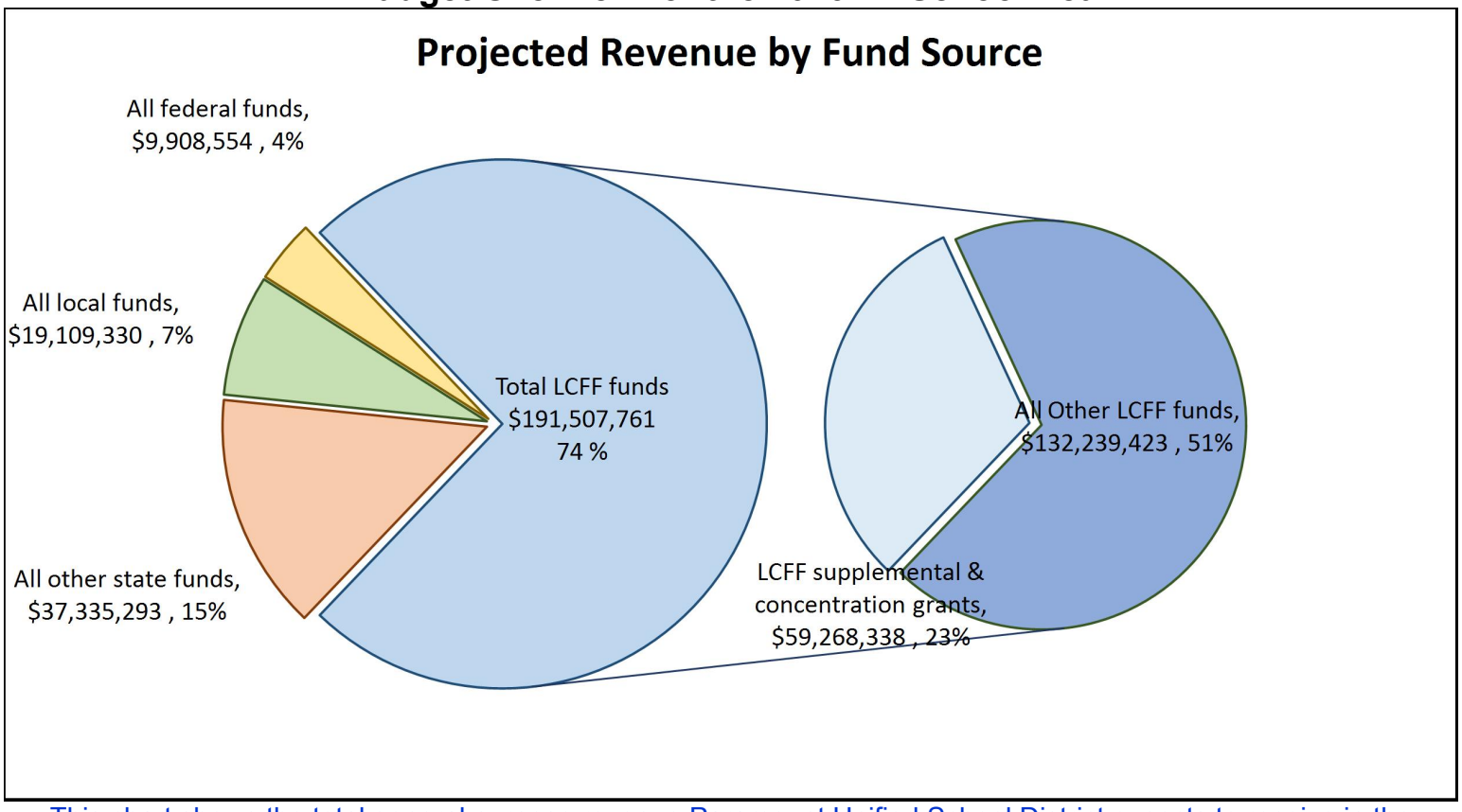
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Paramount Unified School District
CDS Code: 19 64873 0000000
School Year: 2026-27
LEA contact information:
Joshua L. Lightle, Ed. D.
Superintendent
jlightle@paramountusd.org
(562) 602-6011

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

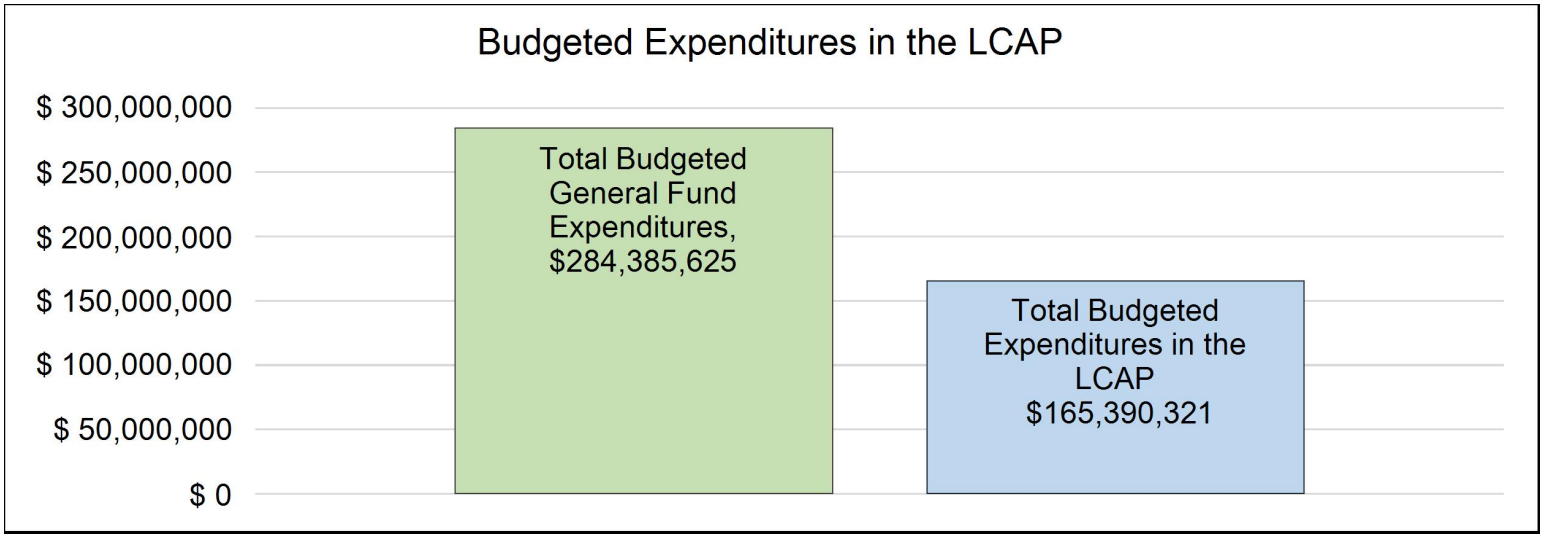


This chart shows the total general purpose revenue Paramount Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Paramount Unified School District is $257,860,938, of which $191,507,761 is Local Control Funding Formula (LCFF), $37,335,293 is other state funds, $19,109,330 is local funds, and $9,908,554 is federal funds. Of the $191,507,761 in LCFF Funds, $59,268,338 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Paramount Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Paramount Unified School District plans to spend $284,385,625 for the 2026-27 school year. Of that amount, $165,390,321 is tied to actions/services in the LCAP and $118,995,304 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund budget expenditures not included in the Local Control and Accountability Plan (LCAP) primarily consist of routine operational costs that support the overall functioning of the district. These include expenses such as utilities, facility maintenance, transportation, insurance, administrative overhead, salaries for staff who maintain school infrastructure and daily operations, and essential instructional materials such as textbooks. While these expenditures are critical to maintaining safe and effective school operations, they are not directly tied to the specific goals, actions, or services outlined in the LCAP.

