School Year: | 2023-24

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Paramount High School	19648731936749	October 24, 2023	December 12, 2023

Purpose and Description

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

X Schoolwide Program

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

The Vision of Paramount High School is to ensure the academic, social and personal growth of individuals within a student-centered environment that encourages students to become critical thinkers with a global perspective who are prepared for college and career pathways. This SPSA serves as an organizational tool to support the ongoing schoolwide improvement process and the vision it holds for all students.

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

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

Alignment with LCAP

LCAP Goals:

Support Academic Progress and Behavior; Assess Student Performance

Create a College and Career Going Culture

Implement State Standards and Assessments

Provide Basic Services

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Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

1. School Group Members (Secondary Schools):

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

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

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

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

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees

- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations

- Recommend the SPSA and expenditures to the governing board for approval

- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members

- Make modifications to the SPSA whenever the need arises

- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures

- Annually (and at each semester) evaluate the progress made toward school goals to raise the academic achievement of all students

- Carry out all other duties assigned to the SSC by the district governing board and by state law

Senior Campus School Site Council (SSC) SPSA Relevant Meeting Minutes :
The meeting was called to order at 7:46 a.m.

I.   Approval of Minutes from October 18th. Ciarra Powell motioned to approve minutes. Anna Martinez seconded. Minutes were approved 10-0.

I.   Review of School Plan for Student Achievement (SPSA) Mrs. Salcido clarified that some programs are District funded and do not fall within the school budget.

I. Review of SPSA
Goals of SPSA are related to students' achievement and State testing. Spring 2023 data for ELA and Math was looked at.
- Goal #1- Increase 5% on the CAASPP for ELA and Math. For Spring 2023, PHS increase in Math by 1% and English by 4%. There is a math gap within 2-3 years prior to COVID – that is why the middle schools went into block schedule to provide students
more support.
- Goal #2- English Learners .There was an increase of 8.7%. PHS aims to increase in level 3 and 4. Level 4 there was
increase by 8.7%, in level 3 there was decrease as well as in level 2 by 7%. Level 1 our newcomers there was increase which is expected.
- Goal #3- Increase College and Career Readiness by 5%. There was increase by 2%
- Goal #4- Increase by 5% in Attendance, Parent Involvement, SEL (Social and Emotional Learning) Continuing working on absentees- there was a 12.4% decrease which means more students are attending school. The suspension rate decreased by 1%.

III. SPSA Budget
Title 1 and LCAP (Local Control Accountability Plan) funds – not much as change from previous school year. There were no added positions on staff.
LCAP funds were decreased by approximately $400,000. Title 1 pays for three main categories (1) Salaries – teachers, planning, tutoring, extra hours, field trips, etc., (2) Technology, (3) Materials and Supplies.
The 1 million grant (about $340,000 per school year) for three years can help offset the budget.
Mr. J. Sewell inquired about the math scores and re-evaluated the money spent if math is continuing to be an area of need/focus. Math support classes were offered the math scores were better than present scores. Current support given to students is through tutoring,
thinking class (visit middle schools) to observe student learning. Things to look at – materials/program to close the gap and teacher commitment.

PHS working with district on how to incorporate support within the student day.
Mrs. J. Hammond reviewed the School Plan with 1-4 goals and strategies/activities along with the

allocation of funds to meet the goals
Review PHS 2023-2024 Budget Allocation

IV. SPSA Approval
Mr. R. Hererra set a motion for approval of SPSA and Mr. J. Sewell second with Mrs. L. Aguayo motion for vote – all 10 members approved.

PARAMOUNT HIGH SCHOOL WEST CAMPUS

West Campus School Site Council (SSC) SPSA Relevant Meeting Minutes:

February 2, 2023 - Council met to discuss, review, and approve School Safety Plan and The Parent Education/Parent Involvement Compact

May 10, 2023 - Council met to review achievement data and begin planning for 2023 SPSA

September 7, 2023 - SSC met to discuss purpose and plan for School Site Council and student role on SSC

October 5, 2023 - Council met to review bylaws with new student members and parent members and new officers were elected

November 5, 2023 - Council met to review achievement data and approve SPSA

English Learner Advisory Committee (ELAC) Meetings:

November 29, 2023 - Committee discussed essential ELAC parent information, the reclassification process and recognized students that were reclassified for 22-23 school year.

January 10, 2023 - Committee met to discuss ELPAC schedule and test prep practice

February 14, 2023 - ELAC the West Campus English Learner Plan and debriefed the most recent DELAC meeting

September 7, 2023 - School site members of ELAC met to begin planning priorities, outcomes, and parent outreach

October 5, 2023 - Committee met to review ELAC training slides. Members discussed different methods to increased parent involvement and connection to West Campus ELD Program

November 2, 2023 - Committee met Main Office Secretary to begin building connection with West Campus staff

Resource Inequities

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

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

Paramount Unified School District
SPSA Evaluation Template

Template and Instructions

For all SPSA actions, complete Table 1 below.
1.   Text of Strategy/Activity - (This will be automatically pulled from your 2022-2023 SPSA in DTS)
2.   Implementation:
  1.   Choose from one of these
    1.   Not Implemented
    2.   Partially Implemented
    3.   Fully Implemented
3.   Effectiveness
  1.   Choose from one of these
    1.   Not Effective
    2.   Somewhat Effective
    3.   Very Effective
4.   Data to support Effectiveness Claim
  1.   What data (qualitative or quantitative) supports your effectiveness claim
  2.   If actual data is not yet available, enter the data you plan to use
5.   Continue Action?
  1.   Choose Yes or No
6.   23-24 SPSA Location - Don't complete until writing the 2023-2024 SPSA
  1.   Goal
  2.   S/A #

Table 1
Review of 2022-2023 Strategies/Activities

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	1	To address the needs of all students, including those in target subpopulations, Senior Campus will provide after school and Saturday school tutoring/enrichment in English Language Arts, Mathematics, Social Science, Science, AP, and CTE coursework. In order to meet this need, we will need to hire highly qualified teachers and support staff to serve students through extra hours and beyond-school time support. This will be monitored to accommodate the specific academic needs of the students in order to increase student achievement in CAASPP assessments and College Board district assessments. West Campus implements Read 180 to support literacy and comprehension Academic	Fully Implemented	Somewhat Effective	CAASSP Scores: ELA Met Benchmark 21-22: 45% 22-23: 49% Math Met Benchmark 21-22: 11% 22-23: 12% CAST Scores: Science Met Benchmark 21-22: 14% 22-23: 13%	Yes	Goal 1, Strategy 1

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		interventions are offered before and after school, and on Saturday as intervention. We will continue to address the needs of all students through participating in staff professional development and trainings which target research-based best instructional practices.					
1	2	Academic coaching support through highly qualified teachers on special assignment will be provided for all staff and students in the following areas of focus: English Language Arts, Mathematics, English Language Development, Social Science, Science, Special Education, Technology and Data/Assessments. This service includes one-on-one student support, small group instruction, pull-in/pull-out support, teacher co-planning, co-instructing, co-assessing and Professional Learning Community (PLC) support. The support in classes also includes support implementing CAASPP Interim Assessments, common benchmarks, common pacing guides, access to digital libraries, making good use of classroom instructional materials, and access to software such as SCOIR, TurnItIn, online textbook support, Schoology, Read180/System44 , Edgenuity, My Tutor/PAPER, Peardeck, Nearpod, Edu Protocols etc. Intervention Teachers on Special Assignment have been hired and trained to support the academic needs of all students in English Language Arts, Mathematics, Science, Social Science, Special Education and for	Partially Implemented	Somewhat Effective	Special Education TOSA position was vacated as of November 2022. PLC Cycles/Minutes/Reflections CAASSP Scores: ELA Met Benchmark 21-22: 45% 22-23: 49% Math Met Benchmark 21-22: 11% 22-23: 12% CAST Scores: Science Met Benchmark 21-22: 14% 22-23: 13%	Yes	Goal 1, Strategy 2

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		Technology/Assessment support.					
1	3	In light of the district wide 1:1 Chromebook adoption, Instructional Technology aides will serve in the classroom to assist teachers and students toward meeting standards-based established daily learning targets. They will be trained in order to meet the diverse needs of students and to support teachers in implementing quality instruction supplemented with technology resources.	Fully Implemented	Very Effective	Continue to implement 1:1 program allowing teachers to utilize 1:1 for classroom instruction and assessments. Full time TIA at PHS.	Yes	Goal 1, Strategy 3
1	4	Staff will attend targeted Professional Development training to deliver data-proven instructional practices to increase student success and raise achievement.	Not Implemented	Not Effective	Limited Professional Development opportunities due to COVID protocols and District limitations on conference attendance.	Yes	Goal 1, Strategy 4
1	5	Students will participate in student-centered lessons and activities in addition to the district-wide curriculum supported by district curriculum specialists. Supplemental classroom materials, technology, instructional software, field trips, relevant subscriptions, hands-on learning experiences on/off campus and student-centered experiences will be provided as tools to create student-centered classroom environments and lessons. An accounting assistant at Senior Campus has been hired to carefully track all expenditures aligned to the SPSA including expenditures that include but are not limited to classroom materials, field trips, professional development registration fees, training coordination etc.	Fully Implemented	Very Effective	Lesson Plans, Curriculum Guides	Yes	Goal 1, Strategy 5
1	6						
1	7						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
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2	1	Teachers will be provided additional hours to serve all students, including English Learners, through both after school, at lunch, and Saturday school academic interventions. The ELD coach works with academic coaches, teachers and bilingual aides to provide tools, resources and professional development to meet the needs of English Learners. Staff will participate in Professional Development to support and target best instructional practices for English Learners. They will be afforded time to co-collaborate and co-plan in order to develop lessons that support content area CA State standards and English Language Development standards.	Partially Implemented	Very Effective	ELD Coach position at Senior Campus not refilled per District Office. 3 PLC meetings held to support PD in Instructional Practices for ELD. District hired EL Support Provider for High School	Yes	Goal 2, Strategy 1
2	2	Students will be provided additional instructional and academic support beyond the school hours to work on language acquisition skills, literacy skills (including access to a writing center), and	Partially Implemented	Somewhat Effective	ELPAC results demonstrated a decrease in EL levels 1 and 2 by 10%.	Yes	Goal 2, Strategy 2

