.
8. The office staff will lockdown and secure all doors in administrative offices and record the names of any students who remain in the office once it is secured. Office staff will not be answering phones.
9. Information regarding the emergency situation and further directions will be provided once the campus is secure, via a staff runner, memo, phone call, e-mail, or PA announcement, as appropriate.
10. Attendance should be taken as soon as safe to do so.
11. Police and administrators will have keys to gain access to your room. DO NOT open the doors for anyone.
12. Keep students calm and prepare them to run, hide, evade or defend themselves.

Lockdown Plan During Instructional Time (Class in Session):

Upon the sound of gunfire or the presence of an intruder possessing a gun or weapon, the Administrator in charge will order a lockdown and call 911. The Administrator will then call the Paramount Unified School District Safety & Security Department. The Safety & Security Department personnel will initiate notifications to the Superintendent’s office.

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, whistle or an individual staff member that the school is experiencing a Lockdown. The announcer will clearly and concisely state, “THIS IS A LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat, THIS IS A LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL."
2. Teachers and staff will be instructed to lock their doors, drop to the ground and move away from doors and windows to protect themselves 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. If teachers/staff are in the staff room or secure restroom or office, they are to remain in that location if it is safe to do so. If teachers/staff are off campus they will be locked out of the school.

All staff will adhere to the following procedures:
a. Lock classroom doors.
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.
g. 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.”
h. DO NOT OPEN YOUR DOOR FOR ANYONE.
i. DO NOT RELEASE STUDENTS EVEN IF EVEN INSTRUCTED TO DO SO OVER THE INTERCOM
j. 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.
k. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.
l. KEEP CALM AND MAINTAIN SILENCE ALL AT TIMES

Lockdown Plan During Non-Instructional Time (Before School, After School, Break, Lunch, Passing Period):

Upon the sound of gunfire or the presence of an intruder possessing a gun or weapon, the Administrator in charge will order a lockdown and call 911. The Administrator will then call the Paramount Unified School District Safety & Security Department. The Safety & Security Department personnel will initiate notifications to the Superintendent’s office.

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, whistle or an individual staff member that the school is experiencing a Lockdown. The announcer will clearly and concisely state, “THIS IS A LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat, THIS IS A LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL."
2. Teachers and staff will be instructed to lock their doors, drop to the ground and move away from doors and windows to protect themselves 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. If teachers/staff are in the staff room or secure restroom or office, they are to remain in that location if it is safe to do so. If teachers/staff are off campus they will be locked out of the school.

All staff will adhere to the following procedures:
a. Any students and staff outside of the classroom will be directed by staff to immediately report to the closest open classroom and will quickly lock classroom doors.
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.
g. 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.”
h. DO NOT OPEN YOUR DOOR FOR ANYONE.
i. DO NOT RELEASE STUDENTS EVEN IF EVEN INSTRUCTED TO DO SO OVER THE INTERCOM
j. 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.
k. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.
l. KEEP CALM AND MAINTAIN SILENCE ALL AT TIMES

Emergency Contact Numbers

Utilities, Responders and Communication Resources

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

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 if 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 for ingress and egress:

Paramount Park Middle School is adjacent to a public city park which is closely monitored by the school campus safety team, administration and Paramount city security to maintain a safe ingress and egress. Morning drop off between 7:45-8:15am occurs through the main parking lot gate located at the southwest entrance of the school on Paramount Blvd and students enter the main southwest gate which is carefully monitored by staff on yard duty and a member of the campus safety team. Afternoon pickup at school dismissal occurs at 2:45pm and students can exit at the northeast exit adjacent to Paramount Park or through the southwest and northwest gates located at the front of the school. All exits are closely monitored by a member of the campus safety team.

Paramount Park Middle School students do not have any Durham bus drop offs or pick ups at egress or ingress. Door-to-door transportation provided by taxi cabs line up prior to dismissal in the loading zone at the north end of the school parking lot. District bus drop offs and pick ups occur for field trips only. Students are encouraged to utilize the sidewalks at egress and ingress and refrain from cutting through the parking lot area.

Procedure for Visitor Check In:

All visitors must report to the main office and sign in to the visitor's log. All visitors are required to present a government-issued identification card including a valid photo that is processed through the districtwide RAPTOR accountability system. A visitor's badge is printed and must be worn at all times while on school property. Prior to leaving the school campus, visitors are to return to the main office, return the visitor's badge and sign out on the visitor's log.

Additionally, all staff members and Paramount USD employees must sign in and out of campus upon arrival and exit in order to account for all people on campus at all times. All staff and visitors park in the main parking lot located east of the school.

(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

Element:
In the 2022-2023 school year, 24.6% of students at Paramount Park Middle School were considered chronically absent.

Opportunity for Improvement:
Paramount Park Middle School aims to decrease the amount of students considered chronically absent by 5%.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Paramount Park Middle School aims to reach a schoolwide goal of 95% or more average daily attendance each month for all students.	The Attendance Task Force will track monthly attendance data for all students. For those students who are not regularly attending school or who are at risk for being considered chronically absent or tardy, the Attendance Task Force will communicate with students and families through attendance letters and develop a plan to support regular attendance to school through personalized meetings. Students may be referred to the SART/SARB/ACT process and may be referred to a member of the wellness team to be linked to needed support services and strengthen connectivity and belonging to school.	Personalized time with families to support with attendance goals Funding to pay staff members time to meet each month with the Attendance Task Force. Funding to pay certificated staff to meet with families and personalize attendance goals.	Attendance Task Force (Administration, Classified Staff, Certificated Staff, Wellness Team)	Monthly attendance reports will determine our progress toward this goal. Monthly meetings will be held to evaluate the current amount of students who are not meeting their attendance goals.

Paramount Park Middle School aims to decrease the amount of students considered chronically absent by 5%.	The Attendance Task Force will meet regularly to track monthly attendance data for all students who are considered chronically absent. The Attendance Task Force will schedule SART/SARB/ACT meetings and will regularly check-in with families who are not reaching their personalized attendance goals. Additional incentives may be offered to students and families for improving attendance and will continue to determine needed support services to strengthen connectivity and belonging to school.	Development of Attendance Letters SART, SARB, ACT training for staff SART and SARB parent-student meetings Funding to pay staff members time to meet each month with the Attendance Task Force. Funding to pay staff to meet with families and personalize attendance goals.	Attendance Task Force (Administration, Classified Staff, Certificated Staff, Wellness Team)	Monthly attendance reports will determine our progress toward this goal. Monthly meetings will be held to evaluate current amount of students who are considered chronically absent. 2023-2024 Dashboard Attendance Data
Paramount Park Middle School will develop a schoolwide Attendance Incentive Plan to praise students who are meeting their attendance goals of attending 95% or more of each month.	The Attendance Task Force will determine monthly incentive activities to connect students to fun activities, privileges and rewards for reaching their goals. The Attendance Task Force will develop Recognition events where students are recognized for reaching their monthly attendance goals.	Funding for incentives to support improved attendance and consistent attendance. Creating ROAR certificates to praise student for following our schoolwide ROAR expectations (Respect Others, Owning Your Actions, Acting Safely & Rise to the Challenge)	Attendance Task Force (Administration, Classified Staff, Certificated Staff, Wellness Team)	Amount of student participation in the incentive activities and Recognition events planned will indicate the amount of students meeting their attendance goals.

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

Element:
In the 2022-2023 school year, Paramount Park Middle School had 7.6% of students suspended at least one day.

Opportunity for Improvement:
Paramount Park Middle School will decrease the amount of students suspended at least one day by 2%.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Paramount Park Middle School will develop a Climate & Culture Team to analyze suspension data, the time students spend outside of the classroom due to behavior and healthy kids survey data.	The Paramount Park Climate & Culture Team will determine SMART goals to address lowering suspension data, lower time spent out of class due to classroom referrals and will create a plan to help students feel nurtured to support their well-being, belonging and sense of safety at school. The principal will allocate funding to provide professional development focused on creating and cultivating a nurturing and emotionally safe environment to strengthen well-being, belonging, and a sense of safety.	Funding to support compensating members of the Climate and Culture Team. Funding to support professional development in Capturing Kids Hearts, Safe & Civil Schools, Where Everyone Belongs (WEB) training and potentially exploring and vetting other programs that may meet the unique needs of the students we serve.	Principal & Climate and Culture Team members	Decrease suspensions by 2%. Decrease the amount of time students spent outside of the classroom environment due to behavior by 10%. Increase students' sense of well-being, belonging and sense of safety at school based on Health Kids Survey data by 10% as measured by survey feedback in the following areas (well-being, sense of belonging and sense of safety at school).
Paramount Park Middle School will decrease the amount of students suspended at least one day by 2%.	The team will identify appropriate strategies and systems that will provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety. The Paramount Park Climate & Culture Team will reevaluate the schoolwide progressive discipline plan to determine alternatives to suspension and will educate students and families on the schoolwide expectations for behavior and success.	Funding to support compensating members of the Climate and Culture Team. Professional development through Safe and Civil Schools and Multi-Tiered System of Support (MTSS) training.	Principal & Climate and Culture Team members	Decrease suspensions to at least 5.6% or below as measured by CA Dashboard data. Analyze monthly suspension data.

Paramount Park
Middle School

Disaster Preparedness Handbook

Contents

Why Have a Disaster Preparedness Plan?	3
How Can We Prepare for an Earthquake?	3 – 4
General Fire and Emergency Evacuation Drill Procedures	5
Earthquake/Gas/Gunfire/Air Quality/Bomb Threat	6 – 7
Bomb Threat Information Form	8
Crisis Intervention Plan	9
Standard Response Protocol	10
Emergency Lockdown Plan	11
Emergency “Secure” & “Hold” Plan	12
Emergency Evacuation Area Responsibilities	13
Emergency Teams and Responsibilities	14
Emergency Teams Assignments	15
Teacher Responsibilities in Line-up Area	16
Command Post Responsibilities	17–18
First Aid Team Responsibilities	19–20
Parental Communication Team Responsibilities	21-22
Campus Security & Safety Team Responsibilities	23
Search & Rescue Teams Responsibilities	24
Copy of Accounting Slip	25
Emergency Evacuation Map	26

Why Have a Disaster Preparedness Plan?

Assembly Bill 2786 (the Katz Bill) mandates public and private schools to establish an earthquake emergency system. Specifically called for in this system is: (a) a school building disaster plan to maintain the safety and care of both students and staff, b) a drop and hold procedure to train students and staff to cover in an earthquake, under a table or a desk, dropping to his or her knees with head protected by the arms and the back to the window, c) an outline of the protective measures to be taken before, during, and after an earthquake, and d) an educational program to ensure that the students and staff are aware of and are properly trained to follow the established earthquake emergency procedure system for the school. Also, district policy states that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters and events which threaten to result in a disaster.

Legal reference:

E.C. 35295-35297 Earthquake emergency procedures.

E.C. 46390-46392 Emergency average daily attendance in case of a disaster.

Reg. Code Title 5(560) Civil defense and disaster preparedness plans.

Government Code 3100 Public employees as disaster service workers.

This handbook will contribute greatly to raising the level of earthquake awareness and preparedness of our students and staff. Such knowledge will encourage appropriate responses during and after an earthquake, therefore helping the students and staff to effectively follow the established earthquake emergency procedure system for our school.

How Can We Prepare for an Earthquake?

Teachers & Staff

1. Create a family/loved ones emergency plan. Review the plan with loved ones frequently. Keep family members and loved ones informed that under Government Code 3100, school employees are Disaster Service Workers, and if the disaster occurs during school hours, we may be required to remain at school and may be responsible for students up to 72 hours after a disaster occurs.
2. Teach lessons from the L. A. County Earthquake Preparedness Curriculum Guide
3. Teach lessons on geology from approved science texts and curriculum.
4. Familiarize yourself and be capable of implementing the school disaster preparedness plan.
5. Train yourself and your students to be responsive and orderly during emergency drills.
6. Have a copy of up-to-date class rosters, emergency forms, teacher emergency kit backpack, and first aid kit in a central location where they can be reached in a hurry.
7. Include all emergency information in your substitute plans

Administration

1. Collaborates with the Leadership team, School Site Council, and Parent Committees to review and modify the Disaster Preparedness plan each year.

2. Issues the “Disaster Preparedness Handbook”
3. Assesses the level of staff preparedness.
4. Checks the condition of emergency supplies, orders necessary emergency supplies and distributes them.
6. Coordinates, manages, and evaluates drills.
7. Reestablishes emergency teams each year.
8. Sets short wave radio in place for easy access and operation.
9. Assists school personnel into emergency teams.
    a. Emergency Assembly Area Team.
    b. Emergency Operations Team (Command Post).
    c. First Aid Team.
    d. Parent Communication Team.
    e. Campus Security Team.
    f. Search and Rescue Teams.
10. Identifies potential hazards in and around the school.

Custodian

1. Updates utility shutoffs.
2. Instructs new staff on shutoffs.
3. Is ready to report to the assigned emergency team.
4. Brings first aid supplies to the emergency center.

School Safety Team

1. Locates and restocks supplies for all first aid boxes in the classrooms.
2. Orders new materials as needed.
3. Is ready to operate an effective first aid center with assigned personnel.

Office Staff

1. Collects, organizes and stores staff and student emergency cards
2. Has a list of emergency services’ phone numbers.
3. Is prepared to answer questions.

Other Support Staff

1. Knows emergency procedure plan and his/her role during an emergency.

General Fire and Emergency Evacuation Drill Procedures

Any time a teacher leaves the classroom during an emergency evacuation drill, the emergency backpack with up-to-date information, including all period class roster roll sheets, should be taken. Teachers, staff and students will assemble in the emergency evacuation assembly area on the Paramount Park field (north of Paramount Park Middle School campus). The alternate emergency evacuation assembly area will be the parking lot (west of the Paramount Park Middle School campus) or the basketball courts at Paramount High School West Campus (south of the Paramount Park Middle School campus).

SB323 Accessibility for Emergency Procedures

Paramount Park Middle School's students with disabilities have access to their classroom's designated evacuation area. There are 11 staff members who will assist them with the evacuation process and 11 staff members who will support them during the evacuation timeframe. The students' IEP plans identify their unique needs and any appropriate accommodations which may be needed during these instances. Any educational partner, including students, may bring concerns to the site principal if they believe that an individual's access to appropriate disaster safety procedures is not sufficiently accommodated.

Signal: Fire bell rings a continuous bell sound.

At the signal of the fire drill, the following procedures will be followed:

- Students will immediately stop working and will follow directions from the teacher.
- Students and staff will follow the emergency evacuation procedure. If the nearest gate exit is impacted, and another gate exit is free, proceed to that gate. If both routes are blocked, students will use the second egress route (east exit near room 33).
- The teachers will be the last to exit the classroom. The teacher will shut the classroom door, and will leave the door **unlocked**. Students will walk in an orderly manner to the emergency evacuation assembly area.
- The teachers will take the roll sheet and emergency information to the emergency evacuation assembly area.
- Teachers will instruct students to line up flush with other classes and the tree located near the pool (east side of field).
- Teachers will have the first student in line hold the name and classroom number sign for easy identification.
- All teachers will verify student attendance in the emergency evacuation assembly area and will report any missing children by filling out the student accounting form.
- Everyone is to remain quiet while in the emergency evacuation assembly area until the "all clear" sign is displayed.
- Teachers will escort students back to class in an orderly fashion.