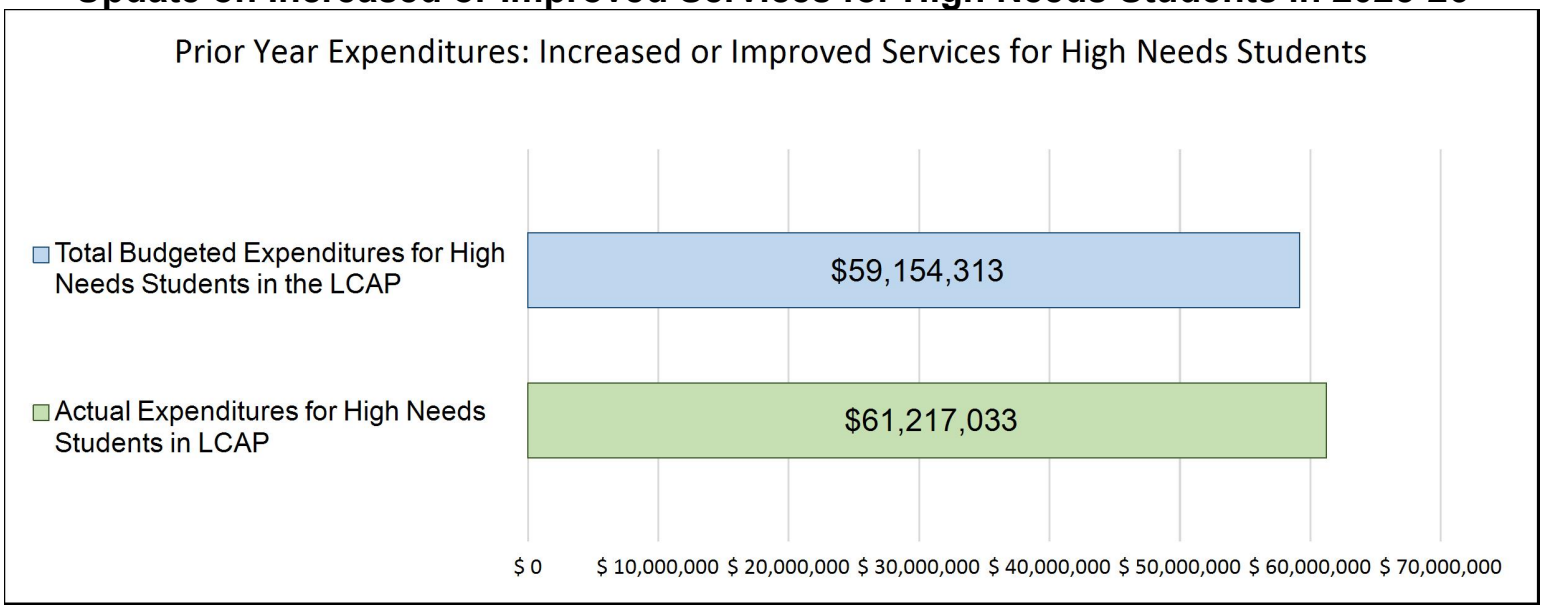
The budget also covers costs associated with Special Education services, the Expanded Learning Opportunities Program (ELOP), and programs funded through federal, state, and local grants. Additionally, Title I services—designed to support students in meeting academic standards—are funded outside of the LCAP and are outlined in each school's School Plan for Student Achievement (SPSA). All expenditures are allocated and used in accordance with the guidelines and requirements of their respective funding sources.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Paramount Unified School District is projecting it will receive $59,268,338 based on the enrollment of foster youth, English learner, and low-income students. Paramount Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Paramount Unified School District plans to spend $60,380,051 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Paramount Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Paramount Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Paramount Unified School District's LCAP budgeted $59,154,313 for planned actions to increase or improve services for high needs students. Paramount Unified School District actually spent $61,217,033 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Paramount Unified School District	Joshua L. Lightle, Ed. D. Superintendent	JLightle@paramount.k12.ca.us (562) 602-6011

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Paramount Unified School District (PUSD) is a TK–12 public school district located in southeastern Los Angeles County, serving a richly diverse student population of approximately 11,250 students across 18 schools. The district encompasses ten elementary schools, one K–8 school, four middle schools, one comprehensive high school, a continuation high school, and a specialized STEM-focused high school

The district's students reflect the vibrant cultural and linguistic diversity of the broader community. Demographically, the student body includes:

- 95.3% Socioeconomically Disadvantaged
- 19.9% English Learners
- 14.8% Students with Disabilities
- 0.6% Foster Youth
- 88.4% Hispanic
- 7.5% African American
- 0.2% American Indian
- 0.9% Asian
- 0.5% Filipino
- 0.9% Two or More Races
- 0.6% Pacific Islander
- 0.9% White

PUSD is guided by a vision to ensure that every student is prepared to succeed in college, career, and life. This vision is supported by a strategic plan that prioritizes equitable access to high-quality instruction, meaningful academic and social-emotional support, and innovative learning environments. The district believes that with the right tools, opportunities, and individualized support, all students can thrive academically, socially, and personally.

Key strategic initiatives include:

- Recruitment and retention of highly qualified, culturally responsive educators and staff
- Ongoing professional learning focused on equity, academic excellence, and inclusive practices
- Integration of instructional technology to enhance teaching and learning
- Comprehensive student services, including academic coaching, counseling, mental health support, and college and career readiness programming

PUSD's commitment to equity is further underscored through its participation in the state's Equity Multiplier initiative. For the 2026–2027 school year, Buena Vista Continuation High School is identified as an Equity Multiplier school.

Through a collaborative partnership among families, educators, and the broader community, Paramount USD remains steadfast in its mission to foster inclusive, supportive, and high-achieving schools where every student is empowered to reach their full potential.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2025 Annual Performance

Successes
The following areas of improvement are successes as indicated by the 2025 California School Dashboard

- College/Career Indicator is identified as Increased (+2.9%) for all students from 2024-2025, maintains a Green status, and has Increased each year from 2023 (CCR baseline)
- English Language Arts is identified as Increased (+9.7 points) for all students from 2024-2025
- Mathematics is identified as Increased (+7.5 points) for all students from 2024 to 2025
- Chronic Absenteeism is identified as Declined (-0.8%) for all students from 2024-2025
- Suspension Rate is identified as Declined (-0.7%) for all students from 2024-2025 and maintains a Green status
- All schools have exited Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) status

Student Groups in the high level (green or blue) on the 2025 California School Dashboard - District Level

- Mathematics: Asian student group
- Graduation: Hispanic and Socioeconomically Disadvantaged student groups

- College/Career Readiness: Hispanic and Socioeconomically Disadvantaged student groups
- Chronic Absenteeism: Filipino
- Suspension Rate: English Learner, Hispanic, Long Term English Learner, Socioeconomically Disadvantaged, Student with Disabilities, White, Asian, and Filipino student groups

Student Groups in the high level (green or blue) on the 2025 California School Dashboard - School Level
Abraham Lincoln Elementary School:
- English Language Arts: Hispanic
- Suspension Rate: Hispanic, Socioeconomically Disadvantaged, and English Learner

Alondra Middle School:
- Suspension Rate: African American, Hispanic, Socioeconomically Disadvantaged, English Learners, Long Term English Learners, and Students with Disabilities

Buena Vista High:
- Suspension Rate: English Learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged

Captain Raymond Collins Elementary School:
- Suspension Rate: English Learners

Frank J. Zamboni Middle School
- English Learner Progress: English Learners and Long-Term English Learners
- Suspension Rate: English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged and Students with Disabilities

Harry Wirtz Elementary School
- Suspension Rate: Students with Disabilities

Hollydale School
- Suspension Rate: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Howard Tanner Elementary School
- Suspension Rate: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Jefferson Elementary School
- Suspension Rate: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Leona Jackson Middle School
- Suspension Rate: Students with Disabilities

Los Cerritos Elementary School
- Suspension Rate: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Major Lynn Mokler Elementary School
- Suspension Rate: English Learners and Students with Disabilities

Mark Keppel School
- Suspension Rate: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Odyssey STEM Academy High School
- English Language Arts: Hispanic and Socioeconomically Disadvantaged
- College/Career: Hispanic and Socioeconomically Disadvantaged
- Graduation Rate: Hispanic and Socioeconomically Disadvantaged
- Suspension Rate: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Paramount High School
- English Language Arts: Hispanic and Socioeconomically Disadvantaged
- College/Career: African American, English Learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged
- Graduation Rate: Long-Term English Learners and Students with Disabilities
- Suspension Rate: English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White

Paramount Park Middle School
- Suspension Rate: English Learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged

Theodore Roosevelt Elementary School
- Suspension Rate: English Learners

Wesley Gaines Elementary School
- Suspension Rate: Socioeconomically Disadvantaged, English Learners, Hispanic, and Students with Disabilities

Challenges

The following areas of improvement are challenges as indicated by the 2025 California School Dashboard
- Chronic Absenteeism is identified as Declined (-0.8%) but is Orange with 22.5% chronically absent
- Graduation Rate is identified as Maintained (-0.7%) but is Yellow with 90.4% graduated
- English Learner Progress is identified as Maintained (0%) but is Orange with 43% making progress

Student Groups in the lowest level (red) on the 2025 California School Dashboard - District Level
-Mathematics: African American, Foster Youth, Long-Term English Learners, Students with Disabilities
- Chronic Absenteeism: African American, Foster Youth, Long-Term English Learners, and Pacific Islander

The following schools received the lowest performance level on one or more state indicators on the 2025 Dashboard
- Alondra Middle School: Chronic Absenteeism
- Buena Vista High School: English Language Arts
- Captain Raymond Collins Elementary: English Learner Progress
- Harry Wirtz Elementary School: English Learner Progress
- Hollydale School: Chronic Absenteeism
- Howard Tanner Elementary School: Chronic Absenteeism
- Jefferson Elementary School: English Learner Progress
- Leona Jackson Middle School: Chronic Absenteeism
- Paramount High School: English Learner Progress
- Paramount Park Middle School: Chronic Absenteeism
- Wesley Gaines Elementary School: Chronic Absenteeism

The following student groups within a school received the lowest performance level (red) on one or more state indicators on the 2025 Dashboard.