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		content area support. Lunchtime tutoring will be held in the College and Career Center equipped with a bilingual instructional aide to support students beyond their regularly scheduled classes and during the school day. Salaries to pay Bilingual Instructional Aides will serve all Newcomers to the country with English Language Acquisition skills, Literacy instruction, and in-class support. Salaries to pay Technology Instructional Aides will serve all students including specific strategies to serve English Learners. Bilingual aides will support Newcomers in the classroom setting to support quality and research-based instruction. Technology Instructional Aides will serve all students in the classroom and will be available to support with 1:1 Chromebook device implementation. My Tutor / PAPER will provide additional support for all students.					
2	3	Language Assessment Assistant serves all English Learner (EL) students by assisting with LAT processes, assessments, state-mandated testing, and instructional support. College Tutors will be hired at senior campus to serve EL students in the classroom setting and to support after school tutoring.	Partially Implemented	Somewhat Effective	LAA continues to support EL students in instruction and state testing. College tutors are supporting EL students through AVID.	Yes	Goal 2, Strategy 3
2	4	By creating a Leadership Team and a AVID Site Leadership Team, our site will develop and provide on-site training support for school-wide instructional	Fully Implemented	Very Effective	Our site Leadership Teams continue to develop supports for instructional	Yes	Goal 2, Strategy 4

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		initiatives (WICOR) with a specific focus on literacy skills to support English Learners. These initiatives will be created by the leadership groups after conducting a needs assessment process to guide our work around the WASC Critical Areas for Improvement and School Plan for Student Achievement. This will include extra hours for staff to meet, collaborate, plan, reflect and conduct cycles of continuous improvement. Supplemental classroom materials, technology, instructional software, field trips, subscriptions and student-centered experiences will be provided as tools to create student-centered classroom environments and lessons. Substitutes will be provided to afford teachers time to walk through one another's classes to collaborate and discuss practices that will influence future instructional planning based on research-based instructional practices focused on English Language Development.			initiatives with a focus on literacy.		
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2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
2	16						
2	17						
2	18						
2	19						
2	20						
3	1	Senior Campus: All students will have access to after school tutoring in all content areas and will also be able to access Academic Saturday school programming. All students will have access to classrooms equipped with technological instructional resources that are utilized to support learning. In the Fall of 2022, My Tutor / Paper continued to be a resource available to students. The shift to Block Schedule, in addition to access to Edgenuity, are opportunities for students for credit recovery.	Fully Implemented	Very Effective	All students have access to additional resources and school-wide tutoring to support learning as evidenced in an increased graduation rate and state testing scores.	Yes	Goal 3, Strategy 1
3	2	Student incentives will be provided to honor students with improved/maintained attendance, grade marks, citizenship, awards, and focus/effort on testing including the ELPAC and CAASPP. Students and families will participate in celebratory recognition events throughout the school year to acknowledge growth, effort and achievement both in and out of class.	Fully Implemented	Very Effective	Students are provided incentives to honor their achievements and attendance. Families are invited to participate in recognition celebratory events.	Yes	Goal 3, Strategy 2
3	3	All students will participate in systematic and vertically planned SCOIR lessons during the school day and throughout the school year. This will be a collaborative effort between the Student Health and Counseling team and the teachers. This will be delivered	Fully Implemented	Somewhat Effective	All students participate in a systematic and vertically planned program to focus on college and career readiness.	Yes	Goal 3, Strategy 3

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		through grade level college knowledge events. This will promote college awareness in addition to field trips to colleges to further expose students to local programming that supports that post-secondary plans. Additionally, the AVID site team will promote schoolwide college and career readiness awareness and will support schoolwide instructional strategies.					
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4	1	In addition to all established parent outreach groups (SSC, ELAC, Coffee Corner, Parent Workshops, AVID Parent Nights, Back to School Night, Open House, Parent Orientation, College Fair, Positive Coaching Alliance, LACOE Wellness Center	Fully Implemented	Very Effective	A school parent center was established in partnership with LACOE to support student wellness. In addition, the RAPTOR system is now in full use by CSPs at PHS to ensure a safe	Yes	Goal 4, Strategy 1

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		on Campus), a school Parent Center will be created and established in collaboration with parent groups and stakeholders to create a safe space on campus that welcomes parents to partner with the school. Additionally, our school partnered with LACOE to establish a wellness center equipped with 2 full time employees. Also, an additional CSP will provide an opportunity for parents to check into our RAPTOR system to provide a safe space for staff, students, parents and community members.			school environment.		
4	2	Senior Campus: In an effort to partner with parents to improve student attendance, academics, character, and behavior, data will be carefully tracked and student recognition events will be held for students and families to honor improvement in target areas. To help focus on the whole child, including academic, social, emotional, and behavioral growth and achievement. Additionally, this program will assist in affording students opportunities to field trips and activities that aim to enhance their learning experiences at school. As a form of an intervention and an alternative to suspension, the Senior campus will add LACADA to support students with controlled substance concerns.	Partially Implemented	Somewhat Effective	Student recognition events are held, however, there is room for improvement in targeting the whole child.	Yes	Goal 4, Strategy 2
4	3	Professional Development/Consultant Partnerships will be offered to staff and parents to provide research-based instructional strategies to improve student performance in the following focus areas:	Partially Implemented	Somewhat Effective	Through opportunities provided by our LACOE Community Schools partnership, parents have had the opportunity to participate in	Yes	Goal 4, Strategy 3

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		attendance, grade data, suspension, college and career readiness, school culture.			professional development events to support student performance.		
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Based upon this review in Table 1, use Table 2 to answer the prompt:

<u>Briefly describe the overall implementation and overall effectiveness of the strategies/activities in each Goal.</u>

This text will be entered into the "Annual Review" section of your SPSA. Begin the narrative now, and revise as additional data is available. Table 1 will supplement the narrative, so a brief summary is sufficient.

Table 2
Overall Narrative

2022-23 Goal	Description
1	Strategies implemented in Goal 1 had varied effectiveness. In some areas, the strategies were implemented with great success, yet other areas were limited on implementation.
2	Strategies implemented in Goal 2 had varied effectiveness. Due to challenges with staffing, some goals had limited opportunity for implementation.
3	Strategies in this goal were fully implemented.
4	Strategies for Goal 4 were implemented with school needs in mind, however, a transition to focusing on the whole child is needed to enhance effectiveness.

Based upon this review, and the actual implementation of your SPSA, use Table 3 to answer this prompt

Briefly describe any major differences in what was planned and what occurred in 2022-2023.

Address actions that were planned but didn't occur, actions that were significantly different than planned, or significant differences between the original budget and actual expenditures, and the impact of the differences on students.

Enter as much information as you can now, and revise as additional information is available. This text will be entered into the "Annual Review" section of your SPSA.

Table 3

Major Differences Between Plan and Execution of the 2022-2023 SPSA

2022-23 Goal	Major differences
1	ELD Coach was not rehired per District directive, and Special Education TOSA was promoted and position was not rehired.
2	Teachers were unable to attend trainings and the opportunities for Professional Development were limited due to the impact of restrictions following COVID, including the substitute shortage.
3	No major differences for Goal 3
4	No major differences for Goal 3

Which actions will be changed (modified, combined, expanded, etc.) in the 2023-2024 SPSA? Describe these changes in Table 4.

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 4

Recommended Modifications Between 2022-2023 and 2023-2024

2022-23 Goal	2022-23 S/A #	Text in 2022-2023 SPSA	Text for 2023-2024 SPSA	23-24 SPSA Location

What new actions, if any, will be added to the 2023-2024 SPSA? Describe these in Table 5

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 5

Recommended New Actions in 2023-2024

Goal	Strategy/Activity Text	Data that will be used to evaluate the impact	23-24 SPSA Location

Based upon the prior two tables, use Table 6 to describe, in narrative form the following prompt for each goal:

Describe any major changes between 2022-2023 and 2023-2024 that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

This text will be entered into the "Annual Review" section of your SPSA. You may begin entering text now, but should focus on other aspects of the SPSA first and come back to this prompt when the SPSA is nearly complete. Table 4 and Table 5 will supplement the narrative, so you do not need to repeat all details from those tables.