Special Circumstances:

If an actual earthquake or fire takes place during a recess break, passing period or lunch, students, staff and teachers are to move to the emergency evacuation assembly area in the park. Students will find and line up with their 1st period teacher. If students are in the MPR, library, computer lab, restroom, or elsewhere the same procedures for emergency evacuation drills are to be implemented.

Earthquake/Gas/Gunfire/Air Quality/Bomb Threat

During an Earthquake Including After Shocks

- Remain calm. Remain where you are. If separated from class, rejoin students as soon as feasible.
- Indoors, "Drop and Hold" take cover under a heavy desk/table or door frame and safely drop to knees. Protect head and neck with the arms with backs to windows.
- If students are in transit from one room to another or are using the restroom, they should move to the first available classroom to safely drop and take cover. If not possible, students should be instructed to quickly move to an open area away from windows, glass etc.
- If students are outside, they should be instructed to move away from buildings, go to an open area, and safely "drop and hold"
- Staff should continue to look around their environment to be aware of any dangers that may demand movement to a safer location.

After an Earthquake

Classroom Teachers:

- Takes backpack emergency kit including emergency supplies, up-to-date class lists, and their teacher name and classroom number sign
- Will safely guide students to the designated disaster assembly area (Paramount Park field)
- If it is not safe to guide students to the 1st designated disaster assembly area (Paramount Park field), staff will use the alternate emergency evacuation assembly areas (school parking lot or West Campus basketball courts)
- Identify serious injuries. Provide first aid and comfort students.
- Account for all students, complete the student accounting slip, and send completed form to the command post.

Support Staff:

- Guide any pull-out students back to their assigned teacher in the emergency evacuation assembly area to make sure that they are accounted for.
- Be vigilant for any lost students and guide them back to their assigned teacher in the emergency evacuation assembly area to make sure that they are accounted for.
- Report to their assigned team at the designated meeting place.

Gas Procedures

- Ensure gas is shut off.
- Administrator will contact authorities and district office.
- All staff and students will calmly move to the emergency evacuation assembly area.
- Teachers will take emergency backpack.
- Teachers will line up students by classroom number in the emergency evacuation assembly area.
- Teachers will take roll, complete the student accountability slip and take/send it to the command post.
- Teachers will monitor students and help them to remain calm.
- Students will be released to approved emergency list adults and checked out by designated staff if dismissal is required.

Gunfire on Campus – Campus Lockdown

Upon the sound of gunfire or presence of an intruder possessing a gun, the administration in charge and/or Campus Security will notify the Sheriff's office immediately and will notify the Superintendent's office. If classes are in session, teachers are to lock their doors and keep their students in the classroom at all times until the danger has passed and instructed otherwise. If students and staff are on the grounds and a gun is being fired, staff and students are to lay down on the ground. Students and staff should remain quiet and should move away from doors and windows. School personnel needs to use good judgment at all times in order to keep themselves and students as safe as possible until help arrives. Campus Security will maintain a post in the MPR or where instructed by administration.

Air Quality/Smog Alert/Local Fires

- **STAGE I** Cancel all strenuous outdoor physical activities.
  Students who have respiratory difficulties will be allowed to remain indoors. If you have student with asthma or other respiratory conditions, be aware of their potential physical needs.

- **STAGE II** Students will remain indoors except for passing to the next class. All outdoor activities will be curtailed. Meetings that require traveling between facilities will be canceled.

- **STAGE III** All activities will be canceled, except for the closing of school.
  Students will eat inside.

Bomb Threat

1. DO NOT announce the bomb threat to the class.
2. Keep all students in your classroom until further notice. Do not release students for any reason!!!
3. The teacher will do a "visual search" for unusual looking objects, packages, or backpacks in the room. DO NOT TOUCH OR MOVE THE OBJECT.
4. If an object is found, notify the front office immediately. Do not use a cell phone.
5. Stay off of the phone lines in case the office needs to contact you.

BOMB THREAT INFORMATION FORM

Be Calm! Be Courteous! Listen Carefully! Do Not Interrupt!

Write out the exact words of the original threat. _____

_____

_____

Try to keep the caller talking – ask questions, see below:

When will the bomb explode? _____ Time remaining? _____

Where is the bomb now? _____ What area? _____

What kind of bomb is it? _____ What does it look like? _____

What will cause it to explode? _____

Why did you place the bomb? _____

Do you realize innocent people could be hurt? _____

Where are you calling from? _____ What is your name? _____

Description of

Callers Voice:

_____Male
_____Female
_____Adult
_____Child
_____Familiar
_____Disguised
_____Muffled
_____Intoxicated
_____Accent
_____Other _____

Speech:

_____Loud
_____Soft
_____Fast
_____Slow
_____Lisp
_____Stutter
_____Raspy
_____Distinct
_____Distorted
_____Slurred
_____Nasal
_____Pleasant
_____High Pitch
_____Deep

Manner:

_____Calm
_____Angry
_____Rational
_____Irrational
_____Coherent
_____Incoherent
_____Emotional
_____Laughing

Background Noises:

_____Quiet
_____Tara Thomas
_____Voices
_____Other _____
_____Trains
_____Airplanes
_____Party
_____Children
_____Animals
_____Machinery
_____Street Traffic
_____Mixed Noises
_____Office Machines

Exact time of call: _____ Date: _____

Telephone call received at: Site: _____ Ext: _____

Time caller hung up: _____ Name of person taking the call: _____

Reported call immediately to: _____

Crisis Intervention Plan

1. Immediate staff meeting will be held (time depending on when information comes forth).
2. Principal will contact Student Services to inform them of the situation and request a crisis team.
3. All administrators, campus security, counselors, and resource teachers will meet in the Principal's office or otherwise communicated location.
4. District Crisis Team will work in the following locations:

   Room 3
   Library
   Conference Room
   MPR
   Staff Lounge

5. If appropriate, an announcement to the school will be made (via public announcement or memo delivered for teachers to read aloud).
6. Teachers will provide additional and appropriate facts as needed for students.
7. Plan A: Whole class activity – drawing, journals, letter writing.
8. Plan B: Individual students – Refer to office, accompanied by a responsible student or adult.
9. If any staff members are in need of support, a note will be sent to the office and staff members will respond immediately.

Standard Response Protocol, I Love You Guys Foundation

IN AN EMERGENCY
TAKE ACTION

HOLD! In your room or area. Clear the halls.

STUDENTS
Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS
Close and lock the door
Account for students and adults
Do business as usual

SECURE! Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual

LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend

EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults

SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

K12 2021 STANDARD RESPONSE PROTOCOL

© Copyright 2009-2020, All Rights Reserved. The "I Love U Guys" Foundation. Conifer, CO. The Standard Response Protocol and Logo are Trademarks of The "I Love U Guys" Foundation and may be registered in certain jurisdictions. This material may be duplicated for distribution per "SRP Terms of Use". SRP TxSSC 2021 Poster_EN | V 4.0 | Revised: 04/21/2021 | http://iloveuguys.org

I

Paramount Park Middle School Emergency "Lockdown" Plan

It is important for all personnel to be aware of the school procedures to be followed in the event of a potential threat to students and staff that necessitates a "lockdown" on campus. In the event that a lockdown is needed, the school principal or designee will announce the lockdown and say, "***Locks, Lights, out of Sight,***" over the school public announcement (PA) system. At that time, the following sequence of events will occur to assist in securing our campus as quickly as possible.

1. Any students in the yard during passing period, or at break/lunch will be directed by staff to immediately report to the closest open classroom. Staff will walk the area blowing their whistles and informing students of the need to quickly go to the nearest class.

2. If safe to do so, teachers on break or lunch will report to their classrooms immediately. They will direct students on break/lunch or passing period into their safe classroom space. If not safe, teachers on break or lunch will remain in the closest indoor and lockable safe space.

3. All teachers in classrooms must quickly house any students and staff from the hallways, and quickly proceed to lock their classroom doors. Teachers should immediately move students away from the windows and doors, making sure that there is a clear path to all exits. Cover the door and windows with the blackout paper (keep the paper and supplies to post near the door). No outgoing phone calls are to be made unless directed by the principal or designee.

4. Maintain silence. Turn off all lights. Silence all cell phones and electronic devices.

5. Teachers or aides who are not seeing students at the time of the event (RSP, speech, literacy coach, math coach, counselors and instructional aides) need to find a secure location on campus and lock the door.

6. If safe to do so, custodian and campus security will first ensure that all gates are locked and secure, and then lock all restrooms. Any unusual events should be reported by custodian and campus security immediately to the site administrator.

7. All radio transmissions will be kept to a minimum to expedite communications to and from administrative offices.

8. The office staff will lockdown and secure all doors in administrative offices and record the names of any students who remain in the office once it is secured. Office staff will not be answering phones.

9. Information regarding the emergency situation and further directions will be provided once the campus is *secure*, via a staff runner, memo, phone call, e-mail, or PA announcement, as appropriate.

10. Attendance should be taken as soon as safe to do so.

11. Police and administrators will have keys to gain access to your room. ***DO NOT*** open the doors for anyone.

12. Prepare students to evade or defend themselves.

Emergency "Hold" Plan and Emergency "Secure" Plan

It is important for all personnel to be aware of the school procedure to be followed in the event of a campus potential threat to students that necessitates a "hold" or "secure" standard response protocol. In the event that a "hold" or "secure" plan is needed, the school principal or designee will announce the procedures and say, "***Please secure the campus. Our campus is going into hold and/or secure until further notice,***" over the school PA system. At that time, the following sequence of events will occur to assist in securing our campus as quickly as possible.

1. Custodian and campus security will first ensure that all gates are locked and secure. Any unusual events should be reported immediately to the site administrator.

2. Office staff will lock and secure the front office door and post a sign designating that our campus is holding and securing.

3. Campus security will make sure that all PE classes are safely escorted back on campus and aware of the situation (if safe to do so).

4. Break and lunch activities will remain on campus and indoors. No park access will be allowed.

5. If restricted entry to staff only is allowed, it will be conducted through the south gate. Security will post at the south gate to facilitate the approved staff-only entry.

6. Activities on campus continue indoors and there will be no access to the park and back field.

7. Students will follow their regular class schedules. Teachers will make concerted efforts to minimize student use of the restrooms during instructional blocks. Additional foot traffic should be kept to a minimum.

8. Dismissal will occur only if safe to do so. Informational updates will be provided as needed regarding dismissal procedures.

9. Information regarding the emergency situation and further directions will be provided once the campus is secure, via a runner, memo, phone call, e-mail or PA announcement, as appropriate.

Emergency Evacuation Area Responsibilities

Team Members:

All teachers

Support staff (working with students)

Duties:

1. Must remain calm and keep students calm, quiet and together during the emergency.

2. Account for all students and locate students for the student release team.

Materials:	Location:	Person to Retrieve:
Attendance Roll Sheets	Classroom Backpack	Classroom Teacher
Student Accountability Sheet	Classroom Backpack	Take to the Command Post
Confidential Health List	Office	Yolanda Cuevas
Student Medications	Office	Yolanda Cuevas
Mini First-Aid Kit	Classroom Backpack	Classroom Teacher
Copy of Emergency Plan	Classroom Backpack	Classroom Teacher
Green/Red Classroom signs	Classroom Backpack	Classroom Teacher

Procedures:

1. Ascertain the extent of injuries and capabilities for class evacuation.
2. Determine the need for assistance by neighboring teachers (Buddy System).
3. Evacuate the classroom using the safest and most direct route to the emergency assembly area, leaving doors unlocked if possible.
4. Post classroom number signs to indicate the class meeting location. Classes should line up sequentially in ascending order from the street to the pool in the assembly area.
5. Take roll in the evacuation assembly area, complete the student accountability slip and turn in completed slip into the Command Post. Last known whereabouts of absent or missing students should be noted on the student accountability slip.
6. Take over supervision of students in classes whose teachers have other assignments.
7. Locate and help students get to the Student Dismissal reunion location.
8. Update roll as students leave the evacuation assembly area via the reunion gate.
9. Keep students in class groups in the Emergency Assembly Area.
10. Take care of minor first-aid needs.
11. Do not release students to parents. They must be dismissed from the student dismissal reunion location.

EMERGENCY TEAMS & RESPONSIBILITIES

Emergency Evacuation Assembly Area

Meet in the park, account for students and display red or green sign. All teachers and staff are responsible to stay with their students, keep them calm, quiet and together during an emergency. If a teacher is assigned an alternate team duty, leave students under the supervision of a teacher that will remain in the emergency assembly area. Alternate evacuation area will be located on the back field.

Emergency Operations Team:

Meet at the park and set up the command post. Account for the presence of all students and staff through the use of the student accountability slip. Implement and coordinate emergency operations. Control internal and external operations. Report to the District Emergency Command Center.

First Aid Team:

Report to the Command Post before beginning to set up at your designated area at the softball diamond. Retrieve needed items from the earthquake bin. Evaluate and sort out injuries. Provide emergency first aid. Document first aid treatment.

Parental Communication Team:

Report to the Command Post before beginning to set up at your designated area. Identify adults who are legally able to pick-up released students. Record all student releases.

Campus Security Team:

Meet at Command Post. Check all utilities, lock and secure gates and doors as needed. Assist in directing parents and emergency vehicles to appropriate areas.

Search & Rescue Team:

Meet at Command Post. Search all facilities for injured or trapped personnel/students. Perform lifesaving first aid, fire suppression and light rescue.

EMERGENCY TEAM ASSIGNMENTS

Emergency Operations Team:
Pete Loaiza (will have extra radio to communicate with district emergency channel)
Anna Yasuhara (Coordinates Search and Rescue Team)
Guadalupe Miranda
Wendy Hunt

First Aid Team:
1. Yolanda Cuevas
2. Mary Denice Trejo
3. Sonia Campos Rojas & Megan Carroll

Search and Rescue Team members assist with first aid after completing the search

Parental Communication Team:

A-L Release	M-Z Release
1. Ebelia Maldonado	1. Jacqueline Huerta
2. Abigail Cuthbert	2. Aurora Marrot
3. Norma Lopez Esquivel	3. Kristal Bellelo-Smith

Campus Security Team:

1. Jose Ordaz	4. Melissa Jimenez	7. Ana Covarrubias
2. Ignacio Pena	5. Maria Zepeda	8. Jasmine Llamas
3. John Gatling	6. Atllexa Ponce	9. Connie Nava Barrios

Search & Rescue Teams:

Green Team: Search Rooms 1-8 & Office	Yellow Team: Search Rooms 9-20 & MPR	Red Team: Rooms 21-33
1. Dolcey Johnson	1. Rene Rodriguez	1. David Balstad
2. Gabriel Garcia	2. Serena Cowser	2. Joe Hamilton
3. Josue Zamora	3. Danielle Culhane	3. Ricardo Villegas

Alternate: Jason Gonzales

EMERGENCY EVACUATION LINE-UP AREA RESPONSIBILITIES

After all teachers of record take attendance and complete the student accounting slip, teachers with a team assignment will collect completed student accounting slips from their partner teacher(s) and report to the Command Post. The Search and Rescue team will leave their class in the care of an assigned supervising teacher. * Alternates also stay at the emergency evacuation line-up area unless needed.