Abraham Lincoln Elementary School
- Chronic Absenteeism: Students with Disabilities

Alondra Middle School
- Mathematics: English Learners, Long-Term English Learners, and Students with Disabilities
- Chronic Absenteeism: African American, English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

Buena Vista High School
- English Language Arts: Socioeconomically Disadvantaged
- Graduation Rate: English Learners and Long-Term English Learners

Captain Raymond Collins Elementary
- English Language Arts: English Learners
- English Learner Progress: English Learners
- Chronic Absenteeism: African American, Homeless, Students with Disabilities

Frank J. Zamboni Middle School
- English Language Arts: Long-Term English Learners

- Mathematics: Long-Term English Learners

Harry Wirtz Elementary School
- English Learner Progress: English Learners

Hollydale
- Mathematics: Student with Disabilities
- Chronic Absenteeism: English Learners, Hispanic, and Socioeconomically Disadvantaged

Howard Tanner Elementary School
Chronic Absenteeism: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Jefferson Elementary School
- Mathematics: Students with Disabilities
- English Learner Progress: English Learners

Leona Jackson Middle School
- English Language Arts: Long-Term English Learners
- Mathematics: African American and Long-Term English Learners
- Chronic Absenteeism: African American, Socioeconomically Disadvantaged, and Students with Disabilities

Major Lynn Mokler Elementary School
- Suspension Rate: Homeless

Mark Keppel Elementary School
- Chronic Absenteeism: Students with Disabilities

Paramount High School
- Mathematics: Long-Term English Learners
- English Learner Progress: English Learners and Long-Term English Learners
- Suspension Rate: African American

Paramount Park Middle School
- English Language Arts: Students with Disabilities
- Mathematics: African American, Long-Term English Learners, and Students with Disabilities
- Chronic Absenteeism: English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

Theodore Roosevelt Elementary School
- Mathematics: Students with Disabilities

- Chronic Absenteeism: African American

Wesley Gaines Elementary School
- Chronic Absenteeism: English Learners and Hispanic

2023 Annual Performance

The following areas are successes as indicated by levels of Technical Assistance.
- Additional Target Support and Improvement (ATSI) - Fifteen schools were identified for ATSI in 2022, compared to two schools in 2023
- Differentiated Assistance (DA) - Foster Youth and Students with Disabilities were identified for DA in 2022. It was the third consecutive year for Students with Disabilities. Currently, no student groups are identified for DA.

Challenges
The following schools received the lowest performance level on one or more state indicators on the 2023 Dashboard
- Buena Vista High School - Graduation Rate, College/Career, English Language Arts, and Mathematics
- Harry Wirtz Elementary - English Learner Progress
- Major Lynn Mokler Elementary - English Learner Progress

Student Groups - District Level
The following student groups within the district received the lowest performance level in the area of Mathematics on the 2023 Dashboard - African American, English Learners, Homeless, and Pacific Islander.

Student Groups - School Level
The following student groups within a school received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Alondra Middle School
- English Learners - English Language Arts, Mathematics, and Suspension Rate
- Students with Disabilities - English Language Arts and Mathematics

Buena Vista High School
- Hispanic - English Language Arts, Mathematics, and College/Career
- Socioeconomically Disadvantaged - English Language Arts, Mathematics, College/Career, and Graduation Rate
- English Learners - College/Career

Captain Raymond Collins Elementary
- African American - English Language Arts, Mathematics, and Suspension Rate
- Socioeconomically Disadvantaged - English Language Arts
- Students with Disabilities - Suspension Rate

Frank J. Zamboni Middle School
- English Learners - English Language Arts, Mathematics, and Suspension Rate
- African American - Suspension Rate

Harry Wirtz Elementary
- English Learners - English Learner Progress

Hollydale
- Students with Disabilities - Mathematics

Leona Jackson Middle School
- African American - Mathematics
- English Learners - Mathematics
- Socioeconomically Disadvantaged - Mathematics
- Students with Disabilities - Mathematics

Major Lynn Mokler Elementary
- English Learners - English Language Arts and English Learner Progress

Paramount High
- Students with Disabilities - Mathematics
- African American - Suspension Rate
- Foster Youth - Suspension Rate

Paramount Park Middle School
- Students with Disabilities - English Language Arts, Mathematics, and Suspension Rate
- English Learners - Mathematics and Suspension Rate
- African American - Suspension Rate

Wesley Gaines Elementary
- Students with Disabilities - Chronic Absenteeism

All of the above-mentioned student groups will be supported through the following goals and actions:
- Goal 1, Action 2: Provide Targeted Student Support - MTSS is the structure that will be used to monitor and develop supports and interventions for suspensions, attendance concerns, academic concerns (English Language Arts/English Language Development and Math), behavioral challenges (suspensions), and course completion (College/Career and Graduation Rate).
- Goal 1, Action 3: Measure and Monitor Academic Progress - This action supports the above-mentioned student groups within the MTSS structure.
- Goal 1, Action 8: Improve English Learner Outcomes - This action provides the necessary supports for English Learners

The Learning Recovery Emergency Block Grant (LREBG) will carry unexpended funds into the 2026–2027 school year to continue addressing areas of need identified in the 2025 Dashboard and district needs assessment. Despite progress, Foster Youth, English Learners, and Low-Income students continue to underperform in English Language Arts, Mathematics while Chronic Absenteeism remain as a post-COVID challenge.

To address these gaps, LREBG funds will support Goal 1, Action 1 to implement a comprehensive professional development plan to strengthen curriculum and instructional practices in mathematics. High-quality curricular resources coupled with high-quality professional development within a Multi-Tiered System of Support are needed to develop student competencies and deep mastery of content. (LREBG $5,151,914)

LREBG funds will support Goal 1, Action 2 through targeted academic interventions to strengthen Tier II and Tier III instruction within a Multi-Tiered System of Support. Instructional Support Teachers will provide targeted instructional support during the school day to identified students. (LREGB $2,737,116)

LREBG funds will support Goal 1, Action 3 through measuring and monitoring academic progress. A districtwide diagnostic assessment system to determine program placements and documenting students receiving Tier II and Tier III MTSS supports will be implemented (LREGB $292,287)

LREBG funds will also support Goal 2, Action 3, which implements a districtwide distributed leadership model. Instructional Leadership Teams (ILTs) have been established at each school site, composed of teachers, academic coaches, and principals. The ILTs focus on improving Tier I instructional practices for all students while coordinating Tier II and Tier III interventions to better support English Learners, Foster Youth, and Low-Income students, along with Special Education students and others requiring additional academic or behavioral support. This structure ensures that schools can provide both universal and targeted assistance to close opportunity gaps and improve student outcomes. (LREBG $250,000)

Additionally, Goal 3, Action 2 will utilize LREBG resources to expand staff training in social-emotional learning development and attendance interventions, equipping educators with strategies to respond effectively to student needs. (LREBG $1,768,420)

These actions are fully aligned with allowable uses of the LREBG and are designed to accelerate learning recovery while addressing long-standing equity gaps. Paramount USD will measure success through improved student achievement, higher graduation rates, stronger performance on the college/career readiness indicator, and reductions in chronic absenteeism and suspensions.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Based on the 2025 California School Dashboard, the district has been identified for Differentiated Assistance due to the performance of two student groups: Foster Youth and Long-Term English Learners (LTELs). Identification is based on indicators in both Pupil Achievement and Pupil Engagement, signaling a need for targeted support, systemic reflection, and continuous improvement.

Foster Youth
Dashboard results for Foster Youth highlight significant areas of need across academic achievement and engagement. In English Language Arts, Foster Youth are performing 62.5 points below standard, maintaining performance with a slight increase of 1.7 points (Orange status; n=37). In Mathematics, performance is substantially lower at 133.6 points below standard, with a significant decline of 31.2 points (Red status; n=37). Additionally, Chronic Absenteeism remains a critical concern, with 28% of Foster Youth identified as chronically absent, maintaining a high rate despite a slight decrease of 0.3% (Red status; n=50).

In response, the district is actively engaged in a comprehensive needs assessment that includes a root cause analysis to better understand the systemic and student-level factors contributing to these outcomes. Concurrently, the district is conducting an evaluation of current supports and services for Foster Youth to determine their effectiveness. Findings from this review will guide the revision and strengthening of supports to address both academic achievement and engagement, ensuring alignment with identified needs.

Long-Term English Learners (LTELs)
Long-Term English Learners also demonstrate persistent challenges across multiple indicators. On the English Learner Progress Indicator, 40.9% of LTELs are making progress toward English proficiency, reflecting maintained performance (Orange status; n=729). In English Language Arts, students are performing 98.5 points below standard, showing improvement with an increase of 7.9 points (Orange status; n=425). In Mathematics, performance remains an area of concern at 180.4 points below standard, with a decline of 3.1 points (Red status; n=422).

Engagement indicators further underscore the need for targeted supports. Chronic Absenteeism among LTELs is 26.4%, increasing by 2.2% (Red status; n=349). Additionally, the Graduation Rate for LTELs is 87.9%, declining by 1.7% (Orange status; n=199).
To address these outcomes, the district has initiated multiple strategies focused on improving both instructional quality and system responsiveness:

Integrated ELD Professional Learning: All teachers are receiving ongoing professional development and access to resources through an online platform to strengthen Integrated ELD practices, ensuring LTELs can effectively access and engage with grade-level content across subject areas.