Table 6

Narrative of Changes to 2023-2024 SPSA

2023-24 Goal	Major differences
1	

CE Program Instrument
CE 18: School Site Evaluation of Program Effectiveness
18.0 A school operating a program that requires a SPSA shall carry out the following requirements:

(20 U.S.C. Section 6314[b][3]; 34 CFR Section 200.26[c]; EC sections 64001[i], 64001[g][2][B], 64001[h])
(a) Annually evaluate the implementation of, and results achieved by, the program, using data from the state's annual assessments and other indicators of academic achievement. (34 CFR Section 200.26[c][1])
(b) Determine whether the 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. (34 CFR Section 200.26[c][2])
(c) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the program.
(34 CFR Section 200.26[c][3])

<u>CDE SPSA Instructions</u>
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 of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Briefly describe any major differences between either/or the intended implementation or 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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.13%	0.11%	6	5	4
African American	7.2%	7.12%	6.74%	301	281	252
Asian	0.7%	0.66%	0.88%	30	26	33
Filipino	0.5%	0.33%	0.37%	19	13	14
Hispanic/Latino	89.3%	89.79%	90.1%	3,760	3,545	3367
Pacific Islander	0.5%	0.41%	0.29%	21	16	11
White	1.0%	0.99%	0.75%	41	39	28
Multiple/No Response	0.7%	0.53%	0.67%	31	21	25
			Total Enrollment	4,211	3,948	3737

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	1,071	929	882
Grade 10	1,073	1,055	934
Grade 11	995	994	975
Grade 12	1,072	970	946
Total Enrollment	4,211	3,948	3,737

Conclusions based on this data:

1. PHS is in declining enrollment.

2. Our African American subgroup has decreased from 301 to 252 students over three years.

3. Our Latino subgroup has decreased form 3760 to 3367 students over three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	703	714	668	16.7%	18.1%	17.9%
Fluent English Proficient (FEP)	2,216	2,039	1,901	52.6%	51.6%	50.9%
Reclassified Fluent English Proficient (RFEP)	36			5.1%		

Conclusions based on this data:

1. EL percentage has remained similar, ranging between 16.7% and 18.1%

2. FEP percentage has decreased slightly.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students										
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	946	953	922	709	870	900	706	869	900	74.9	91.3	97.6
All Grades	946	953	922	709	870	900	706	869	900	74.9	91.3	97.6

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2584.	2558.	2569.	19.69	14.04	14.22	34.42	30.38	33.22	25.64	27.50	28.78	20.25	28.08	23.78
All Grades	N/A	N/A	N/A	19.69	14.04	14.22	34.42	30.38	33.22	25.64	27.50	28.78	20.25	28.08	23.78

	Reading								
	Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	19.05	16.36	14.91	62.32	60.94	64.07	18.62	22.70	21.02
All Grades	19.05	16.36	14.91	62.32	60.94	64.07	18.62	22.70	21.02

	Writing								
	Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.06	18.84	18.69	53.44	50.98	57.29	24.50	30.17	24.03
All Grades	22.06	18.84	18.69	53.44	50.98	57.29	24.50	30.17	24.03

	Listening								
	Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.46	9.91	9.79	78.08	72.47	75.86	12.46	17.63	14.35
All Grades	9.46	9.91	9.79	78.08	72.47	75.86	12.46	17.63	14.35

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	25.04	15.65	18.80	64.44	65.82	66.07	10.53	18.53	15.13
All Grades	25.04	15.65	18.80	64.44	65.82	66.07	10.53	18.53	15.13

Conclusions based on this data:

1. Participation rate in CAASPP increased significantly.

2. 4% overall increase in ELA Performance.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	945	954	922	685	866	895	682	864	895	72.5	90.8	97.1
All Grades	945	954	922	685	866	895	682	864	895	72.5	90.8	97.1

* 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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2548.	2492.	2502.	5.43	2.55	3.46	17.60	8.22	8.72	30.79	20.95	22.57	46.19	68.29	65.25
All Grades	N/A	N/A	N/A	5.43	2.55	3.46	17.60	8.22	8.72	30.79	20.95	22.57	46.19	68.29	65.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	12.02	4.51	6.37	45.60	34.95	31.73	42.38	60.53	61.90
All Grades	12.02	4.51	6.37	45.60	34.95	31.73	42.38	60.53	61.90

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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	6.90	3.94	3.58	60.65	56.71	56.65	32.45	39.35	39.78
All Grades	6.90	3.94	3.58	60.65	56.71	56.65	32.45	39.35	39.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	6.45	3.59	3.80	69.35	61.81	60.67	24.19	34.61	35.53
All Grades	6.45	3.59	3.80	69.35	61.81	60.67	24.19	34.61	35.53

Conclusions based on this data:

1. Participation rate in CAASPP increased significantly.

2. 1% increase in students meeting standard.

School and Student Performance Data

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1540.9	1537.0	1542.2	1543.7	1535.4	1534.2	1537.5	1538.1	1549.7	177	176	130
10	1544.5	1541.0	1556.5	1547.7	1537.1	1564.4	1540.8	1544.5	1548.1	184	197	163
11	1527.2	1535.6	1557.8	1519.6	1532.8	1557.1	1534.3	1538.0	1557.9	116	158	153
12	1481.6	1534.4	1550.3	1474.2	1532.7	1558.9	1488.6	1535.6	1541.2	135	103	133
All Grades										612	634	579

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.88	6.82	12.31	39.05	41.48	33.85	37.87	36.36	39.23	14.20	15.34	14.62	169	176	130
10	12.78	8.12	19.63	38.33	39.59	42.33	35.56	38.07	22.70	13.33	14.21	15.34	180	197	163
11	10.43	5.77	16.34	26.96	28.85	39.22	42.61	47.44	27.45	20.00	17.95	16.99	115	156	153
12	6.20	6.86	13.64	26.36	28.43	28.03	39.53	39.22	39.39	27.91	25.49	18.94	129	102	132
All Grades	9.78	6.97	15.74	33.73	35.66	36.33	38.45	40.10	31.49	18.04	17.27	16.44	593	631	578

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	28.40	17.61	19.23	39.64	50.00	44.62	23.67	21.59	21.54	8.28	10.80	14.62	169	176	130
10	35.56	20.81	34.97	36.67	48.73	40.49	18.89	18.27	13.50	8.89	12.18	11.04	180	197	163
11	18.26	15.38	35.29	51.30	56.41	35.95	15.65	16.03	16.99	14.78	12.18	11.76	115	156	153
12	14.73	21.57	31.06	41.09	46.08	34.85	20.16	16.67	23.48	24.03	15.69	10.61	129	102	132
All Grades	25.63	18.70	30.62	41.32	50.55	38.93	19.90	18.38	18.51	13.15	12.36	11.94	593	631	578

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.96	0.57	6.15	14.79	14.20	21.54	47.34	52.27	46.92	34.91	32.95	25.38	169	176	130
10	4.44	1.52	4.29	19.44	19.29	23.93	47.78	55.33	44.79	28.33	23.86	26.99	180	197	163
11	3.48	1.92	4.58	14.78	10.26	26.14	43.48	50.00	40.52	38.26	37.82	28.76	115	156	153
12	0.78	0.98	0.00	13.95	12.75	19.70	37.98	40.20	38.64	47.29	46.08	41.67	129	102	132
All Grades	3.04	1.27	3.81	16.02	14.58	23.01	44.69	50.71	42.73	36.26	33.44	30.45	593	631	578

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.06	1.14	15.38	67.46	78.41	67.69	22.49	20.45	16.92	169	176	130
10	6.11	3.05	9.82	72.78	82.23	76.69	21.11	14.72	13.50	180	197	163
11	1.74	3.25	5.26	68.70	61.04	70.39	29.57	35.71	24.34	115	154	152
12	3.10	0.00	6.82	55.81	68.63	60.61	41.09	31.37	32.58	129	102	132
All Grades	5.73	2.07	9.19	66.78	73.77	69.32	27.49	24.17	21.49	593	629	577

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	70.81	72.16	57.69	24.22	15.91	30.77	4.97	11.93	11.54	161	176	130
10	70.56	67.51	78.53	21.67	22.34	12.88	7.78	10.15	8.59	180	197	163
11	56.25	67.10	69.93	29.46	23.87	20.92	14.29	9.03	9.15	112	155	153
12	45.31	65.35	73.48	32.03	21.78	18.18	22.66	12.87	8.33	128	101	132
All Grades	62.31	68.36	70.42	26.16	20.83	20.24	11.53	10.81	9.34	581	629	578

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.39	3.41	6.92	47.31	44.32	53.08	47.31	52.27	40.00	167	176	130
10	10.00	5.61	9.82	45.56	42.35	48.47	44.44	52.04	41.72	180	196	163
11	6.14	5.77	5.88	45.61	37.18	50.98	48.25	57.05	43.14	114	156	153
12	2.33	3.92	3.03	39.53	32.35	36.36	58.14	63.73	60.61	129	102	132
All Grades	6.27	4.76	6.57	44.75	40.00	47.40	48.98	55.24	46.02	590	630	578

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00	2.31	80.49	79.55	84.62	19.51	20.45	13.08	164	176	130
10	1.67	1.52	3.68	81.67	85.79	80.98	16.67	12.69	15.34	180	197	163
11	13.51	5.13	17.76	65.77	74.36	66.45	20.72	20.51	15.79	111	156	152
12	9.30	7.84	7.58	60.47	60.78	68.18	30.23	31.37	24.24	129	102	132
All Grades	5.14	3.01	7.97	73.63	77.18	75.04	21.23	19.81	16.98	584	631	577

**Writing Domain
Percentage of Students by Domain Performance Level for All Students**

Conclusions based on this data:

1. 9% increase in Level 4 students.