Rooms 6 (Garcia), 7, 8

Supervising Teachers/Staff:

1. Karina Lopez
2. Henry Springer
3. SDC Instructional Aides

Rooms 4 (Zamora), 5 , 9 (PE)

Supervising Teachers/Staff:

1. Locker Room Assistants
2. Ronica Prepuk
3. Laura Cobabe

Rooms 10, 11 & 12

Supervising Teachers:

1. Sandra Cabrera
2. Elizabeth Vasquez
3. Oviedo-Johnson, Priscilla / Lilian Wu-Koba

Rooms 13, 14 (Cowser), 15 & 16

Supervising Teachers:

1. Leilani Coco
2. Pamela Fernandez
3. Felicia Akuamoah

Rooms 17, 18, 19 (Rodriguez), 20

Supervising Teachers:

1. Gonzales, Jason
2. Celia Gonzalez
3. Jesus Gonzalez

Rooms 21, 22, 23, 24 (Balstad)

Supervising Teachers:

1. Maria Childres
2. Graciela Viramontes
3. Natalie Torres

Rooms 25/26 (Culhane), 27, 28, 29 (Johnson)

Supervising Teachers:

1. Denelle Zimmerman
2. Monica Ruiz-Ridgers

Rooms 30 (Hamilton), 31, 32 (Villegas), 33

Supervising Teachers:

1. Christian Reynaga
2. Darek Sanchez

*All teachers stay with their classes unless they are needed as an alternate or are assigned to an emergency team. **Instructional Aides and tutors stay with current classes unless field leads relocate staff to cover and support as needed.**

COMMAND POST

Emergency Operations Team:

Pete Loaiza, Anna Yasuhara & District-Assigned Academic Coaches (if on campus)

- Manage all Emergency Teams

Guadalupe Miranda & Wendy Hunt

- Collect all Accounting Slips

Duties:

1. Coordinate all personnel operations.
2. Assign all emergency personnel or reassign as injuries or absences dictate.
3. Act as a liaison with all off-campus organizations including: press, Red Cross, police and fire personnel that may come on scene.
4. Communicate situation status to the district on a regular basis as stated in procedures.
5. Maintain a log of actions during an emergency.

Materials:	Location:	Person to Retrieve:
PA system/bull horn	Office	Pete Loaiza
Portable Radio	Office	Pete Loaiza
Cell Phone	Office	Pete Loaiza
List of Emergency Phone #s	Emergency Backpack	Guadalupe Miranda
List of Emergency Teams	Emergency Backpack	Guadalupe Miranda
Emergency Procedures Guide	Emergency Backpack	Guadalupe Miranda
Map of Emergency Assembly Area	Emergency Backpack	Guadalupe Miranda

Emergency Procedures:

1. Assess type and scope of emergency.
2. Determine threat to personnel and structures.
3. Determine the need for evacuation and take appropriate action.
4. Determine which emergency teams need to be activated.

5. Notify Superintendent by 2-Way Radio or cell phone of emergency and keep updating on a regular basis including:

    a. Number of students injured and extent of injuries.

    b. Type and extent of damage to buildings and grounds (i.e., utilities, roofs, ceilings, etc.).

    c. Actions being taken by emergency teams and outside agencies.

    d. List of actions being performed by outside agencies on campus.

    e. Assistance requested from the district.

    f. Establish the time of the next update.

6. Make periodic reports of confirmed information to students and staff.
7. Refer request for assistance to appropriate emergency teams, including lists and last known locations of missing personnel/students to search teams.
8. Authorize the Parent Communication Team to begin releasing students.
9. All non-classroom personnel should report to the Command Post to determine who is accounted for.
10. Document all actions taken with a timeline.
11. Monitor radio for current information.

FIRST AID TEAM

1. Mary Denice Trejo
2. Yolanda Cuevas
3. Sonia Campos, School Psychologist (if on campus)
4. Search and Rescue Team (once they conduct search and rescue)

Duties:

1. Establish a first aid treatment area.

2. Triage (evaluates and sorts all victims suffering of injuries).

3. Provide emergency first aid and document all first aid treatment administered.

Materials:	Location:	Person to Retrieve:
First aid kit	Office/Earthquake Bin	Yolanda Cuevas
Stretchers/backboards, wheelchairs	Office/Earthquake Bin	Yolanda Cuevas
Flashlight	Earthquake Bin	First Aid Team
Triage tags	Earthquake Bin	First Aid Team
Confidential list of student health problems	Office	Yolanda Cuevas
Emergency Cards (students/staff)	Office	Jacqueline Huerta/ Guadalupe Miranda

Emergency Procedures:

1. After taking roll report missing persons and last known locations to Command Post, then report to the First Aid Team.
2. Establish a first aid treatment area.
3. In conjunction with Command Post, determine availability of outside emergency medical services. "Is someone coming here, do we take them there, how do we take them?"
4. Using triage tags, sort patients as to immediate, delayed, ambulatory, or deceased.
5. Record keeper follows and fills out student injury forms as to major injuries, if transported and where, etc. These are updated throughout the emergency.

6. Treat immediate category patients and prepare for transport.

7. When outside emergency responders arrive, they must be fully briefed as to injury status. Send a triage tag with them to the hospital.
8. Notify Reunion Gate that the student has been sent to the hospital. Send emergency card with a student to the hospital with a triage tag.
9. Establish a morgue area if needed.
    a. Major concerns are identification and preservation of the body and documentation as to the cause of death.
    b. If an emergency is short term, bodies should be covered and undisturbed.
    c. If emergency is long term, bodies should be covered and located in a cool area away from the surviving victims.

PARENTAL COMMUNICATION TEAM

A-L Release	**M-Z Release**
1. Ebelia Maldonado	1. Jacqueline Huerta
2. Abigail Cuthbert	2. Aurora Marrot
3. Norma Lopez Esquivel	3. Kristal Bellelo-Smith

Location:

Student Check-out Reunion Area

Duties:

1. Document and release students to responsible guardians or designated adults.

Materials:	Location:	Person to Retrieve:
Student emergency cards	Health Office	Yolanda Cuevas
Program cards	Health Office	Yolanda Cuevas
Class rosters and computer printouts	Health Office	Yolanda Cuevas
Signs:		
“Emergency Information”	Admin. Backpack	Jacqueline Huerta
“Student Release Point”	Admin. Backpack	Jacqueline Huerta
Tables, pens, paper, pencils.	Admin. Backpack	Jacqueline Huerta
Search and Rescue map	Admin. Backpack	Jacqueline Huerta
Yellow vest (Optional)		

Procedures:

1. After completing the student accountability sheet, teachers report to the Command Post indicating those students who are missing along with each student's last known whereabouts.

2. Once the Emergency Operations Team at the Command Center confirms that all class rosters are accounted for, the Parent Communication Team will take all materials to their command post to begin the Parental Communication Team work.

3. Put up signs at the main gate ("Emergency Information") and reunion gate ("Student Release Point").

4. Team establishes a procedure for recording which students have been released to approved adults.

5. When a parent/friend requests to take a student at the main gate:

a. Locate on list where the student is located in the Emergency Assembly Area.

b. Send a student runner for the student.

c. The summoned student reports to the "Release Point."

6. At the "Release Point":

a. Have parent/guardian or approved adult show photo identification and sign, date and time on the emergency card that he/she has taken the student. File in a new file.

b. If the adult is not the student's parent/guardian--ask the student:

-- "Do you know this person?"

-- "Do you want to go with this person?"

-- "Would it be OK with your parents if you went with this person?"

If the answer is "yes" to all three questions, have the adult sign on the student's emergency card, release the student, and re-file the card in another file. If the answer is "no" to any one of the three questions, send the student back to the Emergency Assembly Area to wait for someone else to pick him/her up.

7. Send the emergency card with any student going to the hospital. Make a note that the student has left campus to go to the hospital, state the nature of the injuries on another card and re-file.

CAMPUS SECURITY/SAFETY TEAM

1. Jose Ordaz
2. Ignacio Pena
3. John Gatling
4. Ana Covarrubias
5. Maria Zepeda
6. Atllexa Ponce
7. Melissa Jimenez
8. Jasmine Llamas
9. Connie Nava Barrios

Duties:

1. Check all utilities to prevent fires, explosions, injury or damage.

2. Campus Safety Personnel will account for all classified staff employees and report to Command Post.

3. Secure campus gates and entry points to prevent unauthorized entrances/exits from school.

4. All campus safety aides will assist the team as needed and then will report to the line-up area to support all teachers and students.

5. Assist in directing parents to the Parent Communication Team command post and district administration and emergency vehicles to the appropriate areas.

Materials:	Location:	Person to Retrieve:
Tools to shut off utilities	Earthquake Bin	Jose Ordaz
Chains & locks to secure gates	Earthquake Bin	Jose Ordaz
2-Way Radio	Earthquake Bin	Jose Ordaz
Large Team Signs	Front Office	Jose Ordaz

Emergency Procedures:

1. If assigned to a class, after taking roll, proceed to the Command Post to report missing persons and last known locations, then form the security teams.
2. If needed: a. Shut off gas main b. Shut off the electricity c. Shut off the water
3. If needed, check the location of the student release point with the emergency information area.
4. Lock or secure, with personnel, all outside access gates or doors.
5. Station personnel as needed to refer people to student release points.
6. Mount signs at campus access point directing parents to student release point.
7. Assess damage to the MPR and its usability during an emergency.
8. Report to Command Post for reassignment after items 1-7 are completed

SEARCH & RESCUE TEAMS

Search & Rescue Teams:

Green Team: Rooms 1-8 & Office	Yellow Team: Rooms 9-20 & MPR	Red Team: Rooms 21-33
1. Dolcey Johnson	1. Rene Rodriguez	1. David Balstad
2. Gabriel Garcia	2. Serena Cowser	2. Joe Hamilton
3. Josue Zamora	3. Danielle Culhane	3. Ricardo Villegas

Alternate: Jason Gonzales

Duties:

1. Search all facilities for injured or trapped personnel/students to ensure complete evacuation.
2. Perform fire suppression and lifesaving first aid when needed.

Materials:	Location:	Person to Retrieve:
Fire extinguisher	Earthquake Bin	Team Leaders
Blankets	Earthquake Bin	Team Leaders
Master Key	Command Post	Team Leaders
2-Way Radio/Flashlight	Earthquake Bin	Team Leaders
Search & Rescue Signs	Earthquake Bin	Team Leaders

Emergency Procedures:

1. Report to Command Post those students/ personnel missing with last known location.
2. Inspect all classrooms per assigned route. Check visually, vocally and physically.
3. Perform light rescue, fire suppression and lifesaving first aid techniques as needed. Summon First Aid Team and additional help as needed.
4. Note general damage to structures. Upon completion of search, report to Command Post where damage was observed.
5. NOTE: The Search & Rescue Teams should not be delayed by any particular victim or problem but should have other personnel take charge as soon as possible so that they can continue their search of the entire grounds.

AFTER COMPLETING SEARCH AND RESCUE DUTIES, TURN ACCOUNTING SLIP NOTES INTO COMMAND POST

White: Command Post Yellow: Search & Rescue Pink: Teacher

Paramount Park Middle School

Earthquake/Disaster/Student Accounting Slip

Teacher_____ Room_____ Grade_____

Students Absent Today: _____ _____

_____ _____ _____

Students Elsewhere on Campus: (RSP) (Counselor) (Health Office) (Other)

_____ _____ _____

 # Of Students Left in Room: _____ **# Of Students Present Now:** _____

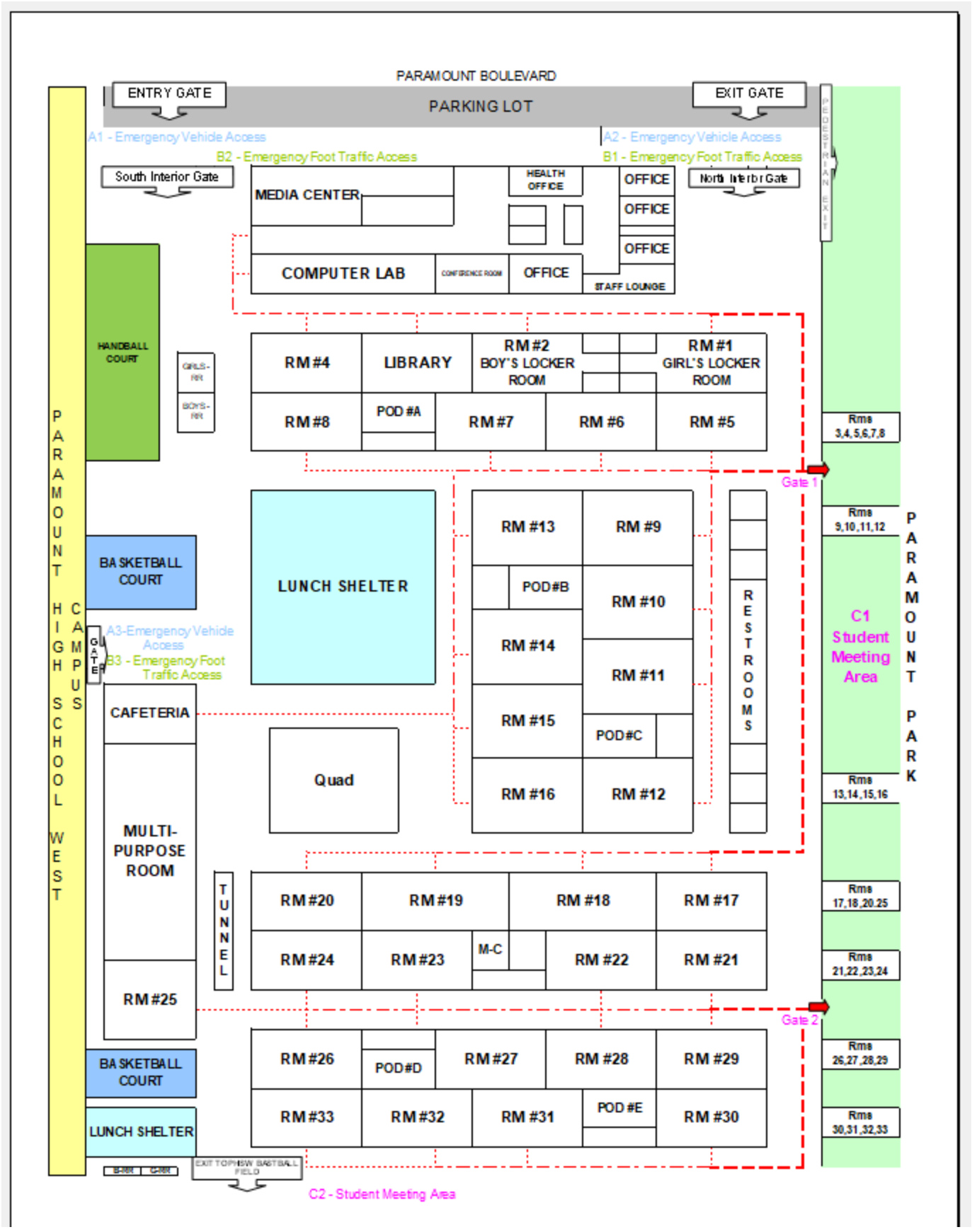
Students on campus needing more First Aid than you can handle:

Student Name	**Location**	**Problem**
_____	_____	_____
_____	_____	_____
_____	_____	_____

Additional Comments: (Report Fire, Gas/Water Leaks, Blocked Exits, etc...)