Designated ELD Implementation: The district has adopted a new K–12 Designated ELD curriculum, providing a coherent and consistent instructional continuum. Professional development has been provided to support initial implementation, with continued training planned to sustain and deepen effective practices.

ELD Participation Audit: A comprehensive audit of student records is underway to identify students who have opted out of ELD services. The district will analyze reasons for opt-outs and determine appropriate next steps, which may include direct outreach and conferencing with students and families to better meet their needs.

MTSS Identification and Support: District teams are supporting schools in identifying both LTELs and students at risk of becoming LTELs. Through the Multi-Tiered System of Supports (MTSS), schools are working to assess individual student needs and implement targeted interventions to accelerate language development and academic progress.

County Collaboration
The district is working in close partnership with the Los Angeles County Office of Education (LACOE) to guide its Differentiated Assistance efforts. This collaboration includes ongoing meetings to analyze data, identify evidence-based strategies, and leverage county-level resources to support improvement efforts for both Foster Youth and LTELs.

Through a combination of data analysis, targeted professional learning, program evaluation, and collaborative support, the district is committed to addressing the identified areas of need for Foster Youth and Long-Term English Learners. These efforts are designed to improve academic outcomes, increase student engagement, and ensure equitable access to high-quality instructional opportunities for all students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Teacher engagement began with the administration of districtwide surveys, which allowed educators to share insights based on their classroom experiences and professional expertise. These surveys provided both immediate feedback on LCAP-related actions and services and valuable longitudinal data used to identify trends, monitor progress, and guide strategic planning over time. To further support teacher involvement beyond surveys, each school aligned its Single Plan for Student Achievement (SPSA) with the goals, priorities, and metrics outlined in the LCAP. This alignment process gave teachers additional opportunities to provide input and ensure that site-level plans accurately reflected district priorities and student needs. SPSA review meetings extended beyond the required School Site Council and English Learner Advisory Committee participation, offering a broader platform for teachers to engage in meaningful discussions about school and district initiatives. This approach promoted consistency across schools, improved the strategic use of resources, and reinforced alignment between site-based and districtwide planning. Teachers also contributed significantly through their participation in the Local Control Accountability Committee (LCAC). The LCAC includes a cross-section of educational partners such as the Superintendent, Assistant Superintendents, Board members, students, Directors from Educational Services, Business Services,

Educational Partner(s)	Process for Engagement
	and Pupil and Personnel Services, as well as certificated and classified bargaining unit representatives. The LCAC serves as an essential advisory body that reviews LCAP goals, actions, and services, analyzes both state and local performance data, and recommends strategies to strengthen educational partner engagement. Meetings were held on October 15, 2025; December 3, 2025; March 18, 2026; April 29, 2026; and May 27, 2026. These engagement strategies were intentionally designed to increase accessibility and promote broad participation. SPSA meetings occurred throughout the school year, while staff surveys and LCAC meetings were conducted between October 2025 and May 2026, ensuring timely and continuous feedback to support the development of a responsive and inclusive LCAP.
Principals	Principals were engaged in the development, evaluation, and continuous improvement of the LCAP through multiple, structured opportunities. Districtwide surveys were administered to gather input from a broad range of educational partners, including principals. These surveys allowed principals to provide valuable insights on the effectiveness of programs, resource allocation, and district initiatives. The resulting longitudinal data supports trend analysis, progress monitoring, and data-informed decision-making to enhance strategic planning. Beyond surveys, each principal developed their school's Single Plan for Student Achievement (SPSA) in alignment with the LCAP goals and priorities. This intentional alignment promoted coherence between site-level and districtwide initiatives, ensured consistent messaging, and supported the effective use of resources to meet student needs. Educational partners such as School Site Councils (SSCs) and English Learner Advisory Committees (ELACs) were engaged in reviewing school-level data and providing input during the SPSA development process. To deepen engagement, principals participated in monthly Principal Meetings (September 3, 2025, October 8, 2025, November 5, 2025, January 21, 2026, February 18, 2026, March 11, 2026, April 15, 2026,

Educational Partner(s)	Process for Engagement
	and May 20, 2026) where LCAP goals, actions, and related activities were regularly integrated into the agenda. These meetings provided additional opportunities for principals to offer feedback and evaluate the alignment of district and site-level priorities.
Administrators	Administrators across Paramount Unified School District were integral to the development, evaluation, and ongoing improvement of the LCAP, participating in a variety of intentional and structured engagement opportunities. Surveys were administered to gather valuable input from administrators on program effectiveness, resource allocation, and district initiatives. The data collected provided critical insights for longitudinal analysis, progress monitoring, and strategic planning. In addition to their survey participation, both site and district administrators played an active role in aligning and developing their schools' Single Plans for Student Achievement (SPSA). This alignment ensured coherence between school-site efforts and districtwide priorities, facilitated streamlined communication, and optimized resource allocation to meet diverse student needs. Administrators also engaged educational partners, including the Local Control Accountability Committee (LCAC) and District English Learner Advisory Committee (DELAC), to review data and provide input that supported the LCAP's evaluation of programs and activities. To further strengthen engagement, district professional development was strategically aligned with LCAP goals, ensuring consistent focus across all levels. Administrators participated in monthly Principal Meetings (September 3, 2025, October 8, 2025, November 5, 2025, January 21, 2026, February 18, 2026, March 11, 2026, April 15, 2026, and May 20, 2026) and Assistant Principal Meetings (September 10, 2025, October 15, 2025, November 10, 2025, January 23, 2026, February 26, 2026, April 2, 2026, and April 24, 2026), where LCAP goals, actions, and implementation strategies were regularly included on the agenda. These meetings served as a platform for ongoing dialogue, reflection, and alignment between district and site-level plans.

Educational Partner(s)	Process for Engagement
Other School Personnel	The Local Control Accountability Committee (LCAC) at Paramount Unified School District is composed of a diverse group of educational partners, including the Superintendent, two Board members, two students, Assistant Superintendents, Directors from Educational, Business, and Pupil and Personnel Services divisions, teachers, and representatives from both certificated and classified bargaining units. This committee actively reviewed LCAP goals, actions, and services, analyzed state indicators, local data, and survey results, and explored methods for engaging educational partners in providing input. LCAC meetings were held on October 15, 2025; December 3, 2025; March 18, 2026; April 29, 2026; and May 27, 2026. School personnel played a key role in the continuous improvement of the LCAP through survey participation, offering valuable feedback on programs, services, and district initiatives. In addition to surveys, school staff participated in the District English Learner Advisory Committee (DELAC), English Learner Advisory Committees (ELACs), and School Site Councils (SSCs). Participation on these various committees allowed for collaboration on aligning school efforts with district priorities, particularly in the development and refinement of the LCAP and SPSA, ensuring that districtwide goals were consistently reflected at the site level.
Local Bargaining Units	The Local Control Accountability Committee (LCAC) at Paramount Unified School District is comprised of a diverse group of educational partners, including self-selected representatives from the Teachers of Paramount (TAP) bargaining unit and the California School Employees Association (CSEA). In addition, the committee includes the Superintendent, Assistant Superintendents, two Board members, two students, Directors from the Educational, Business, and Pupil and Personnel divisions, as well as additional representatives from both certificated and classified bargaining units. This committee plays a pivotal role in reviewing the LCAP's goals, actions, and services, analyzing state and local data, survey results, and identifying strategies to enhance educational partner engagement. LCAC meetings were convened on October 15, 2025; December 3, 2025; March 18, 2026; April 29, 2026; and May 27, 2026.

Educational Partner(s)	Process for Engagement
	Bargaining units also provided essential feedback on the continuous improvement of the LCAP through survey participation, offering insights into district programs, services, and initiatives. Beyond surveys, bargaining unit members actively contribute to the District English Learner Advisory Committee (DELAC), English Learner Advisory Committees (ELACs), and School Site Councils (SSCs). Their participation in these committees facilitates collaboration between school and district leadership, ensuring alignment of site-level efforts with district priorities. This ongoing engagement supports the refinement of both the LCAP and Single Plans for Student Achievement (SPSA), ensuring that districtwide goals are consistently reflected at the site level.
Parents	Paramount Unified School District is committed to meaningful parent engagement in the development, implementation, and continuous improvement of the Local Control and Accountability Plan (LCAP). The Local Control Accountability Committee (LCAC) includes 10 parent representatives from all grade spans, representing 14 of the district's 20 schools. Participation was open to all families, with a districtwide invitation extended to encourage broad and inclusive representation. In addition to parent representatives, the LCAC includes the Superintendent, Assistant Superintendents, Board members, two students, and Directors from Educational Services, Business Services, and Pupil and Personnel divisions, as well as certificated and classified bargaining unit representatives. The LCAC serves as an essential advisory body, reviewing LCAP goals, actions, and services; analyzing both state and local performance data; and recommending strategies to strengthen educational partner engagement. LCAC meetings were held October 15, 2025; December 3, 2025; March 18, 2026; April 29, 2026; and May 27, 2026. Beyond the LCAC, parents contribute to the LCAP process through active participation in the District English Learner Advisory Committee (DELAC), English Learner Advisory Committees (ELACs), and School Site Councils (SSCs). These groups collaborate closely with school