2. ELPAC scores showed a significant increase due to a return to full in person learning and testing.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
3,948	**95.9**	**18.1**	**0.6**
Total Number of Students enrolled in Paramount High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	714	18.1
Foster Youth	23	0.6
Homeless	36	0.9
Socioeconomically Disadvantaged	3,785	95.9
Students with Disabilities	532	13.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	281	7.1
American Indian	5	0.1
Asian	26	0.7
Filipino	13	0.3
Hispanic	3,545	89.8
Two or More Races	21	0.5
Pacific Islander	16	0.4
White	39	1.0

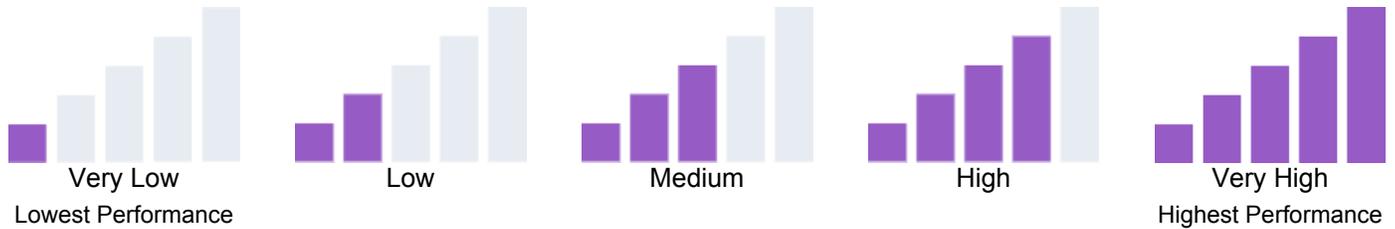**Conclusions based on this data:**

1. PHS is in declining enrollment.

2. 95% of PHS students are socioeconomically disadvantaged.

3. 18% of PHS students are English Learners.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Low

Mathematics

Very Low

English Learner Progress

Low

College/Career
Not Reported in 2022

Academic Engagement

Graduation Rate

High

Conditions & Climate

Suspension Rate

Medium

Conclusions based on this data:

1. PHS has a high graduation rate.

2. PHS has a very low mathematics academic performance.

3. PHS currently has a suspension rate at the medium status.
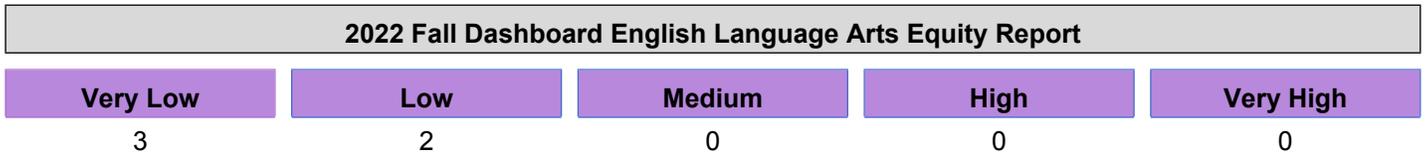
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
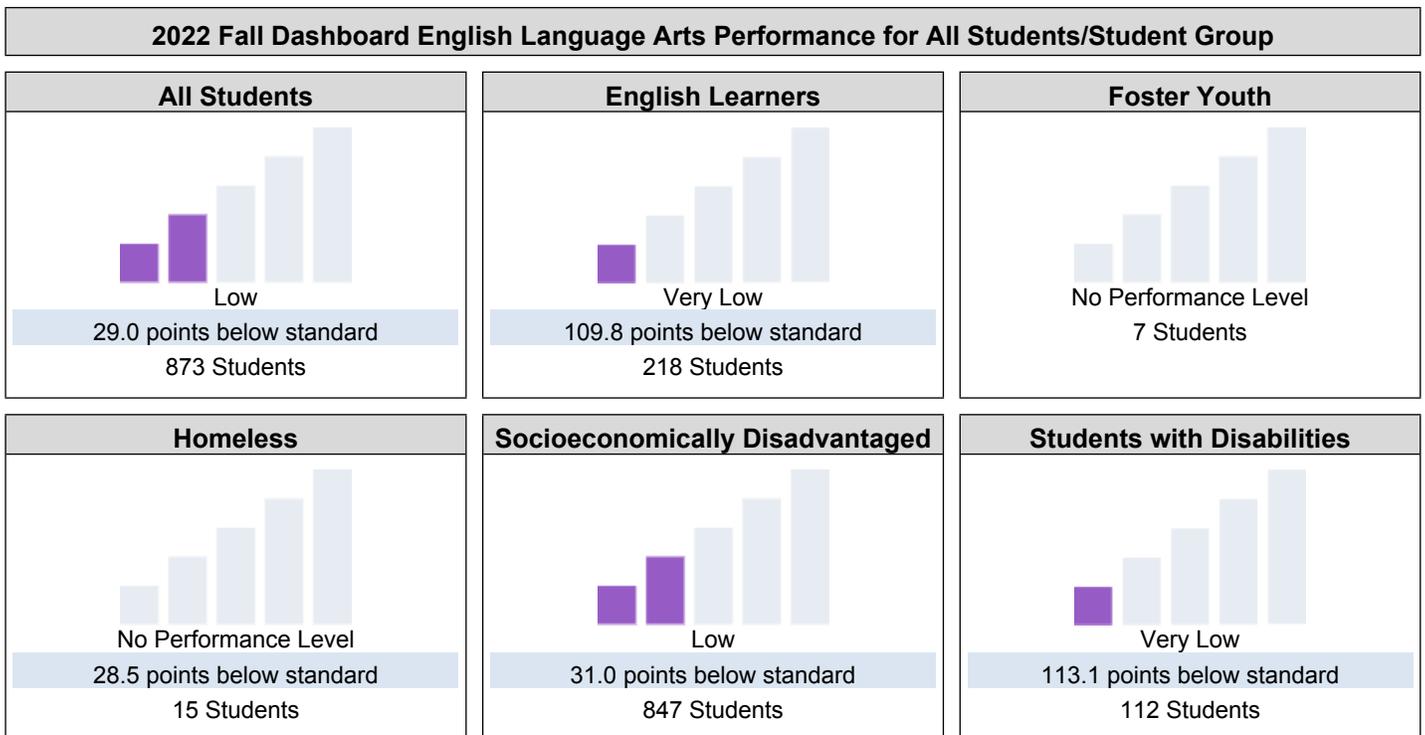
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
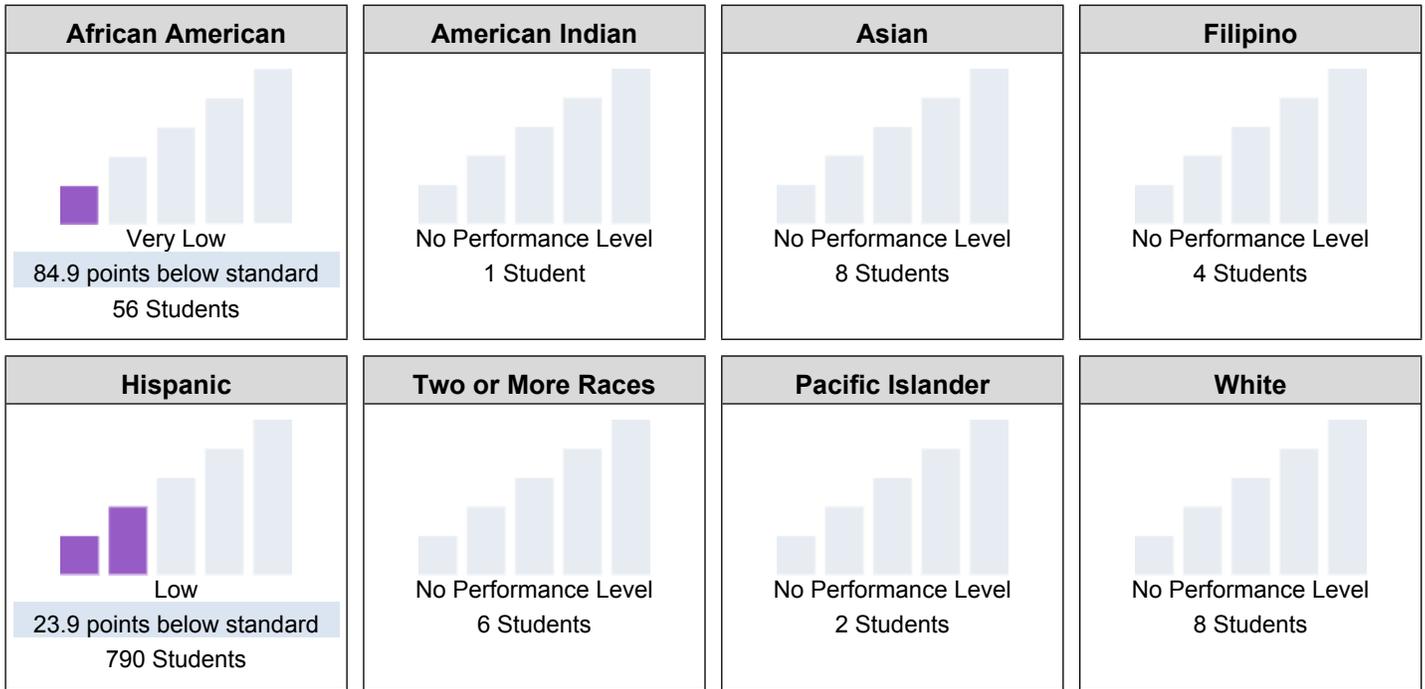

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	2	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
29.0 points below standard	109.8 points below standard	7 Students
873 Students	218 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
28.5 points below standard	31.0 points below standard	113.1 points below standard
15 Students	847 Students	112 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very Low	No Performance Level	No Performance Level	No Performance Level
84.9 points below standard	1 Student	8 Students	4 Students
56 Students			