Location	**Problem**
_____	_____
_____	_____
_____	_____
_____	_____
Teacher Signature	**Date**

Search & Rescue **Clear** **Not Clear** **Initials**_____


PARAMOUNT BOULEVARD
ENTRY GATE
PARKING LOT
EXIT GATE
A1 - Emergency Vehicle Access
A2 - Emergency Vehicle Access
B2 - Emergency Foot Traffic Access
B1 - Emergency Foot Traffic Access
South Interior Gate
North Interior Gate
PEDESTRIAN EXIT
MEDIA CENTER
HEALTH OFFICE
OFFICE
OFFICE
OFFICE
COMPUTER LAB
CONFERENCE ROOM
OFFICE
STAFF LOUNGE
HANDBALL COURT
GIRLS - RR
BOYS - RR
RM #4
LIBRARY
RM #2 BOY'S LOCKER ROOM
RM #1 GIRL'S LOCKER ROOM
RM #8
POD #A
RM #7
RM #6
RM #5
Rms 3,4,5,6,7,8
Gate 1
Rms 9,10,11,12
BASKETBALL COURT
LUNCH SHELTER
RM #13
RM #9
POD#B
RM #10
RM #14
RM #11
RM #15
POD#C
RM #16
RM #12
RESTROOMS
C1 Student Meeting Area
PARAMOUNT PARK
Rms 13,14,15,16
PARAMOUNT HIGH SCHOOL WEST CAMPUS
GATE
A3-Emergency Vehicle Access
B3 - Emergency Foot Traffic Access
CAFETERIA
Quad
MULTI-PURPOSE ROOM
TUNNEL
RM #20
RM #19
RM #18
RM #17
RM #24
RM #23
M-C
RM #22
RM #21
Rms 17,18,20,25
Rms 21,22,23,24
RM #25
Gate 2
RM #26
POD#D
RM #27
RM #28
RM #29
Rms 26,27,28,29
BASKETBALL COURT
RM #33
RM #32
RM #31
POD #E
RM #30
Rms 30,31,32,33
LUNCH SHELTER
B-RR
G-RR
EXIT TO PHSW BASEBALL FIELD
C2 - Student Meeting Area

Paramount Park Middle 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 Park Middle School
Street	14608 Paramount Blvd
City, State, Zip	Paramount CA 90723-3465
Phone Number	(562) 602-8052
Principal	Mr. Pete Loaiza
Email Address	ploaiza@paramount.k12.ca.us
School Website	https://paramountpark.pusdschools.net/
Grade Span	6-8
County-District-School (CDS) Code	19648730119438

2024-25 District Contact Information

District Name	Paramount Unified School District
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

Paramount Park Middle School is a 6-8th school with an enrollment of approximately 550 students. The campus is located on Paramount Blvd. in the city of Paramount. Paramount Park Middle School serves a diverse population of students: 89% are Hispanic, 7.% African American, with the remaining students representing a mix of ethnicity. Approximately 16% of our students are English Learners, with Spanish as their predominate language. Paramount Park supports rigorous academic programs which include accelerated math classes, an AVID (Advancement Via Individual Determination) program, AVID Excel for our English Learners, and Project Lead The Way/STEM classes. Other student course opportunities include Band, Orchestra, The Panther Academy/Leadership Class and Art. The Paramount Park Panther Sport teams compete against the

2024-25 School Description and Mission Statement

four other middle schools in the District in girls' and boys' sports throughout the year. After school clubs include: Gardening, MESA, Panther Scholars. Our Panther Academy, Panther Student Union, Student Council, AVID and Clubs organize fun activities and learning opportunities throughout the school year.

School Guidelines for Success:
ROAR – Respect others, Own your actions, Act safely, Rise to the challenge!

Mission:
The mission of 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-long love of learning in a safe and supportive environment where students from diverse backgrounds feel valued and inspired.

Vision:
At Paramount Park Middle School our vision 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	163
Grade 7	187
Grade 8	185
Total Enrollment	535

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
Asian	0.7
Black or African American	6.2
Filipino	0.4
Hispanic or Latino	89.7
Native Hawaiian or Pacific Islander	0.9
Two or More Races	0.7
White	1.3
English Learners	16.8
Foster Youth	0.6
Homeless	0.7
Socioeconomically Disadvantaged	94
Students with Disabilities	14

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)	22.30	76.68	548.70	85.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.30	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.40	18.52	18.00	2.83	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.30	2.25	12115.80	4.41
Unknown/Incomplete/NA	1.30	4.77	55.50	8.69	18854.30	6.86
Total Teaching Positions	29.10	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)	23.10	74.83	571.00	87.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.40	1.29	2.00	0.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.20	13.55	19.90	3.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	2.81	15.80	2.41	11953.10	4.28
Unknown/Incomplete/NA	2.30	7.49	47.20	7.20	15831.90	5.67
Total Teaching Positions	30.90	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)	21.30	78.05	542.80	88.08	231142.40	100.00
Intern Credential Holders Properly Assigned	1.30	4.76	2.90	0.48	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.73	15.30	2.50	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.60	13.32	17.50	2.84	11746.90	4.23
Unknown/Incomplete/NA	0.80	3.07	37.50	6.10	14303.80	5.15
Total Teaching Positions	27.30	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	0.00	0
Misassignments	5.40	4.20	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	5.40	4.20	0.2

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	0.00	0.00	0
Local Assignment Options	0.00	0.80	3.6
Total Out-of-Field Teachers	0.00	0.80	3.6

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)	21.70	14.3	0.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.50	0	0

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	(Amplify) Grade 6 Grade 6 Anthology / 2017 (Amplify) Grade 7 Grade 7 Anthology / 2017 (Amplify) Grade 8 Grade 8 Anthology / 2017	Yes	0%
Mathematics	(Glencoe/McGraw-Hill) Grade 6 Math Course 1 / 2014 (Glencoe/McGraw-Hill) Grade 7 Math Course 2 / 2014 (Glencoe/McGraw-Hill) Grade 8 Math Course 3 / 2014 (Pearson) Grade 8 Algebra 1 / 2014 (Open Up Resources) Grade 6 Our Math Grade 6 Student Set / 2021 (Open Up Resources) Grade 7 Our Math Grade 7 Student Set / 2021 (Open Up Resources) Grade 8 Our Math Grade 8 Student Set / 2021 (Open Up Resources) Grade 8 Our Math Algebra 1 Student Set / 2021	Yes	0%
Science	(McGraw Hill) Grade 6 CA Inspire Science 6th Gr Unit 1-4 / 2019 (McGraw Hill) Grade 7 CA Inspire Science 6th Gr Unit 1-4 / 2019 (McGraw Hill) Grade 8 CA Inspire Science 6th Gr Unit 1-4 / 2019	Yes	0%

History-Social Science	(Cengage) Grade 6 Ancient Civilizations / 2018 (Cengage) Grade 7 Medieval and Early Modern Times / 2018 (Cengage) Grade 8 American Stories, Beginning to WWI / 2018	Yes	0%
Visual and Performing Arts	(Pearson Scott-Foresman) Grade 6 Art / 2009 (Pearson Scott-Foresman) Grade 7-8 Art / 2009 (Hal Leonard Corporation) Grade 6-8 Essential Elements 2000 / 2009	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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Creation of new sports field area

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)	42	42	39	40	46	47
Mathematics (grades 3-8 and 11)	17	17	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	540	540	100.00	0.00	42.12
Female	276	276	100.00	0.00	48.36
Male	264	264	100.00	0.00	35.61
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	32	32	100.00	0.00	37.50
Filipino	--	--	--	--	--
Hispanic or Latino	488	488	100.00	0.00	41.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	92	92	100.00	0.00	5.43
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	506	506	100.00	0.00	40.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	77	100.00	0.00	9.09

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	539	534	99.07	0.93	16.67
Female	275	273	99.27	0.73	16.85
Male	264	261	98.86	1.14	16.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	32	30	93.75	6.25	13.33
Filipino	--	--	--	--	--
Hispanic or Latino	487	484	99.38	0.62	16.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	92	90	97.83	2.17	1.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	505	501	99.21	0.79	15.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	76	98.70	1.30	6.58

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)	26.56	31.35	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	185	185	100.00	0.00	31.35
Female	102	102	100.00	0.00	32.35
Male	83	83	100.00	0.00	30.12
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	171	171	100.00	0.00	30.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	173	173	100.00	0.00	29.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	17.65

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 7	91.44%	91.44%	91.44%	90.91%	91.44%

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

Paramount Park Middle School works hard to ensure that parents are involved in the education of their children. Each year, the school surveys parents regarding the effectiveness of the school's programs and uses the responses to improve the educational programs. Parents may be actively involved in the school through the Parent Teacher Association (PTA), the School Site Council (SSC), the English Language Advisory Committee (ELAC), and/or monthly Parent-Counselor Meetings. The School Site Council and English Language Advisory Committees are parent advisory groups that assist the administrators and staff with the educational programs at the school. Parents are also invited to formal parent teacher conferences and are encouraged to communicate with teachers and administrators to support their children. Parents are welcomed at the school, and are encouraged to come in and observe or address any concerns they might have directly by meeting with any staff members. Our staff connects with our families to provide resources that support parent education in the area of:

- Use of student planners and Schoology
- Preparing for Parent Conferences
- Calculating GPA & Goal Setting
- Mental Health
- Growth Mindset
- College & Career Readiness
- Social Media Awareness
- Test-Taking Strategies

If you have any questions concerning parent involvement opportunities, please contact the school to find out about upcoming meetings at (562)602-8052.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	576	558	113	20.3
Female	297	286	48	16.8
Male	279	272	65	23.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	37	36	12	33.3
Filipino	--	--	--	--
Hispanic or Latino	516	500	96	19.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	101	96	18	18.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	543	525	108	20.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	83	81	17	21.0

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
2.61	7.62	5.9	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
0.13	0	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	5.90	0.00
Female	4.38	0.00
Male	7.53	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	24.32	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.94	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.82	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

Paramount Park Middle School provides a clean, orderly, and safe environment for all students and staff. Through Safe and Civil Schools, all stakeholders promote safety and civility. The Safety Committee reviews the Comprehensive Safety Plan at each of their monthly meetings making modifications, additions or deletions, as needed. Our staff School Safety Team

2024-25 School Safety Plan

reviewed the plan in detail in October of 2024 and reviews of the plan are completed as updates are made throughout the year. School Site Council discussed and approved the Comprehensive Safety Plan in November of 2024 in order to comply with Senate Bill 187 of 1997 and is completed annually. The Comprehensive Safety Plan binder is maintained for public inspection in the main office.

Included in the Comprehensive Safety Plan is:

- Mandated cross-reporting, SB187 overview
- Child abuse reporting
- Orderly school environment procedures
- Policy statements
- Employee discipline measures
- Dress code
- Parent liability
- Sexual harassment
- Pupil discipline
- Campus access

The school Disaster Preparedness Handbook outlines the procedures for emergencies that may arise such as earthquake, fire, intruder on/near campus, or bomb threat. All students and staff are provided with emergency preparedness training throughout the school year. Quarterly fire drills and lockdown drills, and earthquake drills each semester are executed in order to be prepared for these situations, if they were to arise.

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	24	7	13	2
Mathematics	25	6	10	1
Science	29	2	10	3
Social Science	26	3	13	1

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	24	5	11	2
Mathematics	28	1	11	1
Science	29	1	8	4
Social Science	27	2	9	3

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	28	6	6	5
Mathematics	30	4	8	3
Science	27	2	7	5
Social Science	25	3	12	

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	178.33

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
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	9,863.05	717.14	9,145.91	83,930.34
District	N/A	N/A	14,399.09	126,813.75
Percent Difference - School Site and District	N/A	N/A	-44.6	-40.7
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-16.3	-15.2

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

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

Escuela Secundaria Paramount Park

Informe de Responsabilidad Escolar para 2023-2024
(Publicado Durante el Ciclo Escolar 2024-2025)

Información General sobre el Informe de Responsabilidad Escolar (SARC)

Sobre el SARC

La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en https://www.cde.ca.gov/ta/ac/sa/
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en https://www.cde.ca.gov/fg/aa/lc/
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

Una copia física del Informe de Responsabilidad Escolar está disponible en su Oficina Escolar, bajo petición.

DataQuest

DataQuest es una herramienta en línea ubicada en el sitio web *DataQuest* de CDE en https://dq.cde.ca.gov/dataquest/ que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, *DataQuest* es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (*Dashboard*) Escolar de California

La Interfaz (*Dashboard*) Escolar de California https://www.caschooldashboard.org/ refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Acceso al Internet	Acceso al Internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p.ej., la Biblioteca Estatal de California). Acceso al Internet en bibliotecas y otras ubicaciones públicas es generalmente proporcionado a base de orden de llegada. Otras restricciones de uso pueden incluir el horario de operación, el plazo de tiempo que se puede usar una estación de trabajo (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una estación de trabajo y la habilidad de poder imprimir documentos.
Requisitos de Admisión a la Universidad de California (UC, por sus siglas en inglés)	Requisitos de admisión para UC se adhieren a pautas establecidas en el Plan Maestro, que requiere que .8° superior de los alumnos graduados de escuela preparatoria del estado, así como aquellos alumnos que trasladan y han exitosamente completado especificado cursado universitario, sean elegible para admisión a UC. Estos requisitos son diseñados para garantizar que todos los alumnos elegibles estén adecuadamente preparados trabajo de nivel universitario. Para requisitos sobre admisión general, favor de visitar el sitio web de Información sobre Admisión UC en https://admission.universityofcalifornia.edu/.
Requisitos de Admisión a la Universidad Estatal de California (CSU, por sus siglas en inglés)	Elegibilidad para admisión a CSU es determinado por tres factores: (1) Cursos específicos de escuela preparatoria, (2) Calificaciones en cursos especificados y puntuaciones en pruebas y (3) Graduación de escuela preparatoria. Algunos planteles tienen estándares más exigentes para enfoques particulares o alumnos que viven fuera del área del plantel local. Debido a la cantidad de alumnos que solicitan, un par de planteles tiene estándares más exigentes (criterio suplementario para admisión) para todos los solicitantes. La mayoría de los planteles CSU cuentan con políticas que garantizan admisión local a los alumnos que se gradúan o trasladan de escuelas preparatorias y universidades que son históricamente brindadas servicios por un plantel CSU en esa región. Para información sobre admisión, solicitud y cuota, consulte el sitio web CSU en https://www2.calstate.edu/.