Educational Partner(s)	Process for Engagement
	and district leadership to ensure that site-level initiatives are aligned with district priorities and responsive to the needs of all students. Additionally, parent surveys were administered to gather input on district programs, services, and initiatives. This feedback is instrumental in informing LCAP planning and ensuring that parent voices are reflected in decision-making. LCAP Community Meetings were conducted to elicit feedback beyond established advisory councils. All families within the Paramount Unified School District community were invited to provide feedback regarding the Goals, Actions, Metrics, and Expenditures in the LCAP. Meeting were held at various school sites to accommodate families and were conducted on March 23, 2026; April 15, 2026; and May 27, 2026.
Students	Paramount Unified School District recognizes students as key educational partners whose perspectives are critical to the development, implementation, and continuous improvement of the Local Control and Accountability Plan (LCAP). Students contributed to the LCAP process primarily through districtwide surveys, which gathered valuable input regarding the effectiveness of academic programs, student services, and overall school climate. Their feedback provides essential insights that inform data-driven decision-making and strategic planning. In addition to survey participation, high school students are actively engaged in site-level governance through their roles on School Site Councils (SSCs) and are also represented on the district's Local Control Accountability Committee (LCAC). Two high school students served as LCAC members during the 2025–2026 school year. To promote equitable and inclusive participation, a districtwide invitation was extended to all high school students to apply for membership. The LCAC serves as a key advisory body, reviewing LCAP goals, actions, and services; analyzing both state and local performance data; and identifying strategies to strengthen educational partner engagement across all educational partners groups. LCAC meetings

Educational Partner(s)	Process for Engagement
	were held on October 15, 2025; December 3, 2025; March 18, 2026; April 29, 2026; and May 27, 2026.. Through these engagement opportunities, student voices helped shape the district's strategic priorities and ensure the LCAP reflects the needs, experiences, and aspirations of the student body.
Educational Partners at Equity Multiplier Sites	Equity Multiplier school sites engage community partners through meetings, district programs, advisory committees, surveys, and other activities to ensure families, staff, and community members can contribute their perspectives and inform district decisions. Parent and community feedback is gathered through various meetings and comprehensive surveys, which provide input on programs, services, and priorities. This process ensures that voices of educational partners voices are incorporated into the LCAP, particularly in developing the required Focus Goals for Equity Multiplier schools. The Local Control Accountability Committee (LCAC) serves as an additional forum for engagement. In 2025-2026, LCAC meetings were held on October 15, 2025; December 3, 2025; March 18, 2026; April 29, 2026; and May 27, 2026. Educational partners at Buena Vista High School, along with other advisory groups such as the District English Learner Advisory Committee (DELAC), site-based English Learner Advisory Committees (ELACs), and School Site Councils (SSCs), provide input that informs both site-level and districtwide planning. Through these engagement efforts, Paramount Unified School District ensures that input from community partners at the Equity Multiplier site (Buena Vista High School) is considered in decision-making and used to guide equitable actions and services.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Educational partners across the Paramount Unified School District expressed broad support for the actions and services outlined in the 2024–2027 LCAP. Feedback gathered from parents, students, staff, community members and SELPA played a critical role in shaping the refinement of goals and actions for the 2026–2027 school year.

Parents and staff strongly valued the alignment between the Paramount Unified Strategic Plan Priorities, adopted LCAP goals, and adopted SPSA goals. They emphasized that this alignment ensures coherence across district initiatives, promotes efficient use of resources, and creates the conditions necessary for student success.

Feedback also highlighted the importance of supporting the academic needs of all students, those requiring additional services as well as those performing at or above grade level. This input directly informed the continued investment in:

Goal 1, Action 2: Provide Targeted Student Support
Goal 1, Action 3: Measure and Monitor Academic Progress
Goal 1, Action 5: Provide Academic Enrichment Opportunities for Students
Goal 1, Action 9: Promote Personalized Learning and Differentiated Instruction
Goal 2, Action 2: Design and Implement Holistic Training Programs for staff

Educational partners also emphasized the need for a safe and supportive learning environment that nurtures students' emotional and social well-being. In response, Goal 3—Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety was affirmed and strengthened to reflect this input.

Additionally, educational partners, particularly parents and staff, identified a continued need for high-quality, accessible parent education, strong school-home partnerships, and consistent, transparent communication. These priorities are addressed through Goal 4: Enhance Family and Community Engagement—which includes a comprehensive set of actions to build trust, collaboration, and shared responsibility for student success.

Buena Vista High School is identified as an Equity Multiplier school. Educational partner feedback highlighted the continued need to improve student attendance at this site. Consultation with educational partners for Buena Vista High School occurred on December 17, 2025. During this meeting, site-specific data was reviewed to provide context for identified needs. Participants received an overview of Equity Multiplier funding, including allowable uses aligned to state guidance. The current allocation and use of Equity Multiplier funds for the 2025–2026 school year were shared, and educational partners were invited to provide input and suggest additional strategies to support student outcomes. Educational Partners shared that increasing attendance, parent communication, and building connections between students/families and the school are priorities.

The LCAP continues to reflect Paramount USD's commitment to inclusive decision-making and ensures that the voices of educational partners are embedded in the district's planning and continuous improvement efforts.

The District consulted with the Mid-Cities SELPA as part of the LCAP development process to review alignment between identified student needs and the District's goals, actions, and services. Feedback from the SELPA indicated that the LCAP includes both direct and indirect actions and services that support students with disabilities through targeted interventions and districtwide systems. The SELPA also recommended strengthening narrative connections among identified needs, implementation efforts, and intended outcomes across goal areas to further enhance coherence in future LCAP development.

During the public hearing of the Local Control and Accountability Plan (LCAP) at the June 10 Board meeting Board members provided input to strengthen supports for vulnerable student groups. A Board member specifically requested that the LCAP include resources to better support students and families identified under the McKinney-Vento Act.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Elevate Deeper Learning and College, Career, and Life Readiness	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Paramount Unified School District is dedicated to preparing all students for post-secondary success by fostering deeper learning and ensuring readiness for college, career, and life. This goal was developed in direct response to identified gaps in academic performance and the equitable access to high-quality educational opportunities. It aligns with the district's strategic vision to deliver rigorous, relevant, and student-centered instruction, empowering each student with the knowledge, skills, and competencies necessary to thrive in an ever-changing world.

A thorough analysis of both state and local performance data revealed that while some areas show improvement, challenges persist. Outcomes in English Language Arts and Mathematics remain below state standards, as evidenced by the 2024 California School Dashboard (ELA – Red; Math – Yellow). However, the district's graduation rate improved from Orange in 2023 to Green in 2024, indicating progress. Despite this achievement, there is a significant gap between the graduation rate (91.1%) and the College and Career Indicator, which stands at 47.1%. This discrepancy highlights the need for continued systemic improvements in instructional practices and academic support, particularly for historically underserved groups, including English learners, foster youth, African American students, students with disabilities, and those from low-income backgrounds.

In response to these findings, the district has prioritized the intentional integration of standards-aligned instruction, research-based practices, and the development of robust academic support systems across Tiers I, II, and III. These efforts aim to close achievement gaps and ensure equitable access to high-quality educational experiences for all students (State Priorities 1, 2, 4, 7, 8).

Additionally, Paramount USD recognizes the importance of professional development in enhancing instructional effectiveness, curriculum delivery, and technology integration. The district will continue to invest in a comprehensive professional development program that addresses Multi-Tiered Systems of Support (MTSS) across academic, social-emotional, and college/career readiness areas for all staff, both certificated and classified. The district will also expand its 1:1 student device initiative, enhance classroom technology, and further develop programs such as Advancement Via Individual Determination (AVID), Advanced Placement (AP), Career Technical Education (CTE), Dual Enrollment, and the alignment of graduation requirements with A-G completion.