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	No Performance Level
23.9 points below standard	6 Students	2 Students	8 Students
790 Students			

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
140.8 points below standard	48.2 points below standard	38.0 points below standard
145 Students	73 Students	254 Students

Conclusions based on this data:

1. PHS subgroups are performing in the low and very low range within Language Arts.

2. English Learners, Students with Disabilities, and African Americans are performing at the very low range.
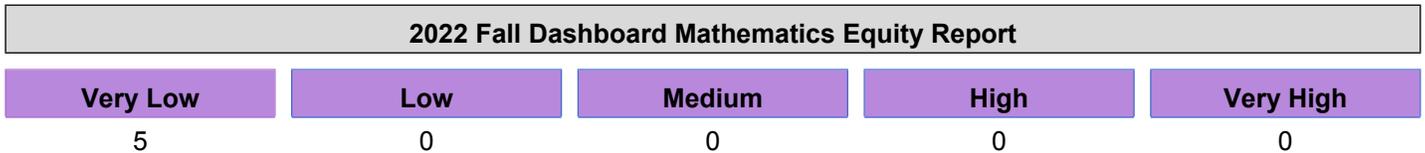
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
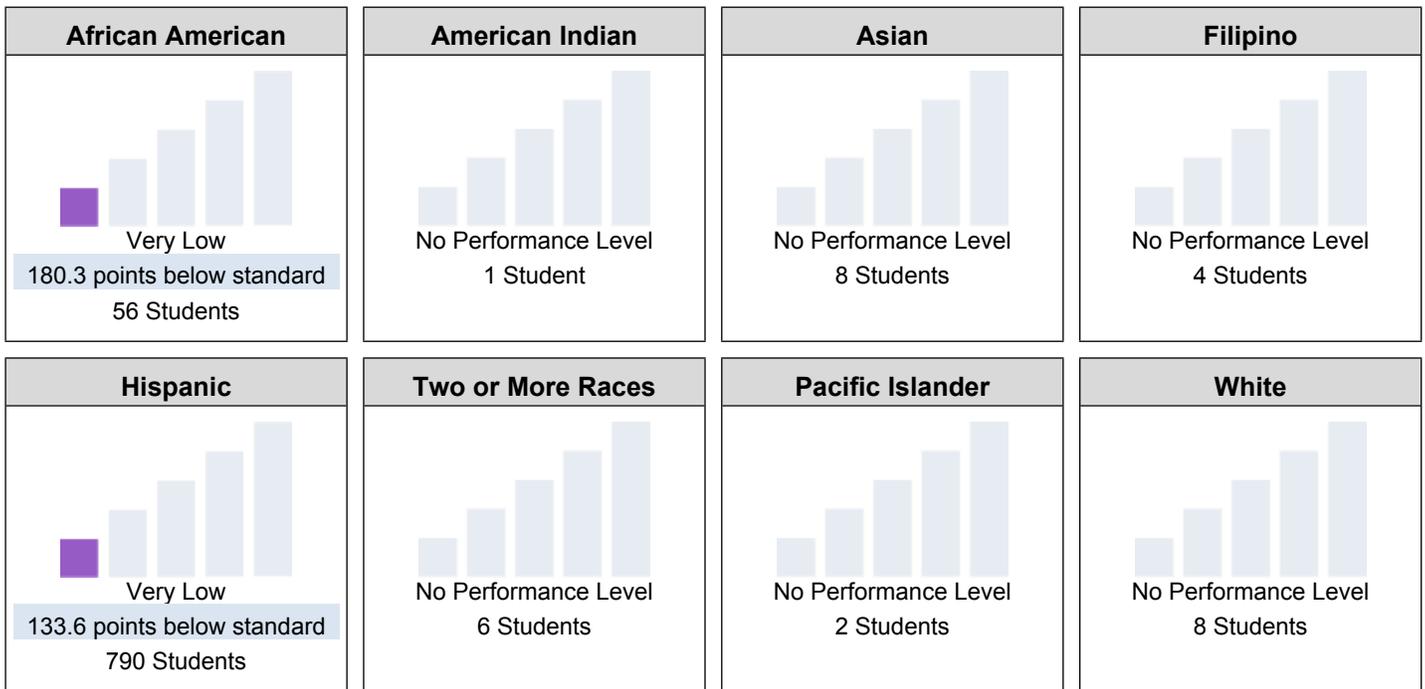
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
5	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	No Performance Level
136.3 points below standard	189.7 points below standard	7 Students
873 Students	217 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
163.1 points below standard	137.0 points below standard	195.2 points below standard
15 Students	847 Students	112 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

Very Low

180.3 points below standard

56 Students

American Indian

No Performance Level

1 Student

Asian

No Performance Level

8 Students

Filipino

No Performance Level

4 Students

Hispanic

Very Low

133.6 points below standard

790 Students

Two or More Races

No Performance Level

6 Students

Pacific Islander

No Performance Level

2 Students

White

No Performance Level

8 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

209.8 points below standard

145 Students

Reclassified English Learners

150.5 points below standard

73 Students

English Only

141.3 points below standard

254 Students

Conclusions based on this data:

1. All subgroups are performing within the very low range in math.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low

37.2 making progress towards English language proficiency

Number of EL Students: 549 Students

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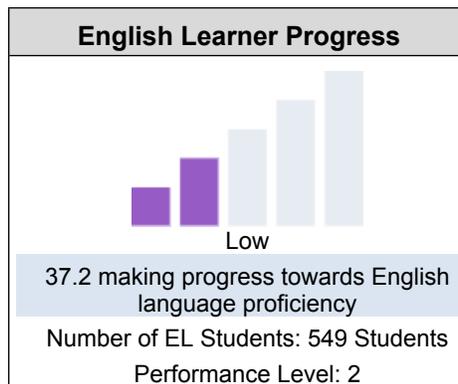
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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**
27.0%	35.9%	0.5%	36.6%

Conclusions based on this data:

1. Despite school-wide emphasis on EL instruction, PHS continues to achieve a low measure on the ELPI.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
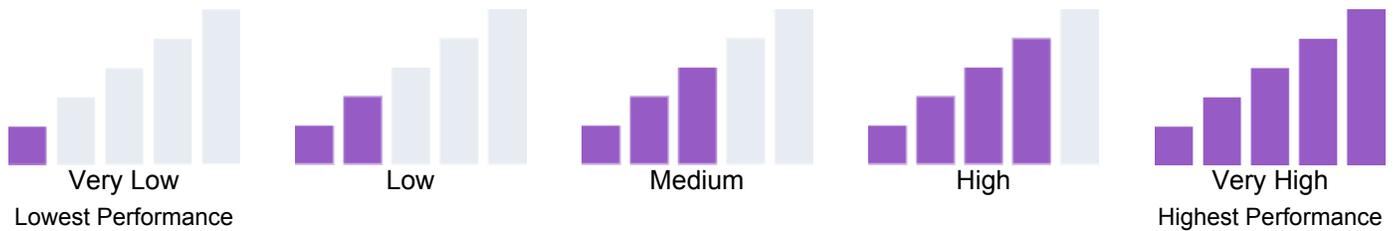
Conclusions based on this data:
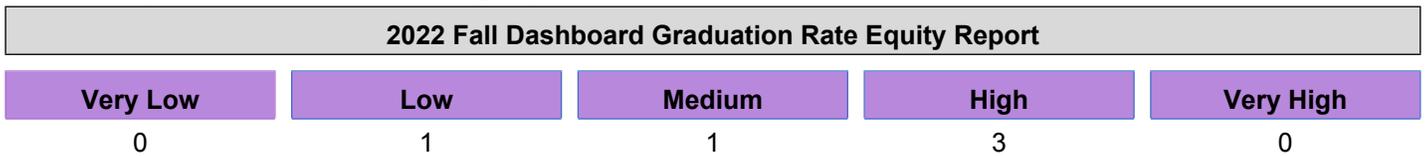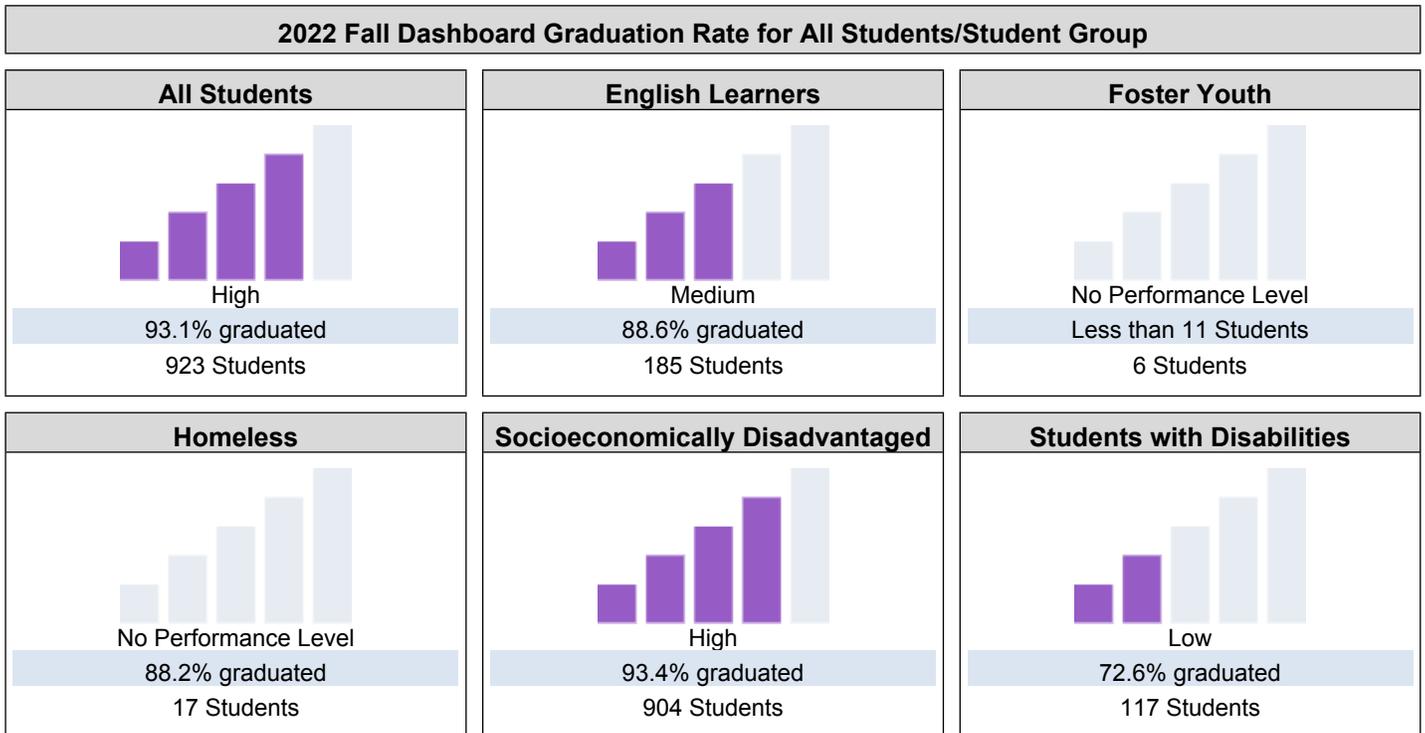
1. No data to reflect on.
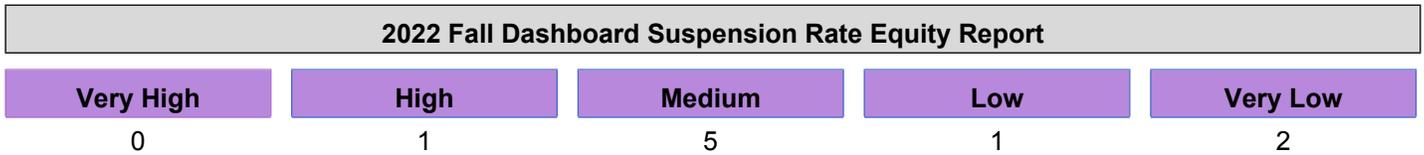
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
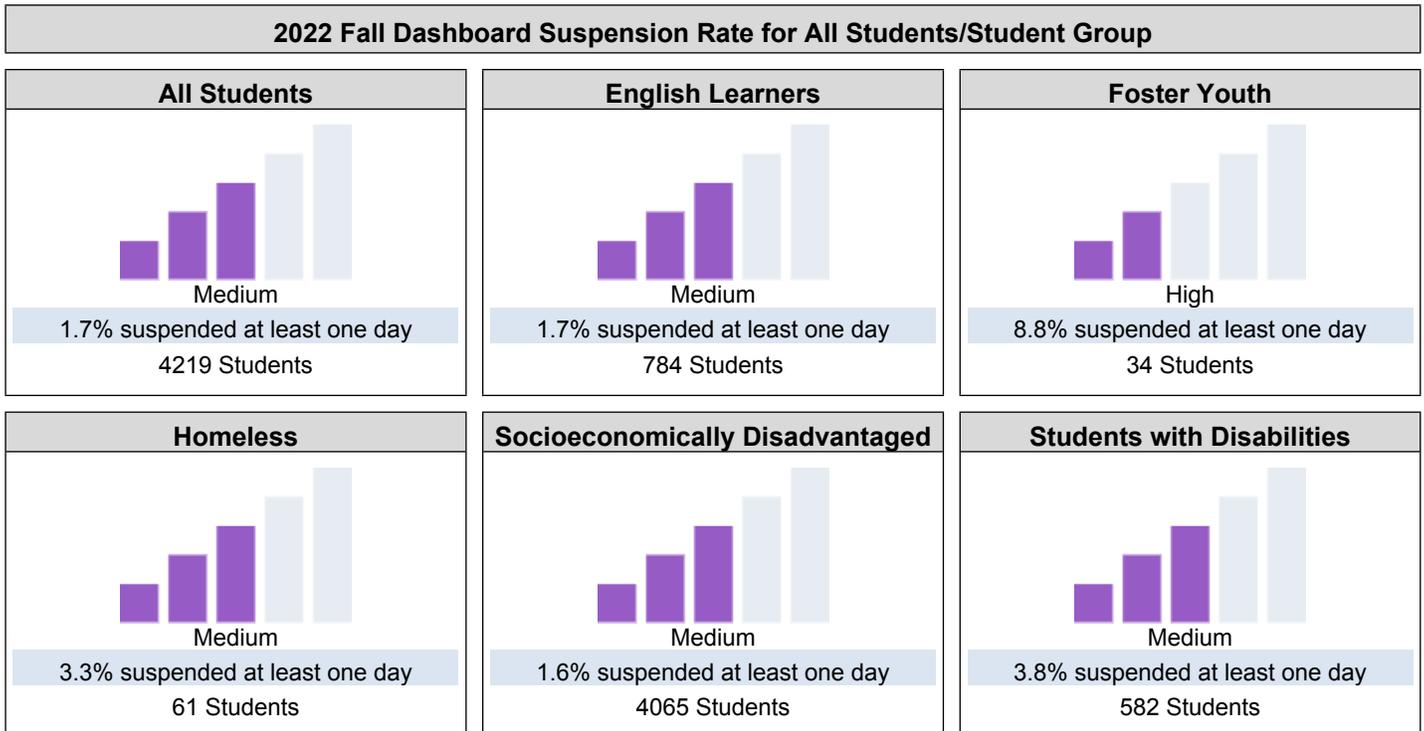
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
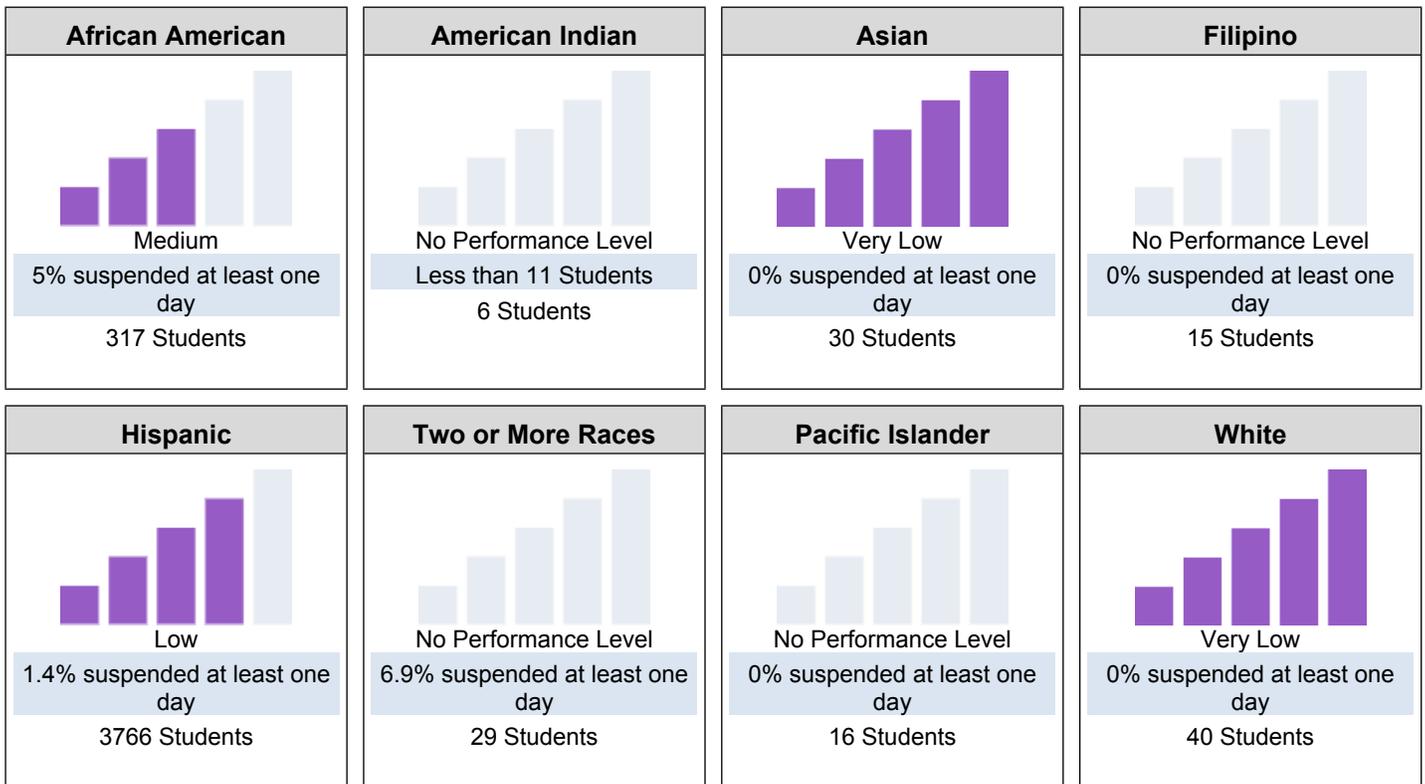
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data to reflect on.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High
0	1	1	3	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
93.1% graduated	88.6% graduated	Less than 11 Students
923 Students	185 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Low
88.2% graduated	93.4% graduated	72.6% graduated
17 Students	904 Students	117 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
High	No Performance Level	No Performance Level	No Performance Level
90.9% graduated	Less than 11 Students	Less than 11 Students	Less than 11 Students
66 Students	3 Students	2 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level	No Performance Level	No Performance Level
93.7% graduated	Less than 11 Students	Less than 11 Students	75% graduated
819 Students	8 Students	7 Students	12 Students