Información de Contacto Escolar para 2024-25

Nombre de la Escuela	Escuela Secundaria Paramount Park
Dirección	14608 Paramount Blvd
Ciudad, Estado, Código Postal	Paramount CA 90723-3465
Número Telefónico	(562) 602-8052
Director/a	Mr. Pete Loaiza
Dirección de Correo Electrónico	ploaiza@paramount.k12.ca.us
Sitio Web Escolar	https://paramountpark.pusdschools.net/
Niveles de Grado	6-8
Código del Condado-Distrito-Escuela (CDS)	19648730119438

Información de Contacto Distrital para 2024-25

Nombre del Distrito	Distrito Escolar Unificado de Paramount
Número Telefónico	(562) 602-6000
Superintendente	Dr. Joshua Lightle

Dirección de Correo Electrónico	JLightle@paramount.k12.ca.us
Dirección del Sitio Web Distrital	www.paramount.k12.ca.us

Descripción Escolar y Declaración de la Misión para 2024-25

La Escuela Secundaria Paramount Park es una escuela con cursos de 6.° a 8.° grado con un total de aproximadamente 550 alumnos inscritos. El plantel está ubicado en Paramount Blvd. en la ciudad de Paramount. La Escuela Secundaria Paramount Park atiende a unos alumnos diversos: un 89% son hispanos, un 7% afroamericanos, y el resto de los alumnos representan una mezcla de orígenes. Aproximadamente, el 16% de nuestros alumnos son estudiantes del inglés, con el español como idioma predominante. La Escuela Paramount Park apoya unos programas académicos rigurosos que incluyen clases aceleradas de matemáticas, un programa de Avance Vía la Determinación Individual (AVID, por sus siglas en inglés), un program AVID Excel para nuestros estudiantes de inglés y las clases de ingeniería "Project Lead The Way/STEM". Otras de las oportunidades de cursos que se ofrecen a los alumnos incluyen las de Banda, Orquesta, La Academia Pantera/Clase de Liderazgo y Arte. Los equipos deportivos de Panthers de Paramount Park compiten contra las otras cuatro escuelas secundarias del distrito en deportes para chicas y chicos a lo largo del año. Los clubes extracurriculares incluyen, por ejemplo, jardinería, el programa “Math, Engineering, and Science Achievement” (Logros en Matemáticas, Ingeniería y Ciencia) (MESA, por sus siglas en inglés), “Panther Scholars” (Becarios Panther). La Academia Panther, la “Panther Student Union” (Unión de Alumnos Panther), el Consejo Estudiantil, Advancement Via Individual Determination (AVID) y los clubes organizan actividades divertidas y oportunidades de aprendizaje a lo largo del ciclo escolar.

Directrices escolares para el éxito:
ROAR: ¡Respeta a los demás, responsabilízate por las propias acciones, actúa con cuidado, crece con retos!

Misión:
La misión del Distrito Escolar Unificado de Paramount es potenciar a los alumnos para que alcancen su máximo potencial al ofrecer programas educativos innovadores y de alta calidad, adaptados a sus necesidades y metas personales. Estamos comprometidos a fomentar un amor por el aprendizaje continuo en un entorno seguro y comprensivo donde los alumnos de diversos orígenes se sientan valorados e inspirados.

Visión:
En la Escuela Secundaria Paramount Park, nuestra visión es crear un distrito donde la educación de calidad, la equidad, la diversidad y la inclusión sean el centro de todo lo que hacemos. Nuestro objetivo es ofrecer un entorno seguro y comprensivo con personal ejemplar y altamente calificado. A través de asociaciones sólidas y comunicación abierta, trabajaremos en colaboración para potenciar a nuestros alumnos para que se conviertan en personas exitosas, resilientes e integrales que estén preparados para tener un impacto positivo en el mundo.

Sobre esta Escuela

Inscripción Estudiantil por Nivel de Año para 2023-24

Nivel de Año	Cantidad de Alumnos
6° Grado	163
7° Grado	187
8° Grado	185
Inscripción Total	535

Inscripción Estudiantil por Grupo para 2023-24

Grupo Estudiantil	Porcentaje de Inscripción Total
Femenino	51.2
Masculino	48.8
Asiático	0.7
Afroamericano	6.2
Filipino	0.4
Hispano o Latino	89.7
Nativo de Hawái o Isleño del Pacífico	0.9
Dos o Más Orígenes Étnicos	0.7
Blanco	1.3
Estudiantes del Inglés	16.8
Jóvenes de Crianza Temporal	0.6
Indigentes	0.7
De Escasos Recursos Económicos	94
Alumnos con Discapacidades	14

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Preparación y Colocación Docente para 2020-21

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	22.30	76.68	548.70	85.85	228366.10	83.12
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	2.30	0.37	4205.90	1.53
Maestros sin Acreditación y Asignaciones Incorrectas ("*ineffective*" bajo ESSA)	5.40	18.52	18.00	2.83	11216.70	4.08
Maestros Acreditados Asignados No en su Rama ("*out-of-field*" bajo ESSA)	0.00	0.00	14.30	2.25	12115.80	4.41
Desconocido/Incompleto/NA	1.30	4.77	55.50	8.69	18854.30	6.86
Cantidad Total de Cargos Docentes	29.10	100.00	639.10	100.00	274759.10	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2021-22

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	23.10	74.83	571.00	87.04	234405.20	84.00
Practicantes Contando con Acreditación Correctamente Asignados	0.40	1.29	2.00	0.31	4853.00	1.74
Maestros sin Acreditación y Asignaciones Incorrectas ("*ineffective*" bajo ESSA)	4.20	13.55	19.90	3.04	12001.50	4.30
Maestros Acreditados Asignados No en su Rama ("*out-of-field*" bajo ESSA)	0.80	2.81	15.80	2.41	11953.10	4.28
Desconocido/Incompleto/NA	2.30	7.49	47.20	7.20	15831.90	5.67
Cantidad Total de Cargos Docentes	30.90	100.00	656.10	100.00	279044.80	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2022-23

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	21.30	78.05	542.80	88.08	231142.40	100.00
Practicantes Contando con Acreditación Correctamente Asignados	1.30	4.76	2.90	0.48	5566.40	2.00
Maestros sin Acreditación y Asignaciones Incorrectas ("*ineffective*" bajo ESSA)	0.20	0.73	15.30	2.50	14938.30	5.38
Maestros Acreditados Asignados No en su Rama ("*out-of-field*" bajo ESSA)	3.60	13.32	17.50	2.84	11746.90	4.23
Desconocido/Incompleto/NA	0.80	3.07	37.50	6.10	14303.80	5.15
Cantidad Total de Cargos Docentes	27.30	100.00	616.30	100.00	277698	100

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Maestros sin Acreditación y Asignaciones Incorrectas (considerados inefectivos "*ineffective*" bajo ESSA)

Autorización/Asignació	2020-21	2021-22	2022-23
Permisos y Exenciones	0.00	0.00	0
Asignaciones	5.40	4.20	0.2
Puestos con Vacante	0.00	0.00	0
Cantidad Total de	5.40	4.20	0.2

Maestros Acreditados Asignados No En Su Rama (considerados no en su rama "*out-of-field*" bajo ESSA)

Indicador	2020-21	2021-22	2022-23
Maestros Acreditados Autorizados con un Permiso o una Exención	0.00	0.00	0
Opciones de Asignación Local	0.00	0.80	3.6
Cantidad Total de Maestros No En Su Rama	0.00	0.80	3.6

Asignaciones de Clases

Indicador	2020-21	2021-22	2022-23
Asignaciones para Estudiantes del Inglés (un porcentaje de todas las clases con estudiantes del inglés impartidas por maestros con asignación incorrecta)	21.70	14.3	0.9
Sin acreditación, permiso o autorización para enseñar (un porcentaje de todas las clases impartidas por maestros sin registro de una autorización para enseñar)	3.50	0	0

Nota: Para más información, consulte la página web Definiciones Actualizadas sobre Equidad Docente (*Updated Teacher Equity Definitions)* en https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

Calidad, Vigencia y Disponibilidad de Libros de Texto y Otros Materiales Instructivos para 2024-25

El Distrito Escolar Unificado de Paramount ha establecido Procedimientos uniformes de queja (UCP, por sus siglas en inglés) para abordar las denuncias por discriminación ilegal, acoso, intimidación y hostigamiento, así como las quejas que alegan la infracción de las leyes estatales o federales que rigen los programas educativos, el cobro ilegal de cuotas estudiantiles y el incumplimiento del "Local Control and Accountability Plan" (Plan de Contabilidad y Control Local) (LCAP, por sus siglas en inglés).

Se puede acceder a los cuatro informes trimestrales sobre quejas uniformes para 2023-2024 desde el siguiente enlace del sitio web:

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

Año y mes en los cuales se recopilaron los datos	Septiembre de 2024

Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿Los libros de texto son de la adopción	Porcentaje de alumnos a quienes no se les asignaron sus propios libros de texto

		más reciente?	
Lectura/Artes Lingüísticas	6.º grado: “Grade 6 Anthology/2017” (Antología para 6.º grado/2017) (Amplify) 7.º grado: “Grade 7 Anthology/2017” (Antología para 7.º grado/2017) (Amplify) 8.º grado: “Grade 8 Anthology/2017” (Antología para 8.º grado/2017) (Amplify)	Sí	0%
Matemáticas	“Grade 6 Math Course 1/2014” (Curso de matemáticas 1 para 6.º grado/2014) (Glencoe/McGraw-Hill) “Grade 7 Math Course 2/2014” (Curso de matemáticas 2 para 7.º grado/2014) (Glencoe/McGraw-Hill) “Grade 8 Math Course 3/2014” (Curso de matemáticas 3 para 8.º grado/2014) (Glencoe/McGraw-Hill) “Grade 8 Algebra 1/2014” (Álgebra 1 para 8.º grado/2014) (Pearson) 6.º grado: “Our Math Grade 6 Student Set/2021” (Nuestro conjunto estudiantil de matemáticas de 6.º grado/2021) (Open Up Resources) 7.º grado: “Our Math Grade 7 Student Set/2021” (Nuestro conjunto estudiantil de matemáticas de 7.º grado/2021) (Open Up Resources) 8.º grado: “Our Math Grade 8 Student Set/2021” (Nuestro conjunto estudiantil de matemáticas de 8.º grado/2021) (Open Up Resources) 8.º grado: “Our Math Algebra 1 Student Set/2021” (Nuestro conjunto estudiantil de matemáticas/álgebra 1 de 8.º grado/2021) (Open Up Resources)	Sí	0%
Ciencias	(McGraw Hill) 6° año CA Inspire Science 6th Gr Unidad 1-4 / 2019 (McGraw Hill) 7° año CA Inspire Science 6th Gr Unidad 1-4 / 2019 (McGraw Hill) 8° año CA Inspire Science 6th Gr Unidad 1-4 / 2019	Sí	0%
Historia-Ciencias Sociales	(Cengage) 6° año Ancient Civilizations / 2018 (Cengage) 7° año Medieval and Early Modern Times / 2018 (Cengage) 8° año American Stories, Beginning to WWI / 2018	Sí	0%
Artes Visuales y Escénicas	“Grade 6 Art/2009” (Arte para 6.º grado/2009) (Pearson Scott-Foresman) “Grade 7-8 Art/2009” (Arte para 7.º y 8.º grado/2009) (Pearson Scott-Foresman) “Grade 6-8 Essential Elements 2000/2009” (Elementos esenciales para 6.º-8.º grado, 2000/2009) (Hal Leonard Corporation)	Sí	0%

Condiciones de Instalación Escolar y Mejoradas Planeadas

La instalación escolar está en buen estado.

Año y mes del más reciente informe FIT	Octubre de 2024

Sistema Inspeccionado	Clasificar Bueno	Clasificar Adecuado	Clasificar Malo	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	X			Filtro de Merv 16 (Valor mínimo de informe de eficiencia [Merv, por sus siglas en inglés]) instalado en todos los sistemas de climatización (HVAC, por sus siglas en inglés)- REALIZADO
Interior: Superficies Interiores	X			
Limpieza: Limpieza General, Invasión de Insectos/Plagas	X			
Eléctrico	X			
Baños/Bebederos: Baños, Lavamanos/Bebederos	X			
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	X			
Estructural: Daños Estructurales, Techos	X			
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	X			Creación de nuevas áreas de campo deportivo

Tasa General de Instalación

Ejemplar	Bueno	Adecuado	Malo
X			

B. Resultados Estudiantiles

Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

Evaluaciones a Nivel Estatal
(p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas).

El Sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación estudiantil:

1. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para ELA** en tercero a octavo grado y onceavo grado.
2. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Matemáticas** en tercero a octavo grado y onceavo grado.
3. **Prueba de Ciencia de California (CAST, por sus siglas en inglés) Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Ciencia** en quinto y octavo grado y al estar en la escuela preparatoria (es decir, décimo, onceavo o doceavo grado).

Preparación Universitaria y Vocacional
El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para ingreso a la Universidad de California y la Universidad Estatal de California o secuencias de educación de carrera técnica o programa de estudio.

Porcentaje de Alumnos Cumpliendo o Superando la Norma Estatal para CAASPP

Esta tabla exhibe los resultados de la prueba CAASPP para ELA y matemáticas para todos los alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administrada por el estado.

Porcentaje no son calculados cuando la cantidad de alumnos realizando la prueba es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger privacidad estudiantil.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Artes Lingüísticas del Inglés/Lectoescritura (3º-8º y 11º grado)	42	42	39	40	46	47
Matemáticas (3º-8º y 11º grado)	17	17	21	22	34	35

Resultados de la Prueba CAASPP para ELA por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	540	540	100.00	0.00	42.12
Femeninas	276	276	100.00	0.00	48.36
Masculinos	264	264	100.00	0.00	35.61
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--

Afroamericano	32	32	100.00	0.00	37.50
Filipinos	--	--	--	--	--
Hispanos o Latinos	488	488	100.00	0.00	41.07
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	92	92	100.00	0.00	5.43
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	506	506	100.00	0.00	40.79
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	77	77	100.00	0.00	9.09

Resultados de la Prueba CAASPP para Matemáticas por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	539	534	99.07	0.93	16.67

Femeninas	275	273	99.27	0.73	16.85
Masculinos	264	261	98.86	1.14	16.48
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--
Afroamericanos	32	30	93.75	6.25	13.33
Filipinos	--	--	--	--	--
Hispanos o Latinos	487	484	99.38	0.62	16.53
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	92	90	97.83	2.17	1.11
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	505	501	99.21	0.79	15.37
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	77	76	98.70	1.30	6.58

Resultados de la Prueba CAASPP de Ciencia para Todos los Alumnos

Esta tabla exhibe el porcentaje de todos los alumnos de quinto y octavo grado y Escuela Preparatoria cumpliendo o superando la Norma Estatal.

Los resultados de la prueba de ciencia incluyen CAST y CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en CAST más la cantidad total de alumnos que cumplieron la norma (es decir, lograron Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes de nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Ciencia (5º y 8º grado y escuela preparatoria)	26.56	31.35	17.61	17.78	30.29	30.73

Resultados de la Prueba CAASPP en Ciencia por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP en Ciencia por grupo estudiantil para alumnos en quinto y octavo grado y escuela preparatoria. Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	185	185	100.00	0.00	31.35
Femeninas	102	102	100.00	0.00	32.35
Masculinos	83	83	100.00	0.00	30.12
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--
Afroamericano	--	--	--	--	--
Filipinos	--	--	--	--	--
Hispanos o Latinos	171	171	100.00	0.00	30.99
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	19	19	100.00	0.00	0.00
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	173	173	100.00	0.00	29.48
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	17	17	100.00	0.00	17.65

B. Resultados Estudiantiles

Prioridad Estatal: Otros Resultados Estudiantiles

El SARC proporciona la siguiente información relevante a la prioridad estatal: Otros Resultados Estudiantiles (Prioridad 8): Resultados estudiantiles en la materia de educación física.

Resultados de la Prueba de Condición Física de California para 2023-24

Esta tabla muestra el porcentaje de alumnos participando en cada uno de los cinco componentes de los Resultados de la Prueba de Condición Física de California. La administración de la Prueba de Condición Física (PFT, por sus siglas en inglés) requiere solo resultados de participación para estas cinco áreas de condición física. Los porcentajes no son calculados y doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil

Nivel de Año	Componente 1: Capacidad Aeróbica	Componente 2: Fuerza Abdominal y Resistencia	Componente 3: Extensor del Torso y Flexibilidad	Componente 4: Fuerza del Torso y Resistencia	Componente 5: Flexibilidad
7º Grado	91.44%	91.44%	91.44%	90.91%	91.44%

C. Participación

Prioridad Estatal: Participación Parental

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación Parental (Prioridad 3): Esfuerzos que hace el distrito escolar para solicitar el aporte parental en toma de decisiones relacionadas al distrito escolar y en cada sitio escolar.