This goal reflects the district's unwavering commitment to continuous improvement, equity, and excellence, ensuring that all students graduate well-prepared to succeed in college, career, and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate (CA School Dashboard)	90.2% graduated Low Status (Orange) English Learner: 82% Foster Youth: 100% graduated Socioeconomically Disadvantaged: 90.1% (CA School Dashboard Fall 2023)	91.1% High Status (Green) English Learner: 86.6% Foster Youth: ** Socioeconomically Disadvantaged: 91.2% (CA School Dashboard Fall 2024)	90.4% Maintained Status (Yellow) English Learner: 84.1% Foster Youth: 82.4% Socioeconomically Disadvantaged: 90.6% (CA School Dashboard Fall 2025)	94% Green English Learner: 90% Foster Youth: ** Socioeconomically Disadvantaged: 94%	0.2% English Learner: 2.1% Foster Youth: -17.6% Socioeconomically Disadvantaged: 0.5%
1.2	Middle School Adjusted Drop-Outs (CALPADS 1.24)	13 Fall 2023 Snapshot	10 Fall 2024 Snapshot	3 Fall 2025	10	-10
1.3	High school drop-out rate (4-year cohort) (DataQuest)	6.5% English Learner: 11.7% Foster Youth: 0% Socioeconomically Disadvantaged: 6.5% School Year 2022-2023	7.8% English Learner: 13.4% Foster Youth: ** Socioeconomically Disadvantaged: 7.7% School Year 2023-2024	8.0% English Learner: 15.1% Foster Youth: 17.6% Socioeconomically Disadvantaged: 7.8% School Year 2024-2025	4% English Learner: 6% Foster Youth: ** Socioeconomically Disadvantaged: 4%	1.5% English Learner: 3.4% Foster Youth: 17.6% Socioeconomically Disadvantaged: 1.3%
1.4	A-G completion rate for all seniors (4-year cohort) (Dataquest)	All seniors: 45.6% English Learner: 21.9% Foster Youth: 30.8% Low income: 45.2%	All seniors: 48.5% English Learner: 28.0% Foster Youth: **	All seniors: 46.2% English Learner: 24.0%	All seniors: 70% English Learner: 60% Foster Youth: 60%	All seniors: 0.6% English Learner: 2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Year 2022-2023	Low income: 48.4% School Year 2023-2024	Foster Youth: 28.6% Socioeconomically Disadvantaged: 46.0% School Year 2024-2025	Low income : 70%	Foster Youth: -2.2% Low income: 0.8%
1.5	AG/CTE: Number of graduates who met A-G and completed a CTE Pathway (CA School Dashboard Additional Reports)	151 English Learner: 7 Foster Youth: 2 Socioeconomically Disadvantaged: 146 School Year 2022-2023	182 English Learner: 19 Foster Youth: ** Socioeconomically Disadvantaged: 178 School Year 2023-2024	259 English Learner: 31 Foster Youth: 3 Socioeconomically Disadvantaged: 255 School Year 2024-2025	200 English Learner: 50 Foster Youth: ** Socioeconomically Disadvantaged: 200	108 English Learner: 24 Foster Youth: 1 Socioeconomically Disadvantaged: 109
1.6	AP Test Takers: Percent that received 1 or more AP Scores of 3 or higher (College Board)	41% School Year 2022-2023	48% School Year 2023-2024	47% School Year 2024-2025	45%	6%
1.7	ELA EAP Percent of College Ready/Conditionally (Grade 11 SBA, DataQuest)	All Students: 46.56% English Learners: 5.56% Foster Youth: N/A Socioeconomically Disadvantaged: 45.95% School Year 2022-2023	All Students: 45.76% English Learners: 6.87% Foster Youth: N/A Socioeconomically Disadvantaged: 44.80% School Year 2023-2024	All Students: 52.71% English Learners: 6.14% Foster Youth: N/A Socioeconomically Disadvantaged: 52.56% School Year 2024-2025	All Students: 65% English Learners: 40% Foster Youth: N/A Low income: 65%	All Students: 6.15% English Learners: 0.58% Foster Youth: N/A Low income: 6.61%
1.8	Math EAP percent of College	All Students: 11.77% English Learners: 1.68% Foster Youth: N/A	All Students: 14.26% English Learners: 2.07%	All Students: 16.79% English Learners: 1.70%	All Students: 40% English Learners: 30% Foster Youth: N/A	All Students: 5.02% English Learners: 0.02%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Ready/Conditionally (Grade 11 SBA, DataQuest)	Socioeconomically Disadvantaged: 11.35% School Year 2022-2023	Foster Youth: N/A Socioeconomically Disadvantaged: 13.61% School Year 2023-2024	Foster Youth: N/A Socioeconomically Disadvantaged: 16.50% School Year 2024-2025	Low income: 40%	Foster Youth: N/A Low income: 5.15%
1.9	CCI: College & Career Indicator (CA School Dashboard)	41.7% Prepared Medium Status (Yellow) English Learner:19.4% prepared Foster Youth: 21.4% prepared Socioeconomically Disadvantaged: 41.3% prepared (CA School Dashboard Fall 2023)	47.1% prepared High Status (Green) English Learner: Prepared 23.7% Foster Youth: ** Socioeconomically Disadvantaged: Prepared 46.9% (CA School Dashboard Fall 2024)	55.4% prepared High Status (Green) English Learner: Prepared 32.6% Foster Youth: Prepared 41.2% Socioeconomically Disadvantaged: Prepared 55.3% (CA School Dashboard Fall 2025)	55% English Learner:30% prepared Foster Youth: 30% prepared Socioeconomically Disadvantaged: 55% prepared	13.7% English Learner: 13.2% Foster Youth: 19.8% Socioeconomically Disadvantaged: 14.0%
1.10	Access to a Broad Course of Study (CA School Dashboard Local Indicator)	Standard Met (CA School Dashboard Fall 2023)	Standard Met (CA School Dashboard Fall 2024)	Standard Met (CA School Dashboard Fall 2025)	Standard Met	Maintained Standard Met
1.11	Reclassification Rate for English Learners (Synergy Student Information System)	14% Spring School Year 2022-2023	10% School Year 2023-2024	13.1% School Year 2024-2025	15%	-0.9%
1.12	English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	53.7% making progress High Status (Green) Increased 5.5% (CA School Dashboard Fall 2023)	42.9% Very Low Status (Red) Declined 10.8% (CA School Dashboard Fall 2024)	43% Status (Orange) Maintained 0% (CA School Dashboard Fall 2025)	58%	-10.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	CAASPP ELA Percent Met or Exceeded (All grades all students,Dataquest)	All Students: 39.19% English Learner: 11.56% Foster Youth: 25.00% Socioeconomically Disadvantaged: 38.38% School Year 2022-2023	All Students: 40.04% English Learner: 11.47% Foster Youth: 22.86% Socioeconomically Disadvantaged: 39.41% School Year 2023-2024	All Students: 43.38% English Learner: 12.03% Foster Youth: 22.22% Socioeconomically Disadvantaged: 42.91% School Year 2024-2025	All: 45% English Learner: 18% Foster Youth: 31% Socioeconomically Disadvantaged: 49%	All: 4.19% English Learner: 0.47% Foster Youth: -2.78% Socioeconomically Disadvantaged: 4.53%
1.14	CAASPP Math Percent Met or Exceeded (All grades all students, DataQuest)	All Students: 21.58% English Learner: 8.17% Foster Youth: 2.78% Socioeconomically Disadvantaged: 20.74% School Year 2022-2023	All Students: 22.47% English Learner:9.05% Foster Youth: 17.14% Socioeconomically Disadvantaged: 21.86% School Year 2023-2024	All Students: 25.02% English Learner: 8.71% Foster Youth: 14.81% Socioeconomically Disadvantaged: 24.69% School Year 2024-2025	All: 30% English Learner: 20% Foster Youth: 13% Socioeconomically Disadvantaged: 34%	All: 3.44% English Learner: 0.54% Foster Youth: 12.03% Socioeconomically Disadvantaged: 3.95%
1.15	California Science Test (CAST) Percent Met or Exceeded (DataQuest)	All Students: 17.61% English Learner: 2.32% Foster Youth: 8.77% Socioeconomically Disadvantaged: 19.32% School Year 2022-2023	All Students: 19.16% English Learner: 2.36% Foster Youth: 9.62% Socioeconomically Disadvantaged: 20.73% School Year 2023-2024	All Students: 22.85% English Learner: 0.82% Foster Youth: 0.00% Socioeconomically Disadvantaged: 22.49% School Year 2024-2025	All: 30% English Learner:12% Foster Youth: 20% Socioeconomically Disadvantaged: 30%	All: 5.24% English Learner:-1.50% Foster Youth: -8.77% Socioeconomically Disadvantaged:3.17%
1.16	ELA Academic Indicator (California School Dashboard)	29.8 points below standard Maintained 0.4 Points Low Status (Orange)	29.3 points below standard Maintained 0.6 Points	19.5 points below standard Increased 9.7 Points	Green English Learner: Yellow	-10.3 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner:63.7 points below standard Foster Youth:52.8 points below standard Socioeconomically Disadvantaged:31.9 points below standard School Year 2022-2023 (CA School Dashboard Fall 2023)	Low Status (Orange) English Learner:61.8 points below standard Foster Youth:64.2 points below standard Socioeconomically Disadvantaged:31.1 points below standard School Year 2023-2024 (CA School Dashboard Fall 2024)	Medium Status (Yellow) English Learner: 48.6 points below standard Foster Youth: 62.5 points below standard Socioeconomically Disadvantaged: 21 points below standard School Year 2024-2025 (CA School Dashboard Fall 2025)	Foster Youth: Yellow Socioeconomically Disadvantaged: Green	English Learner:-15.1 points below standard Foster Youth: 9.7 points below standard Socioeconomically Disadvantaged: -10.9 points below standard
1.17	Math Academic Indicator (California School Dashboard)	81.9 points below standard Increased 6.4 Points Medium Status (Yellow) English Learner: 105.3 points below standard Foster Youth: 118 points below standard Socioeconomically Disadvantaged: 84.1 points below standard School Year 2022-2023 (CA School Dashboard Fall 2023)	78.3 points below standard Increased 3.6 Points Medium Status (Yellow) English Learner: 100.8 points below standard Foster Youth: 102.4 points below standard Socioeconomically Disadvantaged: 80.7 points below standard	70.9 points below standard Increased 7.5 Points Medium Status (Yellow) English Learner: 92.6 points below standard Foster Youth: 133.6 points below standard Socioeconomically Disadvantaged: 72.6 points below standard	Green English Learner: Yellow Foster Youth: Yellow Socioeconomically Disadvantaged: Green	-11.0 points below standard English Learner: -12.7 points below standard Foster Youth: 15.6 points below standard Socioeconomically Disadvantaged: -11.5 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School Year 2023-24 (CA School Dashboard Fall 2024)	School Year 2024-25 (CA School Dashboard Fall 2025)		
1.18	i-Ready Percent meeting typical growth in Reading	All: 50% English Learner: 48% Foster Youth: 38% Socioeconomically Disadvantaged: 50% Spring Diagnostic n = 7242 School Year 2023-2024	All: 54% English Learner: 50% Foster Youth: 73% Socioeconomically Disadvantaged: 53% Spring Diagnostic n = 7099 School Year 2024-2025	All: 51% English Learner: 48% Foster Youth: 30% Socioeconomically Disadvantaged: 52% Spring Diagnostic n = 6562 School Year 2025-2026	55% English Learner: 55% Foster Youth: 55% Socioeconomically Disadvantaged: 55%	All: 1% English Learner: 0% Foster Youth: -8% Socioeconomically Disadvantaged: 2%
1.19	i-Ready Percent meeting typical growth in Math	All: 44% English Learner: 41% Foster Youth: 42% Socioeconomically Disadvantaged: 43% Spring Diagnostic n = 7222 School Year 2023-2024	All: 46% English Learner: 46% Foster Youth: 47% Socioeconomically Disadvantaged: 46% Spring Diagnostic n = 7080 School Year 2024-2025	All: 46% English Learner: 46% Foster Youth: 47% Socioeconomically Disadvantaged: 46% Spring Diagnostic n = 6743 School Year 2025-2026	All: 50% English Learner: 50% Foster Youth: 50% Socioeconomically Disadvantaged: 50%	All: 2% English Learner: 5% Foster Youth: 5% Socioeconomically Disadvantaged: 3%
1.20	Families agree that their child benefits from arts and music programming. Family Title I/LCAP Survey Panorama	97% School Year 2023-2024	94% School Year 2024-2025	92% School Year 2025-2026	100%	-5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	Teachers indicate that their students benefit from access to technology. LCAP Staff/Teacher Survey Panorama	91% School Year 2023-2024	89% School Year 2024-2025	84% School Year 2025-2026	100%	-7%
1.22	Kindergartens enter school at grade level iReady Beginning of Year Diagnostic - Reading Kindergarten	All: 15% English Learners: 6% School Year 2023-2024	All: 14% English Learners:10% School Year 2024-2025	All: 15% English Learners:9% School Year 2025-2026	All: 60% English Learners: 50%	All:0% English Learners: 3.0%
1.23	Kindergartens enter school at grade level iReady Beginning of Year Diagnostic - Math Kindergarten	All: 9% English Learners:6% School Year 2023-2024	All: 6% English Learners:5% School Year 2024-2025	All: 7% English Learners:4% School Year 2025-2026	All: 50% English Learners: 40%	All: -2% English Learners: -2%
1.24	Desired Results Developmental Profile (DRDP) - TK Language and Literacy Domain (LLD) 2nd Assessment	All: Building Earlier	All: Building Middle LLD1 to LLD 4 Median 2nd Assessment TK General Ed	All: Building Earlier Low Income: Approaching Building Middle LLD1 to LLD 10 Average Median 2nd Assessment TK General Ed	All: Building Later Low Income: Building Later	All: Maintained Low Income: N/A
1.25	Desired Results Developmental Profile (DRDP) - TK	All: Exploring Later	All: Building Middle	All: Building Earlier Low Income: Building Middle	All: Building Later Low Income: Building Later	All: Advanced to Building Earlier Low Income: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Cognition, Including Math and Science 2nd Assessment		COG2-3, 4 Average Median 2nd Assessment TK General Ed	COG 2-7 Average Median 2nd Assessment TK General Ed		
1.26	School Climate: Teacher Connectedness LCAP Teacher Survey	Develop survey	48% favorable School Year 2024-2025	45% favorable School Year 2025-2026	60% favorable	-3%
1.27	Completed at least one CTE Pathway Percentage (CA School Dashboard Additional Reports)	All: 24.3% English Learners: 10.9% Foster Youth: 14.3% Socioeconomically Disadvantaged: 24.0% (CA School Dashboard Fall 2023)	All: 26.4% English Learners: 17.2% Foster Youth: * Socioeconomically Disadvantaged: 26.5% (CA School Dashboard Fall 2024)	All: 37.3% English Learners: 29.7% Foster Youth: 17.6% Socioeconomically Disadvantaged: 37.4% (CA School Dashboard Fall 2025)	All: 40% English Learners: 20% Foster Youth: 40% Socioeconomically Disadvantaged: 40%	All: 13.0% English Learners: 18.8% Foster Youth: 3.3% Socioeconomically Disadvantaged: 13.4%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, implementation of Goal 1 actions has progressed steadily, with all actions fully implemented as designed. In several cases, implementation has required intentional pacing or adjustment to ensure quality, coherence, and long-term sustainability. A key theme across actions is the district's strategic focus on strengthening Tier I core instruction as a prerequisite for effective Tier II and Tier III supports. As a result, some actions—particularly those related to targeted intervention, assessment systems, language development professional learning, and MTSS refinement—are in implementation phases while foundational structures continue to be built