Conclusions based on this data:

1. PHS has high graduation rates within the Socioeconomically Disadvantaged, African American, and Hispanic subgroups.

2. PHS has a low graduation rate for students with disabilities.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	5	1	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	High
1.7% suspended at least one day	1.7% suspended at least one day	8.8% suspended at least one day
4219 Students	784 Students	34 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium	Medium	Medium
3.3% suspended at least one day	1.6% suspended at least one day	3.8% suspended at least one day
61 Students	4065 Students	582 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Medium	No Performance Level	Very Low	No Performance Level
5% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
317 Students	6 Students	30 Students	15 Students

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	Very Low
1.4% suspended at least one day	6.9% suspended at least one day	0% suspended at least one day	0% suspended at least one day
3766 Students	29 Students	16 Students	40 Students

Conclusions based on this data:

1. PHS has a medium suspension rate across Socioeconomically Disadvantaged, Homeless, Students with Disabilities and English Learners subgroups

2. PHS has a high suspension rate with our Foster Youth subgroup.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Instruction

LEA/LCAP Goal

High Quality Teaching and Learning

Goal 1

In order for Paramount High School students to meet the Common Core Standards and College and Career Readiness Standards, there is a need to increase student achievement in English Language Arts and Mathematics through engaging and rigorous standards-based instruction by providing interventions and enrichment to address students' academic needs as measured by a 5% increase on the CAASPP and district assessments.

Identified Need

Paramount High School is currently demonstrating 44% Met Achievement Standard in ELA and 11% Met Achievement Standard in Math, and demonstrates significantly lower rates of meeting the standard in designated subgroups. There is a need to increase student achievement in both Language Arts and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall % of Met Achievement Standard CAASPP	22-23 CAASPP ELA: 49% Met Achievement Standard (418 Students) Math: 12% Met Achievement Standard (107 Students) 22-23 CAASPP - PARAMOUNT HIGH SCHOOL WEST CAMPUS ELA: 41% Met Achievement Standard Math: 15 % Met Achievement Standard	5% increase in meeting or exceeding the standard
ELA English Learners ELA Special Education	22-23 CAASPP 5% Met Achievement Standard	5% increase in meeting or exceeding the standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math English Learners Math Special Education	10.5% Met Achievement Standard 2% Met Achievement Standard 1% Met Achievement Standard 22-23 CAASPP 5% Met Achievement Standard 12% Met Achievement Standard 6% Met Achievement Standard 7% Met Achievement Standard	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

To address the needs of all students, including those in target subpopulations, Senior Campus will provide after school and Saturday school tutoring/enrichment in English Language Arts, Mathematics, Social Science, Science, AP, and CTE coursework. In order to meet this need, we will need to hire highly qualified teachers and support staff to serve students through extra hours and beyond-school time support. This will be monitored to accommodate the specific academic needs of the students in order to increase student achievement in CAASPP assessments and district assessments. My Tutor / PAPER will be offered to students 24 hours a day 7 days a week. Senior Campus implements Read 180 to support literacy and comprehension. Academic interventions are offered before and after school, and on Saturday as intervention.

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

PARAMOUNT HIGH SCHOOL WEST CAMPUS

In an effort to address the needs of all students, especially those in target subpopulations, West Campus will continue to hire highly qualified teachers, train all staff in Cultural Proficiency, Socio-Emotional Learning (SEL) techniques and complete specific professional development training/conferences for improving instruction on a block schedule.

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

We will continue to utilize READ 180 curriculum to target specific students needing literacy and reading comprehension supports.

West Campus is analyzing student achievement data and target areas of need in core departments to develop a schoolwide tutoring program, in addition to offering MyTutor to students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
70,000	LCAP Before and After School Tutoring/Enrichment Programs and Teacher/Staff Extra Hours (After School, Before School, Saturday Intervention, Workshops, Lunch Tutoring etc.)
5,000	LCAP PARAMOUNT HIGH SCHOOL WEST CAMPUS Professional Development/Training (collaboration time, substitute teacher coverage, extra hours)
30,000	LCAP Professional Development/Training (registration fees, planning days, mileage/travel/food, substitute teachers for instructional coverage and best instructional practice walkthroughs)
2,000	LCAP PARAMOUNT HIGH SCHOOL WEST CAMPUS

	Supplemental materials , technology, instructional software, subscriptions, field trips, and student-centered real life experiences

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
608,066	LCAP Mathematics Coach (50%) Assessment Coordinator Special Education TOSA
890,286	Title I Mathematics Coach (50%) Technology Coach Mathematics Coach Science Coach Social Science Coach

	English Language Arts Coach
22,000	LCAP Classroom Instructional Materials (Digital Libraries, TurnItIn, Computer Software, Supplemental Curriculum etc.)
267,538	Title I PARAMOUNT HIGH SCHOOL WEST CAMPUS 9th Grade ELD Coach (50%) 9th Grade ELA Coach
277,374	LCAP PARAMOUNT HIGH SCHOOL WEST CAMPUS 9th Grade ELD Coach (50%) 9th Grade Mathematics Coach (80%) 9th Grade Special Education Coach 9th Grade Science Coach
15,000	LCAP PARAMOUNT HIGH SCHOOL WEST CAMPUS Classroom Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
31,000	LCAP

	Technology Support Assistant (Salaries/Benefits)
	LCAP

Technology Support Assistant (Extra Hours) |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000	LCAP

Professional Development/Training (registration fees, planning days, mileage/travel/food, substitute teachers for instructional coverage and best instructional practice walkthroughs) |
| 40,000 | LCAP

Food/Catering |
| 30,000 | LCAP

Conferences, PD, Workshops (including travel, mileage & food) |
| 5,000 | LCAP

PARAMOUNT HIGH SCHOOL WEST CAMPUS

Professional Development/Training (registration fees, planning days, mileage/travel/food, |

	substitute teachers for instructional coverage and best instructional practice walkthroughs)
10,000	LCAP PARAMOUNT HIGH SCHOOL WEST CAMPUS Conferences, PD, Workshops (including travel, mileage & food)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Students will participate in student-centered lessons and activities in addition to the district-wide curriculum supported by district curriculum specialists. Supplemental classroom materials, technology, instructional software, field trips, relevant subscriptions, hands-on learning experiences on/off campus and student-centered experiences will be provided as tools to create student-centered classroom environments and lessons. An accounting assistant at Senior Campus has been hired to carefully track all expenditures aligned to the SPSA including expenditures that include but are not limited to classroom materials, field trips, professional development registration fees, training coordination etc.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	LCAP Classroom materials (technology, instructional software, subscriptions, notebooks, pencils, pens, calculators, white boards, Science Lab equipment, hands-on activity supplies etc.)
9,000	LCAP AVID Classroom Supplies
80,159	LCAP Accounting Assistant (salary/benefits)

30,000	LCAP Field Trips (transportation/entry fees/tours/food/mileage/chaperones/subs)
50,000	LCAP Technology
	LCAP Materials & Supplies: Previously budgeted

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The 2022-2023 results demonstrate a growth of 1% of EL students meeting the standard in both ELA and Math. Subgroups demonstrated a minimal increase in progress, but all students are back to full in-person instruction.

PHS Senior campus has adjusted the instructional day to reflect a block schedule, giving students the opportunity to take 8 classes instead of 6 each semester. This allows students to be concurrently enrolled during their instructional day to make up any classes they may have failed during Distance Learning and Independent Study.

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

Senior Campus Special Education TOSA received a promotion in November, and the position was not rehired.

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.

African Americans fall below the number required for a significant subgroup, therefore the focus has shifted to Special Education students. Teacher Professional Development opportunities focusing supporting our subgroups is needed to best support our students in the classroom and during assessment.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELD

LEA/LCAP Goal

High Quality Teaching and Learning

Goal 2

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

Identified Need

Paramount High School English Learners at levels 1, 2, and 3, are not meeting the criteria to reclassify as English Language Proficient.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022	2022-2023	
ELPAC Level 4 - 8.7%	ELPAC Level 4 - 15.7%	Increase 5%
ELPAC Level 3 - 38.7%	ELPAC Level 3 - 36.3%	Increase 5%
ELPAC Level 2 - 38.5%	ELPAC Level 2 - 31.5%	Decrease by 5%
ELPAC Level 1 - 7.16%	ELPAC Level 1 - 16.4%	Decrease by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learner students will be served in this goal.

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCAP Professional Development/Subs/Registration Fees Extra Hours - Previously Budgeted

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

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

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
33,213	LCAP

	Bilingual Instructional Aides (Salary/Benefits/Extra Hours)
	LCAP

Tutoring- Previously Budgeted |
| | LCAP

PARAMOUNT HIGH SCHOOL WEST CAMPUS College Tutors/Instructional Aides |

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners will be served by this intervention.