Oportunidades para Participación Parental del 2024-25

La Escuela Secundaria Paramount Park trabaja duro para garantizar que los padres se involucran en la educación de sus hijos. Cada año, la escuela encuesta a los padres para conocer su opinión sobre la efectividad de los programas escolares y usa sus respuestas para mejorar los programas educativos. Los padres pueden estar activamente involucrados en la escuela a través de la Asociación de Padres y Maestros (PTA, por sus siglas en inglés), el Consejo Escolar (SSC, por sus siglas en inglés), el Comité Asesor del Idioma Inglés (ELAC, por sus siglas en inglés) y/o las reuniones mensuales entre padres y orientadores escolares. El Consejo Escolar y los Comités Asesores del Idioma Inglés son grupos asesores formados por padres que ayudan a los administradores y al personal con los programas educativos de la escuela. También se invita a los padres a asistir a conferencias formales con maestros y se les anima a comunicarse con los maestros y administradores para apoyar a sus hijos. Los padres son bienvenidos en la escuela y se les anima a entrar y observar o plantear cualquier inquietud que puedan tener, reuniéndose directamente con cualquier miembro del personal. El personal se vincula con las familias para ofrecer recursos que apoyen la educación de los padres en las siguientes áreas:

- Uso de agendas para alumnos y Schoology
- Preparación de las conferencias con padres
- Cálculo del Promedio de Calificaciones (GPA, por sus siglas en inglés) y fijar metas
- Salud mental
- Mentalidad de crecimiento
- Preparación para la universidad y la carrera
- Conciencia sobre las redes sociales
- Estrategias útiles para tomar exámenes

Si tienen alguna pregunta sobre las oportunidades de participación de los padres, comuníquense con la escuela para obtener mayores informes sobre las próximas reuniones llamando al (562) 602-8052.

Ausentismo Crónico por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Inscripción Acumulativa	Ausentismo Crónico Inscripción Elegible	Cuenta para Ausentismo Crónico	Tasa de Ausentismo Crónico
Todos los Alumnos	576	558	113	20.3
Femeninas	297	286	48	16.8
Masculinos	279	272	65	23.9
Nativos Americanos o Nativos de Alaska	--	--	--	--
Asiáticos	--	--	--	--
Afroamericanos	--	--	--	--
Filipinos	37	36	12	33.3
Hispanos o Latinos	--	--	--	--
Nativos de Hawái o Isleños del Pacífico	516	500	96	19.2
Dos o Más Orígenes Étnicos	--	--	--	--
Blancos	--	--	--	--
Estudiantes del Inglés	--	--	--	--
Jóvenes de Crianza Temporal	101	96	18	18.8
Indigentes	--	--	--	--
De Escasos Recursos Económicos	--	--	--	--
Alumnos Recibiendo Servicios de Educación Migrante	543	525	108	20.6
Alumnos con Discapacidades	--	--	--	--

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

C. Participación

Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal: Ambiente Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales del sentido de seguridad

Suspensiones y Expulsiones

Esta tabla exhibe datos de suspensiones y expulsiones.

Tema	Escuela 2021-22	Escuela 2022-23	Escuela 2023-24	Distrito 2021-22	Distrito 2022-23	Distrito 2023-24	Estado 2021-22	Estado 2022-23	Estado 2023-24
Suspensiones	2.61	7.62	5.9	1.86	3.39	2.92	3.17	3.6	3.28
Expulsiones	0.13	0	0	0.04	0.04	0	0.07	0.08	0.07

Suspensiones y Expulsiones por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Tasa de Suspensiones	Tasa de Expulsiones
Todos los Alumnos	5.90	0.00
Femeninas	4.38	0.00
Masculinos	7.53	0.00
No Binarios	0.00	0.00
Nativos Americanos o Nativos de Alaska	0.00	0.00
Asiáticos	0.00	0.00
Afroamericanos	24.32	0.00
Filipinos	0.00	0.00
Hispanos o Latinos	4.46	0.00
Nativos de Hawái o Isleños del Pacífico	0.00	0.00
Dos o Más Orígenes Étnicos	0.00	0.00
Blancos	0.00	0.00
Estudiantes del Inglés	5.94	0.00
Jóvenes de Crianza Temporal	0.00	0.00
Indigentes	0.00	0.00
De Escasos Recursos Económicos	6.08	0.00
Alumnos Recibiendo Servicios de Educación Migrante	0.00	0.00
Alumnos con Discapacidades	4.82	0.00

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

Plan de Seguridad Escolar para 2024-25

La Escuela Secundaria Paramount Park ofrece un ambiente limpio, ordenado y seguro para todos los alumnos y el personal. A través de Escuelas Seguras y Civiles, todos los grupos de involucrados promueven la seguridad y el civismo. El Comité de Seguridad revisa el Plan Integral de Seguridad en cada una de sus reuniones mensuales y hace modificaciones, o añaden o eliminan partes del plan, cuando es necesario. El Equipo de Seguridad Escolar analizó el plan en detalle en octubre de 2024; este proceso se completa a medida que se realizan actualizaciones a lo largo del año. El Consejo de Sitio Escolar analizó y

Plan de Seguridad Escolar para 2024-25

aprobó el "Comprehensive Safety Plan" (Plan Integral de Seguridad) en noviembre de 2024 para cumplir con el Proyecto de Ley 187 del Senado de 1997; el cual se completa anualmente. La carpeta del Plan Integral de Seguridad está accesible para su inspección pública en la oficina principal.

En el Plan Integral de Seguridad incluye:

- Reportes obligatorios, descripción general de la ley SB187
- Reporte de abusos infantiles
- Procedimientos para tener un ambiente escolar ordenado
- Políticas
- Medidas disciplinarias para los empleados
- Código de vestimenta
- Responsabilidad de los padres
- Acoso sexual
- Disciplina estudiantil
- Acceso al plantel escolar

El Manual de preparación ante desastres de la escuela describe los procedimientos a seguir en casos de posibles emergencias, como terremotos, incendios, intrusos en el plantel o cerca, o amenaza de bomba. Todos los alumnos y el personal reciben una capacitación de preparación para emergencias a lo largo de todo el año escolar. Cada trimestre se hacen simulacros de incendio y encierro, y semestralmente simulacros de terremoto, a fin de estar preparados para estas situaciones, en caso de que sucedan.

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Secundaria para 2021-22

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2021-22. La columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Materia	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Artes Lingüísticas	24	7	13	2
Matemáticas	25	6	10	1
Ciencia	29	2	10	3
Ciencia Social	26	3	13	1

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Secundaria para 2022-23

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2022-23. La columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Materia	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Artes Lingüísticas	24	5	11	2
Matemáticas	28	1	11	1
Ciencia	29	1	8	4
Ciencia Social	27	2	9	3

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Secundaria para 2023-24

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2023-24. La columnas con nombre “Cantidad de Clases” indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Materia	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Artes Lingüísticas	28	6	6	5
Matemáticas	30	4	8	3
Ciencia	27	2	7	5
Ciencia Social	25	3	12	

Tasa de Alumnos por Orientador Académico para 2023-24

Esta tabla exhibe la tasa de alumnos por Orientador Académico. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Tasa
Alumnos por Orientador Académico	178.33

Personal de Servicios de Apoyo Estudiantil para 2023-24

Esta tabla exhibe la cantidad de personal auxiliar FTE asignado a esta escuela. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Cantidad de FTE Asignado a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	3
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	1
Trabajador/a Social	1
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	
Otro	

Gastos por Alumno y Salarios de Maestros del Sitio Escolar para 2022-23

Esta tabla exhibe los gastos por alumno y salario promedio de maestros para esta escuela en 2022-23. Celdas con valores “N/A” no requieren datos.

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Salario Promedio De Maestros
Sitio Escolar	9,863.05	717.14	9,145.91	83,930.34
Distrito	N/A	N/A	14,399.09	126,813.75
Porcentaje de Diferencia – Sitio Escolar y Distrito	N/A	N/A	-44.6	-40.7
Estado	N/A	N/A	$10,771	$97,756
Porcentaje de Diferencia – Sitio Escolar y Estado	N/A	N/A	-16.3	-15.2

Tipo de Servicios Financiados para Año Fiscal 2023-24

El distrito recibe fondos adicionales para una serie de servicios y programas especiales. Entre los servicios especiales que se ofrecen, se encuentran los siguientes:

Título I - se trata de un programa federal diseñado para garantizar que todos los niños tengan una oportunidad justa, igualitaria y relevante de obtener una educación de alta calidad y alcanzar, como mínimo, nivel de competencia en las exigentes normas académicas estatales de rendimiento académico y en las evaluaciones académicas del estado.
Título II - se trata de un programa federal diseñado para garantizar la calidad profesional de los maestros y directores.
Título III - se trata de un programa federal diseñado para garantizar que los alumnos clasificados como Estudiantes de Inglés tengan el acceso a una educación de alta calidad.-
Título IV - se trata de un programa federal diseñado para garantizar que los alumnos tengan acceso a una educación completa; y también diseñado para mejorar las condiciones escolares para el aprendizaje de los alumnos; y para mejorar el uso de la tecnologías como herramienta para mejorar el rendimiento académico y los conocimientos digitales de todos los alumnos.
Fórmula de Financiamiento y Control Local (LCFF, por sus siglas en inglés) - se trata de una fórmula de financiación estatal que está diseñada para ayudar a todos los alumnos a tener éxito y proporciona financiación adicional para los alumnos con más dificultades.

Sueldos Docentes y Administrativos para 2022-23

Esta tabla exhibe los sueldos Docentes y Administrativos para 2022-23. Para información más detallada sobre sueldos, consulte la página web del CDE sobre Sueldos y Beneficios de Certificación en http://www.cde.ca.gov/ds/fd/cs/.

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	$67,485	$59,551
Sueldo de Maestro en el Nivel Intermedio	$97,077	$93,855
Sueldo de Maestro en el Nivel Superior	$127,968	$120,219
Sueldo Promedio de Director (Primaria)	$168,593	$151,525
Sueldo Promedio de Director (Secundaria)	$172,610	$158,215
Sueldo Promedio de Director (Preparatoria)	$187,581	$171,087
Sueldo del Superintendente	$334,586	$300,043
Porcentaje del Presupuesto para Sueldo de Maestros	30.21	31
Porcentaje del Presupuesto para Sueldos Administrativos	4.22	4.91

Formación Profesional

El aprendizaje profesional continuo está integrado en la jornada escolar y se ofrece fuera del horario laboral. Se motiva a todo el personal para que asista a estas sesiones, ya que se relacionan con las obligaciones profesionales y el crecimiento continuo. La tabla a continuación refleja los días completos dedicados al aprendizaje profesional a nivel del distrito para todo el personal clasificado y certificado.

Esta tabla exhibe la cantidad de días escolares dedicado a la formación del personal y continuo mejoramiento.

Materia	2022-23	2023-24	2024-25
Cantidad de días escolares dedicados a la Formación del Personal y Continuo Mejoramiento	0	0	2

Input Section 2: 2024-25 School Contact Information

School Name	Paramount Park Middle School
Street	14608 Paramount Blvd
City, State, Zip	Paramount CA 90723-3465
Phone Number	(562) 602-8052
Principal	Mr. Pete Loaiza
Email Address	ploaiza@paramount.k12.ca.us
School Website	https://paramountpark.pusdschools.net/
County-District-School (CDS) Code	19648730119438

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.

Paramount Park Middle School is a 6-8th school with an enrollment of approximately 550 students. The campus is located on Paramount Blvd. in the city of Paramount. Paramount Park Middle School serves a diverse population of students: 89% are Hispanic, 7.% African American, with the remaining students representing a mix of ethnicity. Approximately 16% of our students are English Learners, with Spanish as their predominate language. Paramount Park supports rigorous academic programs which include accelerated math classes, an AVID (Advancement Via Individual Determination) program, AVID Excel for our English Learners, and Project Lead The Way/STEM classes. Other student course opportunities include Band, Orchestra, The Panther Academy/Leadership Class and Art. The Paramount Park Panther Sport teams compete against the four other middle schools in the District in girls' and boys' sports throughout the year. After school clubs include: Gardening, MESA, Panther Scholars. Our Panther Academy, Panther Student Union, Student Council, AVID and Clubs organize fun activities and learning opportunities throughout the school year.

School Guidelines for Success:
ROAR – Respect others, Own your actions, Act safely, Rise to the challenge!

Mission:
The mission of 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-long love of learning in a safe and supportive environment where students from diverse backgrounds feel valued and inspired.

Vision:
At Paramount Park Middle School our vision 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.

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.

Paramount Park Middle School works hard to ensure that parents are involved in the education of their children. Each year, the school surveys parents regarding the effectiveness of the school's programs and uses the responses to improve the

Input Section 5: 2024-25 Opportunities for Parental Involvement

educational programs. Parents may be actively involved in the school through the Parent Teacher Association (PTA), the School Site Council (SSC), the English Language Advisory Committee (ELAC), and/or monthly Parent-Counselor Meetings. The School Site Council and English Language Advisory Committees are parent advisory groups that assist the administrators and staff with the educational programs at the school. Parents are also invited to formal parent teacher conferences and are encouraged to communicate with teachers and administrators to support their children. Parents are welcomed at the school, and are encouraged to come in and observe or address any concerns they might have directly by meeting with any staff members. Our staff connects with our families to provide resources that support parent education in the area of:

- Use of student planners and Schoology
- Preparing for Parent Conferences
- Calculating GPA & Goal Setting
- Mental Health
- Growth Mindset
- College & Career Readiness
- Social Media Awareness
- Test-Taking Strategies

If you have any questions concerning parent involvement opportunities, please contact the school to find out about upcoming meetings at (562)602-8052.

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).

Paramount Park Middle School provides a clean, orderly, and safe environment for all students and staff. Through Safe and Civil Schools, all stakeholders promote safety and civility. The Safety Committee reviews the Comprehensive Safety Plan at each of their monthly meetings making modifications, additions or deletions, as needed. Our staff School Safety Team reviewed the plan in detail in October of 2024 and reviews of the plan are completed as updates are made throughout the year. School Site Council discussed and approved the Comprehensive Safety Plan in November of 2024 in order to comply with Senate Bill 187 of 1997 and is completed annually. The Comprehensive Safety Plan binder is maintained for public inspection in the main office.

Included in the Comprehensive Safety Plan is:

- Mandated cross-reporting, SB187 overview
- Child abuse reporting
- Orderly school environment procedures
- Policy statements
- Employee discipline measures
- Dress code
- Parent liability
- Sexual harassment
- Pupil discipline
- Campus access

The school Disaster Preparedness Handbook outlines the procedures for emergencies that may arise such as earthquake, fire, intruder on/near campus, or bomb threat. All students and staff are provided with emergency preparedness training throughout the school year. Quarterly fire drills and lockdown drills, and earthquake drills each semester are executed in order to be prepared for these situations, if they were to arise.

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Paramount Park Middle School	19648730119438	December 6, 2024	December 12, 2023

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 Park Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

  Students with Disabilities in the areas of ELA, Math, and Chronic Absenteeism; African American students in the area of Chronic Absenteeism and Suspensions.