Status of Actions:
1.1 Strengthen Curriculum and Instructional Practices – Fully Implemented
1.2 Provide Targeted Student Support – Fully Implemented
1.3 Measure and Monitor Academic Progress – Fully Implemented

1.4 Promote College and Career Readiness at All Levels – Fully Implemented
1.5 Provide Academic Enrichment Opportunities for Students – Fully Implemented
1.6 Facilitate 21st Century Learning Strategies and Supports – Fully Implemented
1.7 Focus on Early Learning Initiatives – Fully Implemented
1.8 Improve English Learner Outcomes – Fully Implemented
1.9 Promote Personalized Learning and Differentiated Instruction – Fully Implemented
1.10 Implementation of Academic Standards - Fully Implemented

Successes
The district has experienced notable successes in areas where systems and staffing were already in place or could be implemented districtwide.

The district successfully implemented several core actions that expanded student access to rigorous instruction, enrichment, and learning supports. Full implementation was achieved in areas such as academic enrichment opportunities (Action 1.5), 21st-century learning supports; including 1:1 technology and digital systems (Action 1.6), early learning initiatives through Transitional Kindergarten (Action 1.7), and multiple college and career readiness programs (Action 1.4). These actions provided consistent, districtwide access and strengthened learning environments across grade spans.

Curriculum access and instructional infrastructure were strengthened through the implementation of a new K–12 ELA curriculum (Action 1.10), deployment of digital instructional tools (Action 1.6), and expansion of enrichment programs such as STEAM, visual and performing arts, CTE, and advanced coursework (Action 1.5) while beginning phased implementation in mathematics to ensure readiness and alignment (Action 1.10).

The district also made progress in establishing foundational systems, including a comprehensive MTSS resource guide (Action 1.2), instructional leadership structures aligned to a shared district vision (Action 1.1), and strengthened postsecondary partnerships to support college and career pathways (Action 1.4).

Challenges
Challenges encountered during implementation were primarily related to capacity building, system coherence, and alignment of data and practices across multiple sites.

Several actions were intentionally paced as the district focused on building capacity, coherence, and consistency before expanding Tier II and Tier III practices (Action 1.2). Newly established roles, such as academic coaches (Action 1.1) and evolving systems, like MTSS, assessment frameworks (Action 1.2 and 1.3), and English Learner supports (Action 1.8) required time for calibration, professional learning, and alignment across sites.

Implementation challenges included the need to refine data systems for assessment, intervention placement, and progress monitoring, particularly in math and MTSS (Actions 1.2 and 1.3). These system-level developments are still underway and limited the pace of targeted intervention expansion.

Staffing levels to maintain small class sizes exceeded enrollment needs in some instances, creating inefficiencies and prompting reassessment of how staffing resources can more directly support high-impact instructional strategies (Action 1.9).

Despite these challenges, the district intentionally used this year to strengthen structures, develop common frameworks, and prepare for deeper and more targeted implementation in subsequent years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Throughout the 2025–2026 school year, Paramount Unified School District implemented all Action Items under Goal 1. The district has established a 10% threshold to expend the funds for each Action. While many expenditures aligned with the budget, some material differences were noted between Budgeted and Estimated Actual Expenditures due to the strategic utilization of one-time limited state and federal grants (e.g., A-G Completion Grant, Learning Recovery Grant, MTSS Grant, Arts, Music, and Instructional Materials Discretionary Block Grant, and Proposition 28). These grant resources allowed the district to expand or enhance services beyond originally budgeted LCAP allocations.

Action 1.3 – Measure and Monitor Academic Progress
Expenditures for this action slightly exceeded the budgeted amount due to additional work to expand a comprehensive student assessment system.