Strategy/Activity

Language Assessment Assistant serves all English Learner (EL) students by assisting with LAT processes, assessments, state-mandated testing, and instructional support.

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
77,800	LCAP

Language Assessment Assistant (salary/benefits) |
| | LCAP

Language Assessment Assistant (extra hours) |

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCAP
	AVID Site Team/Instructional Leadership Team Initiatives: Previously Budgeted
	Classroom Materials - Previously Budgeted

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

In comparing our ELPAC data from 21-22 to 22-23, the goal was to increase Level 3 and Level 4 by 5%. The actual number of students achieving a Level 4 increased by 8.77% and the level of students achieving a level 2 decreased by 7%.

Our 22-23 Senior Campus academic coaching staff consisted of 5 coaches in the following areas: Mathematics (2), English Language Arts, Social Science, Science, and Technology allowed for specific planning, instructional, assessment and academic student support for all students. The coaches also work with our site EL Support Provider and AVID Coordinator to support English Learners.

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

No major differences.

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

This year, we will continue to focus on the English Fluent Proficient Redesignation progress and will additionally track improvement progress in the ELPAC as well as the continuous cycle for instructional improvement and data tracking (grade data, ELPAC data, benchmark data).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

A-G Requirements

LEA/LCAP Goal

College and Career Ready Graduates

Goal 3

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

Identified Need

44.54% of the last senior class of 2023 met the California A-G college readiness requirements to be eligible to apply to a 4-year college.

In 2022-2023, 76.7% of 10th graders, and 74.8% of 11th graders were on track for graduation based on credit requirements.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Class of 2020 % of A-G ready students Class of 2021 % of A-G ready students Class of 2022 % of A-G ready students Class of 2023 % of A-G ready students	47.9% 41.42% 42.5% 44.54%	53% 46% 47.5% 49%
Overall All Courses 2022-2023 10 - 12th Grade	Sem 1 A-C: 76.94% Sem 2 A-C: 76.87% Sem 1 D-F: 23.06% Sem 2 D-F: 23.13%	Sem 1 A-C: 82% Sem 2 A-C: 82% Sem 1 D-F: 18% Sem 2 D-F: 18%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of students passing core content area courses with a grade mark of C or better	2022-2023 Grade Mark C or Better Overall ELA Sem 1: 65.58% Overall Math Sem 1:64.66% Overall Science Sem 1: 86.56% Overall Social Science Sem 1: 76.65% 2021-2022 Grade Mark C or Better: • Overall ELA Sem 1: 67.2% • Overall Math Sem 1: 64.1% • Overall Science Sem 1: 86.6% • Overall Social Science Sem 1: 76.1%	Overall ELA Sem 1: 66.39% - almost met Overall Math Sem 1:61.74% - exceeded Overall Science Sem 1: 85.43% - met Overall Social Science Sem 1: 76.08% - met
% of students with a D or F	2020-2021 Grade Mark Distribution % of D's & F's Combined Overall ELA Sem 1: 34.42% Overall Math Sem 1: 35.34% Overall Science Sem 1: 13.44% Overall Social Science Sem 1: 23.35% 2021-2022 Grade Mark Distribution % of D's & F's Combined • Overall ELA Sem 1: 32.8% • Overall Math Sem 1: 35.9% • Overall Science Sem 1: 13.4% • Overall Social Science Sem 1: 23.9	Grade Mark Distribution % of D's & F's Combined Overall ELA Sem 1: 33.61% Overall Math Sem 1: 35.26% - met Overall Science Sem 1: 14.57% met Overall Social Science Sem 1: 23.92% met
% of students chronically absent	19-20 school year = 10% 20-21 school year = 32% 21-22 school year = 31% 22-23 school year = 26%	Decrease by 3%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Senior Campus: All students will have access to after school tutoring in all content areas and will also be able to access Academic Saturday school programming. All students will have access to classrooms equipped with technological instructional resources that are utilized to support learning.

My Tutor / Paper continued to be a resource available to students.

The shift to Block Schedule and access to Edgenuity, are opportunities for students for credit recovery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCAP Senior Campus: Teacher/Counselor Extra Hours: Previously Budgeted
	LCAP Technology Resources / Technology Materials & supplies : Previously Budgeted
	LCAP Instructional Technology, previously budgeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,500	LCAP Student Incentives (Assemblies, spirit wear, Link Crew, Mentorship Programs, certificates, recognition events costs, lanyards/pins, materials, postage, mailers/invitations, supplies, consultant fees etc.)
	LCAP Food/Catering, previously budgeted

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCAP AVID Support (field trips, spirit attire, teacher extra hours for AVID Site Team preparation, training, supplies) - Previously budgeted

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

In the 2021-22 School Year, PHS Senior met the goal to improve A-C grades by 5% and decrease D/F grades by 5% in all core content areas.

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

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

No major differences in implementation.

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

In this goal, the Professional Learning Communities will vertically plan and engage in Cycles of Inquiry and Continuous Improvement to reflect upon instructional delivery. Continuous data analysis will serve as one way for staff to reflect on raising student achievement outcomes. Counselors are no longer utilizing SCOIR, and are waiting for a state implemented program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement

LEA/LCAP Goal

Parent and Community Partnerships

Goal 4

In order for Paramount High School students to meet the Common Core Standards and College and Career Readiness Standards, there is a need to improve parent involvement by working with parents as equal partners in their children's education and utilizing Social Emotional Learning (SEL)and Restorative practices schoolwide.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absence Rate, up to March(19-20)	Rate: 10%	7%
Chronic Absence Rate (20-21)	Rate: 17%	14%
Chronic Absence Rate (21-22)	Rate: 39%	34%
Chronic Absence Rate (22-23)	Rate: 26.6%	
Suspension Rate, up to March (19-20)	Suspension Rate: 3.8% African American: 11.6% Students with Disabilities: 5.9% English Learners: 4.0%	All subpopulations need to fall or remain under 10% A decrease of 1.0% overall (including all subpopulations) Suspension Rate: 2.8% African American: 10.6% Students with Disabilities: 4.9% English Learners: 3.0%
Suspension Rate (20-21)	Suspension Rate: 3.8%	Suspension Rate: 2.8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	African American: 0% Students with Disabilities: 5.9% English Learners: 4.0%	African American: 10.6% Students with Disabilities: 4.9% English Learners: 3.0%
Suspension Rate (21-22)	Suspension Rate: African American: Students with Disabilities: English Learners:	Suspension Rate: African American: Students with Disabilities: English Learners:
Suspension Rate (22-23	Suspension Rate: African American: Students with Disabilities: English Learners:	Suspension Rate: African American: Students with Disabilities: English Learners:

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,312	Title I Parent Center Needs (parent recognition events, parent passport, technology, tables, chairs, materials)/ Parent Night Events

	(orientation, materials, handouts, field trips, food, guest speakers, child care etc.)
500	Title I Campus Security Personnel (Salary/Fringes/Extra Hours):
	LCAP Parent Communication Tools (Backpack Letters Flyers/Invitations/Postage) LCAP: Previously Budgeted
2,000	Title I Clerical Support/Translation
500	LCAP Classified Extra Hours:
	LCAP Student Recognition: previously budgeted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Senior Campus: In an effort to partner with parents to improve student attendance, academics, character, and behavior, data will be carefully tracked and student recognition events will be held for students and families to honor improvement in target areas. To help focus on the whole child, including academic, social, emotional, and behavioral growth and achievement. Additionally, this program will assist in affording students opportunities to field trips and activities that aim to enhance their learning experiences at school.

As a form of an intervention and an alternative to suspension, the Senior campus will add LACADA to support students with controlled substance concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
862	LCAP Incentives/Recognition Awards (field trips, food/refreshments, certificates, pins, spirit wear, parent outreach, guest speakers, student incentives)
	LCAP Food/Catering: previously budgeted
	Title I Parent Professional Development/Training & ChildCare/Translation Services : Previously Budgeted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCAP PD/Consultants LCAP - Previously Budgeted

Annual Review

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 deleted.

ANALYSIS

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

For the 22-23 school year, restrictions allowed the ability to continue to integrate programs for students, staff and parents, to address the school to home partnership along with Social Emotional Learning (SEL) and Restorative Practices. This will be accomplished and not limited to staff development, parent field trips, and parent workshops. This includes increasing parent involvement through sign-ins, agendas and minutes.

A Parent Center, Multipurpose Room and College Center spaces will be created to provide families and students more opportunities to engage with staff and outside agencies that support our goals. Mentorship programs with target subgroups will continue, and recognition/incentive programs will be implemented to praise students for their progress and achievement in target areas for growth. Academic Saturday School and After School Intervention will be reinvented to serve the specific and varying needs of students beyond the school day.

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

Parent involvement was still hindered by the impacts of COVID.

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 Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,652,110.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	$1,171,636.00

Subtotal of additional federal funds included for this school: $1,171,636.00

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 ($)
LCAP	$1,480,474.00

Subtotal of state or local funds included for this school: $1,480,474.00

Total of federal, state, and/or local funds for this school: $2,652,110.00

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

Expenditures by Funding Source

Funding Source	Amount
LCAP	1,480,474.00
Title I	1,171,636.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	1,480,474.00
	Title I	1,171,636.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,522,423.00
Goal 2	111,013.00
Goal 3	3,500.00
Goal 4	15,174.00

School Site Council Membership

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

2 School Principal

8 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

8 Secondary Students

Name of Members	Role

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

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

Attested:

Principal, Elizabeth Salcido on

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description
Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose
Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that 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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

            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; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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