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

SPSA Title Page 1
Table of Contents....3
Plan Description....5
Educational Partner Involvement....5
Resource Inequities....6
Comprehensive Needs Assessment Components....6
    California School Dashboard (Dashboard) Indicators....6
    Other Needs....7
School and Student Performance Data....8
    Student Enrollment....8
    CAASPP Results....10
    ELPAC Results....15
    Student Population....18
    Overall Performance....20
    Academic Performance....22
    Academic Engagement....28
    Conditions & Climate....31
Goals, Strategies, & Proposed Expenditures....33
    Goal 1....33
    Goal 2....37
    Goal 3....39
    Goal 4....44
    Goal 5....46
Budget Summary....51
    Budget Summary....51
    Other Federal, State, and Local Funds....51
Budgeted Funds and Expenditures in this Plan....52
    Funds Budgeted to the School by Funding Source....52
    Expenditures by Funding Source....52
    Expenditures by Budget Reference....52
    Expenditures by Budget Reference and Funding Source....52
    Expenditures by Goal....52
School Site Council Membership....53
Recommendations and Assurances....54
Instructions....55
Appendix A: Plan Requirements....62

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 65
Appendix C: Select State and Federal Programs 68

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 Park Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

  Students with Disabilities in the areas of ELA, Math, and Chronic Absenteeism; African American students in the area of Chronic Absenteeism and Suspensions.

Based on available data, the SPSA includes actionable steps, allocation of resources, and analysis
to improve targeted areas of need.
The SPSA is aligned to the following LCAP goals:
Goal 1: Elevate deeper learning and college, career, and life readiness
Goal 2: Implement Comprehensive Professional Learning, Leading to Effective Change
Goal 3: Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety
Goal 4: Enhance Family and Community Engagement
Goal 5: Build an Inclusive and Equitable School District

Educational Partner Involvement

How, when, and with whom did Paramount Park Middle 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

School Site Council Meetings

November 8, 2023

Reviewed the School Site Council's role in reviewing, developing, approving and maintaining the SPSA. Reviewed the District Powerpoint specifying SSC's role in developing/approving School Plan.
Reviewed current budget forecast in comparison to previous years' budgets and the major school expenditures, specifically funding personnel. Discussed the service and support that an additional counselor and intervention provide. Analyzed the impact of the 7% raise on the school's budget. (additional salary and benefits impact). Talked about student and site needs in regard to last school year and the current year. Substitute teachers continue to be in short supply which inhibits targeted teacher/department collaboration. Scheduled next SSC meeting in which the specific, proposed budgeting strategies/allocations would be reviewed. Discussed timeline for approval of the School Plan and the input from the school's Leadership Team and the school's ELAC committee that would be a part of its development. Reviewed data analysis process utilized for the goals in the school plan.

SBAC Scores
Grade Data
Attendance Data
Suspension Data
Reclassification Data
iReady Diagnostic Data

November 9, 2023

Reviewed School Plan Goals and Strategies, included associated costs
Reviewed personnel matrix in regard to school funding required.
Reviewed input from ELAC meeting. This included funding for incentives associated with motivating students for taking the ELPAC assessment and celebration for students moving up EL levels based on the ELPAC. Members of the ELPAC were interested in parents/students accessing practice material for home use to support the ELPAC assessment. (Lexia Power Up Reading and My Tutor were discussed)

Solicited ideas/feedback in regard to the goals and strategies. Scheduled next meeting in which we would vote on approving the School Plan.

*October 28, 2022
Reviewed School Plan Goals and costs included.
Reviewed the review with site Leadership Team and the follow-up which included a link sent to all members to solicit individual feedback. The lone suggestion put forth was reviewed. It was a strategy for use of academic coaches to provide remediation daily. The academic coach jobs were reviewed, including district and site responsibilities. Regular scheduling of tutoring groups would be challenging. It was determined that although the strategy may not be feasible at this time that it could be enacted without altering the school plan as coach responsibilities include service to adults and students currently. Motion to approve the School Plan was unanimously passed by the committee.

ELAC Meeting
*October 10, 2022
Reviewed responsibilities of committee and importance of their input on School Plan. Reviewed what School Plan is and its components. Discussed the school's budget and strategies included which support EL Learners. Discussed some of the main strategies in plan and laid out process for collecting ideas/feedback. Discussion centered on student support which included the counselors, the My Tutor App for 24 hour help, parent access to Schoology and ParentVue, and parent conferences. Discussed timelines for end of the quarter and semester and the week for Parent Conferences. The committee members received a electronic link to solicit ideas for the school plan.

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.

The main resource inequities for the 2023-2024 school year was a lack of teacher/team planning time due to a lack of substitute availability. Teachers were tasked with delivering cohesive instruction and assessments, even though chronic absenteeism was still an area of concern. This effected student achievement.

Another resource inequity was the lack of substitutes in the District. In past years, we used funds to release teams of teachers by department once during each quarter. This essential planning time was used by teachers and academic coaches to plan units and assessments, analyze data and make action plans based on the findings, and to identify students needing remediation or acceleration, then making plans to meet those needs. In addition to the lack of team planning for teachers, teachers were often called upon to give up their prep period t cover absences due to a lack of a substitute. This also impacted student achievement.

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.

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.

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 Park Middle 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%	%	0	0	
African American	7.43%	5.84%	6.17%	48	33	33
Asian	0.31%	0.53%	0.75%	2	3	4
Filipino	0.46%	0.88%	0.37%	3	5	2
Hispanic/Latino	87.31%	89.56%	89.72%	564	506	480
Pacific Islander	1.24%	0.53%	0.93%	8	3	5
White	2.17%	2.12%	1.31%	14	12	7
Multiple	1.08%	0.53%	0.75%	7	3	4
			Total Enrollment	646	565	535

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	200	183	163
Grade 7	220	188	187
Grade 8	226	194	185
Total Enrollment	646	565	535

Conclusions based on this data:

1. The school's enrollment continues to shrink which aligns with what is happening District-wide.
2. The school's current enrollment for the 2022-2023 school year was 565.
3. Our Hispanic/Latino population has declined the most of any subgroup.

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	158	146	90	25.0%	24.5%	16.8%
Fluent English Proficient (FEP)	235	194	211	38.4%	36.4%	39.4%
Reclassified Fluent English Proficient (RFEP)	216	182	200	13.4%	33.4%	37.4%

Conclusions based on this data:

1. The school has been relatively consistent in regard to having about 25% of it's students being designated as English Language Learners.
2. The percentage of Fluent English Proficient students was 34.3%
3. The student population of Reclassified Fluent English Proficient students has varied significantly during the three years listed.

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 6	180	187	164	180	186	164	180	186	164	100.0	99.5	100
Grade 7	184	187	191	184	187	191	184	186	191	100.0	100.0	100
Grade 8	275	191	185	275	191	185	275	191	184	100.0	100.0	100
Grade 11												
All Grades	639	565	540	639	564	540	639	563	539	100.0	99.8	100

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 6	2484.	2490.	2490.	6.67	6.45	7.32	19.44	29.57	26.83	35.00	31.72	34.15	38.89	32.26	31.71
Grade 7	2536.	2536.	2521.	9.78	10.22	7.33	36.41	36.56	33.51	29.35	26.34	27.75	24.46	26.88	31.41
Grade 8	2539.	2541.	2561.	7.64	9.95	11.41	28.73	33.51	39.13	36.36	28.27	30.98	27.27	28.27	18.48
Grade 11															
All Grades	N/A	N/A	N/A	7.98	8.88	8.72	28.33	33.21	33.40	33.96	28.77	30.80	29.73	29.13	27.09

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 6	5.56	8.60	7.93	59.44	55.38	56.71	35.00	36.02	35.37
Grade 7	9.78	11.83	9.95	65.76	66.13	65.97	24.46	22.04	24.08
Grade 8	12.36	10.47	13.59	56.00	59.16	65.22	31.64	30.37	21.20
Grade 11									
All Grades	9.70	10.30	10.58	59.78	60.21	62.89	30.52	29.48	26.53

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
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 6	3.89	8.60	7.32	53.89	51.61	57.32	42.22	39.78	35.37
Grade 7	11.96	13.98	13.09	66.30	60.75	52.88	21.74	25.27	34.03
Grade 8	8.36	10.47	11.96	58.91	61.26	71.20	32.73	28.27	16.85
Grade 11									
All Grades	8.14	11.01	10.95	59.62	57.90	60.48	32.24	31.08	28.57

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
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 6	9.44	9.68	9.15	72.78	75.81	75.00	17.78	14.52	15.85
Grade 7	10.33	11.83	7.85	76.63	70.97	74.35	13.04	17.20	17.80
Grade 8	8.73	9.95	10.87	78.91	75.92	77.72	12.36	14.14	11.41
Grade 11									
All Grades	9.39	10.48	9.28	76.53	74.25	75.70	14.08	15.28	15.03

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.

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 6	11.67	15.05	13.41	66.11	63.44	64.02	22.22	21.51	22.56
Grade 7	17.93	14.52	15.18	64.67	65.05	67.54	17.39	20.43	17.28
Grade 8	17.09	21.47	21.74	69.09	63.35	69.57	13.82	15.18	8.70
Grade 11									
All Grades	15.81	17.05	16.88	66.98	63.94	67.16	17.21	19.01	15.96

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 school's participation rate for students taking the CAASPP test in literacy has remained high (roughly 99%) for the three years noted.
2. The amount of students meeting or exceeding the standard for overall Literacy was about 45% preceding the school closures. For the 2022-2023 school year, it was 40%.
3. The strand with the highest percentage of students Above Standard is Research/Inquiry, Investigating, analyzing, and presenting information

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 6	180	187	163	180	186	161	180	186	161	100.0	99.5	98.8
Grade 7	183	187	191	183	187	189	183	187	189	100.0	100.0	99
Grade 8	276	191	185	276	191	184	276	191	184	100.0	100.0	99.5
All Grades	639	565	539	639	564	534	639	564	534	100.0	99.8	99.1

* 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 6	2440.	2449.	2454.	2.22	3.23	3.11	7.22	10.22	8.07	28.33	30.11	36.02	62.22	56.45	52.80
Grade 7	2486.	2460.	2483.	7.65	2.67	7.41	15.30	8.56	13.76	32.24	31.02	30.69	44.81	57.75	48.15
Grade 8	2490.	2516.	2506.	5.43	12.04	10.33	9.42	14.14	6.52	34.42	29.84	29.89	50.72	43.98	53.26
All Grades	N/A	N/A	N/A	5.16	6.03	7.12	10.49	10.99	9.55	32.08	30.32	32.02	52.27	52.66	51.31

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.

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 6	2.78	3.23	3.11	33.89	39.78	35.40	63.33	56.99	61.49
Grade 7	8.20	2.67	7.41	42.62	41.71	43.39	49.18	55.61	49.21
Grade 8	5.43	12.04	9.78	51.81	45.55	41.30	42.75	42.41	48.91
All Grades	5.48	6.03	6.93	44.13	42.38	40.26	50.39	51.60	52.81

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.

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 6	3.89	3.23	3.11	40.00	47.85	52.80	56.11	48.92	44.10
Grade 7	6.56	2.67	7.94	59.56	53.48	54.50	33.88	43.85	37.57
Grade 8	5.07	11.52	10.33	51.45	47.64	54.35	43.48	40.84	35.33
All Grades	5.16	5.85	7.30	50.55	49.65	53.93	44.29	44.50	38.76

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 6	2.78	4.84	3.73	60.56	54.84	58.39	36.67	40.32	37.89
Grade 7	6.56	4.28	8.99	64.48	57.75	61.90	28.96	37.97	29.10
Grade 8	5.07	9.95	9.24	65.22	66.49	63.59	29.71	23.56	27.17
All Grades	4.85	6.38	7.49	63.69	59.75	61.42	31.46	33.87	31.09

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 school's participation rate for students taking the CAASPP test in literacy has remained high (roughly 99%) for the three years noted.
2. The amount of students meeting or exceeding the standard for overall Mathematics was about 28% and 25% in the two years preceding the school closures. For the 2022-2023 school year, it was 17.02%.
3. The strand with the highest percentage of students Above Standard for the years listed is Communicating Reasoning.

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

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

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1539.6	1557.0	1549.9	1544.6	1571.4	1563.6	1534.1	1542.1	1535.7	47	50	45
7	1543.4	1576.2	1572.2	1535.0	1590.8	1585.1	1551.3	1561.1	1558.8	46	38	29
8	1561.7	1571.3	1568.4	1556.5	1582.9	1587.1	1566.6	1559.2	1549.2	46	39	17
All Grades										139	127	91

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

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	17.02	50.00	28.89	63.83	30.00	51.11	12.77	16.00	13.33	6.38	4.00	6.67	47	50	45
7	21.74	52.63	37.93	45.65	28.95	44.83	23.91	15.79	10.34	8.70	2.63	6.90	46	38	29
8	23.91	41.03	35.29	50.00	33.33	52.94	23.91	17.95	5.88	2.17	7.69	5.88	46	39	17
All Grades	20.86	48.03	32.97	53.24	30.71	49.45	20.14	16.54	10.99	5.76	4.72	6.59	139	127	91

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
6	48.94	72.00	55.56	44.68	22.00	33.33	4.26	4.00	6.67	2.13	2.00	4.44	47	50	45
7	39.13	63.16	48.28	36.96	34.21	37.93	19.57	0.00	10.34	4.35	2.63	3.45	46	38	29
8	32.61	64.10	64.71	56.52	20.51	29.41	8.70	10.26	5.88	2.17	5.13	0.00	46	39	17
All Grades	40.29	66.93	54.95	46.04	25.20	34.07	10.79	4.72	7.69	2.88	3.15	3.30	139	127	91

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
6	4.26	10.00	8.89	21.28	34.00	26.67	61.70	38.00	48.89	12.77	18.00	15.56	47	50	45
7	13.04	18.42	24.14	21.74	39.47	34.48	50.00	31.58	34.48	15.22	10.53	6.90	46	38	29
8	15.22	7.69	0.00	32.61	41.03	41.18	45.65	38.46	47.06	6.52	12.82	11.76	46	39	17
All Grades	10.79	11.81	12.09	25.18	37.80	31.87	52.52	36.22	43.96	11.51	14.17	12.09	139	127	91

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
6	14.89	16.00	18.92	74.47	76.00	67.57	10.64	8.00	13.51	47	50	37
7	4.35	8.33	18.18	80.43	77.78	68.18	15.22	13.89	13.64	46	36	22
8	10.87	17.95	15.38	82.61	69.23	69.23	6.52	12.82	15.38	46	39	13
All Grades	10.07	14.40	18.06	79.14	74.40	68.06	10.79	11.20	13.89	139	125	72

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
6	85.11	90.00	83.72	12.77	8.00	13.95	2.13	2.00	2.33	47	50	43
7	71.74	94.74	86.21	21.74	2.63	10.34	6.52	2.63	3.45	46	38	29
8	63.04	86.49	94.12	34.78	10.81	5.88	2.17	2.70	0.00	46	37	17
All Grades	73.38	90.40	86.52	23.02	7.20	11.24	3.60	2.40	2.25	139	125	89

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
6	4.26	8.00	5.26	55.32	52.00	50.00	40.43	40.00	44.74	47	50	38
7	13.04	21.62	13.04	58.70	43.24	52.17	28.26	35.14	34.78	46	37	23
8	21.74	21.05	6.67	45.65	44.74	53.33	32.61	34.21	40.00	46	38	15
All Grades	12.95	16.00	7.89	53.24	47.20	51.32	33.81	36.80	40.79	139	125	76

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
6	17.02	42.00	35.71	78.72	52.00	61.90	4.26	6.00	2.38	47	50	42
7	17.39	36.11	46.43	78.26	63.89	50.00	4.35	0.00	3.57	46	36	28
8	6.52	10.53	13.33	93.48	84.21	86.67	0.00	5.26	0.00	46	38	15
All Grades	13.67	30.65	35.29	83.45	65.32	62.35	2.88	4.03	2.35	139	124	85

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 number of English Language Learners tested in 2022-2023 was a 127
2. The percentage of students who scored at a level 4 in 2022-2023 was 48.03

School and Student Performance Data

Student Population

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.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
535	**94%**	**16.8%**	**0.6%**
Total Number of Students enrolled in Paramount Park Middle 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	90	16.8%
Foster Youth	3	0.6%
Homeless	4	0.7%
Socioeconomically Disadvantaged	503	94%
Students with Disabilities	75	14%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	33	6.2%
American Indian	0	0.0%
Asian	4	0.7%
Filipino	2	0.4%
Hispanic	480	89.7%
Two or More Races	4	0.7%
Pacific Islander	5	0.9%
White	7	1.3%

Conclusions based on this data:

1. The majority of our school's enrollment consists of students/families that qualify as Socioeconomically Disadvantaged.

2. The school continues to have significant subgroups of Students with Disabilities and English Language Learners.
3. Our African American subgroups continues to represent about 7% of our school.

School and Student Performance Data

Overall Performance

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.

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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. This data is based on 2021 Spring state tests and 2022 Fall released school reports. Our latest test data, Spring of 2022 will constitute baseline data for this reporting system.
2. The school's suspension data is in the medium range.
3. The chronic absenteeism, Math and Language Arts data is an area of concern.

School and Student Performance Data

Academic Performance
English Language Arts

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.

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
Lowest Performance

Orange

Yellow

Green

Blue
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
1	2	1	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	Yellow	Red
23.2 points below standard	58.1 points below standard	105.7 points below standard
Maintained 2 points	Increased 5.8 points	Declined 16.2 points
513 Students	171 Students	63 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
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	25.5 points below standard
2 Students	7 Students	Maintained 1.1 points
		481 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
114.7 points below standard	44.8 points below standard	0 Students
Declined 9.1 points	Increased 9.5 points	
75 Students	29 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	24 points below standard
4 Students	2 Students	Maintained 0.3 points
		464 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
3 Students	5 Students	6 Students

Conclusions based on this data:

1. On the 2022-2023 SBAC assessments for English Language Arts, All students scored 25.2 points below standard, English Learners scored 50 points below standard, and Students with Disabilities scored 106.8 points below standard.
2. In terms of Ethnicity, White students scored 15.9 points below standard, Hispanic students scored 24.2 points below standard, and African Americans scored 73.5 points below standard.
3. In terms of Language, Reclassified English Learners scored 1.0 points below standard, English Only scored 27.6 points below standard, and ELLs scored 105.6 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

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.

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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	2	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
Yellow	Orange	Red
83.7 points below standard	124.1 points below standard	174.3 points below standard
Increased 7.8 points	Increased 5.7 points	Declined 12.4 points
511 Students	171 Students	63 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	87 points below standard
2 Students	7 Students	Increased 5.9 points
		479 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
160.2 points below standard	109.8 points below standard	0 Students
Maintained 1.6 points	Increased 29.5 points	
74 Students	30 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	84.3 points below standard
4 Students	2 Students	Increased 4.5 points
		462 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
3 Students	5 Students	6 Students

Conclusions based on this data:

1. Our students scored higher in English Language Arts (ELA) than they did in Mathematics.
2. Performance rankings amongst groups reflected the rankings in English Language Arts.
3. In terms of Language Designations, our English Only maintained their performance level while ELLs and RFEP students declined.

School and Student Performance Data

Academic Performance
English Learner Progress

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.

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

This section provides 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**
Green	Green
72.5% making progress.	71.9% making progress.
Number Students: 91 Students	Number Students: 64 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**
4.4%	23.1%	0%	72.5%

Conclusions based on this data:

1. 66.4% of our ELLs progressed at least one ELPI Level.
2. 8.4% of our ELLs decreased one level.
3. 25.2% of our ELLs maintained their 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.

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

This section 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

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
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.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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.

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

Lowest Performance

Orange

Yellow

Green

Blue

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**
Yellow	Yellow	Orange
20.3% Chronically Absent	18.8% Chronically Absent	22.4% Chronically Absent
Declined 4.4	Declined 5.1	Declined 5.4
558 Students	96 Students	67 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	20.6% Chronically Absent
4 Students	8 Students	Declined 5.2
		525 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
21% Chronically Absent	33.3% Chronically Absent	0 Students
Declined 15.6	Declined 10.6	
81 Students	36 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	19.2% Chronically Absent
4 Students	2 Students	Declined 3.9
		500 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
4 Students	5 Students	7 Students

Conclusions based on this data:

1. According to 2022 Fall data, the only subgroup that decreased it's chronic attendance was Students with Disabilities.
2. Our English Language Learners increased chronic attendance significantly.

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.

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

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

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

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
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.

School and Student Performance Data

Conditions & Climate
Suspension 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.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

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

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
Green	Green	Green
5.6% suspended at least one day	5% suspended at least one day	6% suspended at least one day
Declined 2.1%	Declined 6.2%	Declined 7.4%
576 Students	101 Students	67 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
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	5.9% suspended at least one day
4 Students	8 Students	Declined 2%
		543 Students

Students with Disabilities	African American	American Indian
Green	Red	No Performance Color
4.8% suspended at least one day	21.6% suspended at least one day	0 Students
Declined 7.7%	Increased 4.6%	
83 Students	37 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	4.3% suspended at least one day
4 Students	2 Students	Declined 2.6%
		516 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
4 Students	5 Students	8 Students

Conclusions based on this data:

1. Overall, our suspension rate declined by 0.7%.
2. The only group to increase in suspensions was our African American with an increase of 0.9%.

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.

As part of our comprehensive needs assessment, Paramount Park examined the following data:

State SBAC Scores - 42% of all students tested met or exceeded the standard
iReady Diagnostic Scores -

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 42% School Year 2023-2024	
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 17% School Year 2023-2024	
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 31% School Year 2023-2024	
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	81.5% making progress Blue Status CA School Dashboard Fall 2023	
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 50% Diagnostic 3 School Year 2023-2024	
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 50% Diagnostic 3 School Year 2023-2024	

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	Academic coaches: support Pre-K-12 staff, both general and speical education, in the implementation of district and school site goals for California Content and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collab teams.	District Funded
1.2	9 AVID is an academic acceleration program that aims to prepare students in the academic middle for four-year colleges. 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. 6 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	Math Intervention Teacher	All Students	i-Ready data Student Grades Students who transition out of Intervention	District Funded
1.4	ELA Intervention Teacher	All Students	i-Ready data Student Grades Students who transition out of Intervention	District Funded
1.5	Build a yearly calendar that includes quarterly Structured Teacher Planning Time. Incorporates collaborative sessions to discuss various topics, such as Identifying essential content area standards, First Best Instruction data-driven instructional practices, and/or Safe & Civil classroom management.	All Students	i-Ready data Student grades PD activities that will include release time focused on literacy and numeracy.	10,000 Title I Part A: Allocation
1.6	AVID College Field Trip	All Students	Review of School CCI	3787 Title I Part A: Allocation

1.7	Climate and Culture/Safe & Civil Leadership Team primary role is to help lead the school's effort in supporting the improvement of classroom management, building relationships, and promoting a positive climate on campus.	All Students	Climate and Culture Team activities and meetings Teacher instructional and collaboration support Staff communication regarding the CCT role, responsibilities and the Safe & Civil framework.	3000 Title I Part A: Allocation
1.8	Literacy development via multi-media classroom tech within a college and career prep course/elective using writing, equipment (such as cameras) and multi-media software.	All Students	Classroom visits School-wide videos produced to support positive behavior and school-wide procedures School-Wide Videos identified by Feb. 1, 2025	5000 Title I Part A: Allocation
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 Teacher and student use of technology during daily instruction	District Funded 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.

As part of our comprehensive needs assessment, Paramount Park examined the following data:
State SBAC Scores - Math 11% of all students tested met or exceeded the standard

Historical iReady Diagnostic Scores from Spring and Fall of 2022

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

2.6	Capturing Kids' Hearts is a program that helps educators build relationships with students and create a safe, supportive learning environment	All Students	Identify participants by February 2025 Small team to attend Flagship Training (2 day) in preparation of school-wide launch.	30,000 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.

Chronic Absenteeism is a concern on campus. The need for Mental health referrals, students seeking counseling, chronic attendance, and fear of coming to school are all areas that have increased since returning from Distance Learning. Students continue to need clear guidelines, help building positive relationships and avenues to access support.

Traditionally, behavior data showed a continuous decline of office referrals during the previous six years as we have focused professional development on building healthy relationships. A continued focus on implementing Safe & Civil behavior practices in the classroom and around campus will continue to impact a positive school culture. The introduction of Restorative Practices will support our positive approach to campus behavior and enhance the school culture where positive interactions are standard practice.

Our School Community has recognized a pressing need to address the emotional and social-well being of students, particularly in fostering a sense of belonging and safety. Students have reported feeling anxious about peer relationships and fitting in, which can hinder their academic performance and overall engagement.

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)	7.6% Orange status CA School Dashboard Fall 2023	
Cumulative attendance (PUSD Dashboard)	93.1% EOY 2023-2024	
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	24.6% Yellow status CA School Dashboard Fall 2023	
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	7th: 48%	
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	7th: 48%	
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	7th: 44%	

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
3.1	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilizie and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	All Students	Conduct regular observations of CSAs by school 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
3.2	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior 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	All Students	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	District Funded District Funded

	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.			
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	Identify the conference or workshop that teachers will participate in.	All Students	Log entries for students who seek the time with the Counselor for SEL support Office referrals Student grades Log entries into Synergy of students who are sent on timeouts and written Level I/II referrals.	10000 Title I Part A: Allocation
3.5	Identify the program/trainer that will provide Restorative Practices training. Focus areas for RP include community building/conflict resolution/suspension diversion training.	All Students	SEL data (attendance, behavior, etc.) Office referrals Log entries into Synergy of students who are sent to timeouts and written Level I/III referrals.	6000 Title I Part A: Allocation
3.6	Identify resources, subscription, and the coordinator of the Watch DOGS (Dads of Great Students), a school-based program that involves fathers and other father figures in schools to improve education and reduce bullying.	All students	Office referrals Bullying incidents Log entries for students who see time with the school counselor and social worker.	3000 Title I Part A: Allocation
3.7	School-Wide Information System, a web-based tool that helps schools collect and analyze student behavior data to improve educational	All Students	Office referrals Tier II data	1000 Title I Part A: Allocation

	environments. Elements include data collection, data analysis, and equity reporting.			
3.8	Expansion of Safe & Civil and positive recognition to improve school-wide behavioral interventions for all students.	All Students	Office referrals Suspensions Log entries for students who seek time with the school counselor and social worker.	2000 Title I Part A: Allocation
3.9	School Attendance Task Force to improve our school's average daily attendance rate and to reduce the number of students who are chronically absent.	All Students	Student attendance Chronic Absenteeism	3000 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 staff to support their child IEP	District Funded
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.

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	
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	46% School Year 2023-2024	
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	N/A	
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	90% School Year 2023-2024	
Families report attending events (Title I/LCAP Parent Survey)	59 parents - Open House 52 parents - Back to School Night 9 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 Fall and Spring Site visit with site coordinator and administrator	District Funded

			AVID Site Coordinator Meetings	
4.2				
4.3	Parent Education Night with a focus on Tobacco Use Prevention Education and the affects of youth vaping.	All Students	Suspensions TUPE referrals Email sent to parents by Feb. 1, 2025 Measure parent attendance	1277 Title I Part A: Parent Involvement 1723 Title I Part A: Allocation
4.4	Parent Education to promote the importance of attending college and choices for a career path.	All Students	Student grades Parent Communication by March 30, 2025 Measure parent attendance	1277 Title I Part A: Parent Involvement 1723 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 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 42% School Year 2023-2024 English Learners: 5% African American: 38% Hispanic: 41% SPED: 9% Foster Youth: 0% SED: 41% LTEL: 0%	
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 17% School Year 2023-2024 English Learners: 1% African American: 13% Hispanic: 17% SPED: 7% Foster Youth: 0% SED: 15% LTEL: 0%	
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 31% School Year 2023-2024 English Learners: 0% African American: 43% Hispanic: 31% SPED: 19% Foster Youth: 0% SED: 29% LTEL:	
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	81.5% making progress Blue Status Decreased at Least 1 ELPI Level: 4.8% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 13.7% Maintained ELPI Level 4: N/A	

	Progressed at Least 1 ELPI Level: 81.5% CA School Dashboard Fall 2023	
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 51% Diagnostic 3 School Year 2023-2024 English Learners: 44% African American: 60% Hispanic: 51% SPED: 45%	
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 50% Diagnostic 3 School Year 2023-2024 English Learners: 44% African American: 47% Hispanic: 51% SPED: 41%	

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 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	AVID Elective Students AVID Excel	AVID Tutor Evaluation Grade Data	District Funded

	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 and federal categorical/special programs provided at the school site.	All Students	Student achievement data (such as the California Dashboard and i-Ready) Student SEL data (such as attendance, behavior, and counseling supports) Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	District Funded

5.6	Increase offerings of SIPPS reading program by training more teachers and staff in SIPPS. Provide general education study skills electives with curriculum, manipulatives, and teacher training in how to improve student work habits and organization.	All Students	i-Ready scores Student grades Identify staff member to train in Jan. 2025 Seek feedback from Kelly Morales about a district-wide release day.	5000 Title I Part A: Allocation
5.7	The Naviance College and Career Readiness Program will provide all students, regardless of background or socioeconomic status, with the resources and guidance needed to explore and plan for their future educational and career paths.	All Students	Self-assessment tools Career exploration College search: College application management Resume builder Course planning tool	
5.8	Extra-Curricular programs, including a coordinator of intramural sports teams and athletic leadership opportunities for students who do not participate in after school (inter mural) sports teams		Increased opportunities for student participation in school activities	
5.9	ELD Intervention/Reclassification Follow-ups	ELD Students	i-Ready scores Student Grades Teacher input ELPAC scores	3000 Title I Part A: Allocation
5.10	After-school tutorial to increase grade level literacy skill mastery	All Students	Identifying student by end of Jan, 2025 Notifying parents by end of Jan, 2025 Monitoring student grades across the curriculum.	6000 Title I Part A: Allocation
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	$96,787.00
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	$94,233.00
Title I Part A: Parent Involvement	$2,554.00

Subtotal of additional federal funds included for this school: $96,787.00

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: $96,787.00

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	2,554	0.00
Title I Part A: Allocation	94,233	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	94,233.00
Title I Part A: Parent Involvement	2,554.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	94,233.00
	Title I Part A: Parent Involvement	2,554.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,787.00
Goal 2	30,000.00
Goal 3	25,000.00
Goal 4	6,000.00
Goal 5	14,000.00

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

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
	English Learner Advisory Committee

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 12/6/2024.

Attested:

	Principal, Mr. Pete Loaiza on 12/6/2024
	SSC Chairperson, Jennifer Monast on 12/6/2024

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 (Se*ctions: 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/

Updated by the California Department of Education, October 2023