Action 1.7 – Focus on Early Learning Initiatives
Expenditures for this action slightly exceeded the budgeted amount due to expanding the TK program at two elementary school sites.

Action 1.8 – Improve English Learner Outcomes
Expenditures for this action exceeded the budgeted amount due to the purchase of additional curricular resources to support designated and integrated English Learner Development (ELD).

1.10 – Implementation of Academic Standards
Expenditures for this action exceeded the budgeted amount due to increased staffing expenses in alignment with IEPs.

The variances in expenditures across Action Items were primarily due to the strategic use of supplemental and one-time grants, which allowed the district to enhance or expand services without increasing reliance on LCAP core funds. While some actions exceeded budgeted amounts, these were covered by external funding sources, and in other cases, expenditures were reduced due to grant absorption. As these grants sunset, the district will need to reassess funding strategies to sustain key programs and services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Contributing Actions
Action 1.1 Strengthen Curriculum and Instructional Practices was somewhat effective. This action was somewhat effective based on 2025 California Dashboard data and 2025–26 local data. Over the past two years, English Learners demonstrated a +12.7 point increase and Low-Income students a +11.5 point increase on the Math Academic Indicator, indicating improved outcomes aligned to strengthened instructional practices. In contrast, Foster Youth experienced a -15.6 point decrease over the same period (Metric #1.17), signaling a need for more targeted and differentiated supports. While progress for English Learners and Low-Income students demonstrates positive impact, the decline for Foster Youth indicates uneven effectiveness and the need for refinement of instructional strategies and monitoring.

Action 1.2 Provide Targeted Student Support Interventions was somewhat effective. This action was somewhat effective based on 2025 Dashboard and 2025–26 local data. Targeted interventions contributed to two-year gains of +12.7 points for English Learners and +11.5 points for Low-Income students in the Math Academic Indicator, reinforcing the value of structured intervention systems. However, Foster Youth declined by 15.6 points over two years (Metric #1.17), suggesting that current supports are not sufficiently addressing their needs. Continued refinement of intervention structures, with a stronger emphasis on Foster Youth, is warranted.

Action 1.3 Measure and Monitor Academic Progress was somewhat effective.This action was somewhat effective, despite increases across all measured metrics, due to variability among student groups and the need for stronger system coherence.

English Learners (EL):
Reclassification Rate increased by 3.1% (Metric #1.11), indicating improved language acquisition outcomes.
Low-Income (LI):
Demonstrated gains across CAASPP ELA (+3.34%) and Math (+2.55%), reflecting improved academic performance (Metric #1.13 and #1.14).
Foster Youth (FY):
While overall metrics increased (ELA, Math, and CAST), gains were inconsistent due to small sample size and lacked reliability for trend analysis.

Although all metrics increased (ELA +3.34%, Math +2.55%, CAST +3.69%), this action is considered only somewhat effective because the system for monitoring progress is still developing. Data use is becoming more consistent; however, disaggregation highlights uneven impact across student groups and the need for more timely, actionable data cycles to ensure instructional adjustments are effectively implemented.

Action 1.4 Promote College and Career Readiness at All Levels was overall effective, showing strong growth in student preparedness for postsecondary pathways. Based on the California Dashboard College and Career Indicator (Metric #1.9), English Learners improved by 8.9% (2 year gain of 13.2%), Low-Income students by 8.4% (2 year gain of 14%), and Foster Youth a 2 year gain of 19.8% (due to no data from prior year). Additionally, the overall student population improved by 8.3% (2 year gain of 13.7%), indicating systemic progress across student groups.

Action 1.5 Provide Academic Enrichment Opportunities for Students was overall effective in expanding access to rigorous academic programs such as STEAM, AVID, AP, and Dual Enrollment. These opportunities contributed to increased percentages of students meeting College and Career Indicator (CCI): English Learners improved by 8.9% (2 year gain of 13.2%), Low-Income students by 8.4% (2 year gain

of 14%), and Foster Youth showed a 2 year increase of 19.8% increase (due to no data from prior year) (Metric #1.9). Additionally, the overall student population improved by 8.3% (2 year gain of 13.2%) These results highlight the effectiveness of equity-driven enrichment programs.

Action 1.6 Facilitate 21st Century Learning Strategies and Supports was effective. Participation in A-G and CTE pathway completion increased across all student groups. English Learners increased from 7 to 31 students, Low-Income students from 156 to 255, and Foster Youth increased from 2 to 3 students, representing a 50% increase. While Foster Youth numbers remain small, this percentage increase reflects meaningful growth. Overall student participation also increased from 151 to 259 students, indicating broad system impact (Metric #1.5).

Action 1.7 Focus on Early Learning Initiatives was minimally effective. While overall kindergarten performance increased by 1%, English Learners declined by 1% in both reading and math (Metric #1.23). Due to the absence of disaggregated data for Foster Youth students, this action is will support Low Income and English Learners.

Action 1.8 Improve English Learner Outcomes was somewhat effective. This action was somewhat effective, despite increases in both metrics. The Reclassification Rate increased by 3.1% (Metric #1.11) , and the English Learner Progress Indicator (Metric #1.12) increased by 0.1% (maintained level). While both metrics show growth, the rate of improvement remains modest, and the minimal movement on the ELP Indicator suggests that gains are not yet sufficient to demonstrate strong effectiveness. This indicates a need for stronger alignment between language development instruction, progress monitoring, and reclassification practices.

Action 1.9 Promote Personalized Learning and Differentiated Instruction was partially effective according to metrics. English Learners decreased by 2.5%, Low-Income students by 0.6%, Foster Youth by 17.6% (over 2 years due to no data from prior year). Overall graduation rates decreased by 0.7% (Metric #1.1). Drop out rates for English Learners increased by 1.7%, Low-Income students by 0.1%, Foster Youth by 17.6% (over 2 years due to no data from prior year). Overall drop out rates increased by 0.2% (Metric #1.1). These results underscore the need to further evaluate this action.

Non-Contributing Action
1.10 – Implementation of Academic Standards
Action 1.10, Implementation of Academic Standards, was somewhat effective. Positive trends are evident in the number of students completing both A–G requirements and a CTE pathway (Metric #1.5) for two consecutive years. English Learners increased from 7 to 19 to 31 students, Low-Income students increased from 156 to 178 to 255 students, and Foster Youth increased from 2 to 3 students (no prior year comparison available). The overall student population completing both pathways also rose from 151 to 182 to 259 students. In addition, there were modest gains in student achievement, with the percentage of students meeting or exceeding proficiency on CAASPP increasing by 3.34% in ELA (Metric #1.13), 2.55% in mathematics (Metric #1.14), and 3.69% in science (Metric #1.15). While these improvements demonstrate progress toward standards alignment and increased access to rigorous pathways, continued implementation and monitoring are needed to sustain and accelerate outcomes across all student groups.

Collectively, the actions under Goal 1 are demonstrating emerging to strong effectiveness in advancing deeper learning and college, career, and life readiness, with variability depending on the maturity of implementation. Actions, such as enrichment programs, digital access, early learning initiatives, and college and career pathway supports—have shown clear effectiveness by expanding student access to rigorous,

relevant, and engaging learning experiences across grade spans. These actions are contributing to improved alignment, increased opportunities, and stronger preparation for postsecondary pathways.

Other actions are showing growing or emerging effectiveness. Instructional leadership teams are increasingly aligned around a shared instructional vision, and early efforts to build coherent assessment systems and MTSS structures are improving consistency and shared understanding. While measurable impact is still developing, these actions have laid the groundwork for more responsive, data-informed instruction and intervention. Similarly, English Learner supports and language development initiatives are providing a foundational base, with stronger impact anticipated as professional learning expands and Tier II and Tier III practices become more consistent across sites.

Some actions have not yet demonstrated clear effectiveness in improving student outcomes. In particular, maintaining lower class sizes through increased staffing has not resulted in observable achievement gains, indicating the need to refine how staffing resources are leveraged to directly support instructional quality and targeted differentiation. This finding is informing future adjustments to ensure that resources are more closely aligned to strategies with demonstrated instructional impact.

These results highlight the need to examine underlying root causes for the lack of consistent improvement, as well as to review and refine current metrics to ensure they are valid, reliable, and sufficiently robust to measure outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1.1 has been updated to reflect the continued support through the Learning Recovery Emergency Block Grant (LREBG) funds ensuring that robust math instruction supports the complex skills students need to learn to succeed in the 21st century.

Metrics for Actions 1.5, 1.6, and 1.9 have been realigned to more effectively measure outcomes directly connected to the actions. Accordingly, Action 1.5 will no longer be measured using Metrics 1.1, 1.4, 1.7, 1.8, and 1.9. Metric 1.20 will remain and Metrics 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 5.13, 5.14, 5.18, 5.19, 5.20, 5.21 will be added. These metrics directly align with student proficiency levels, thus providing a stronger connection to the success of enrichment opportunities.

Metrics 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 5.13, 5.14, 5.18, 5.19, 5.20, 5.21 will also be added to Goal 1, Action 6 for the same reason.

Metrics 1.18, 1.19, 5.13, and 5.14 will be added to Goal 1, Action 9. These metrics directly measure ELA and math growth for English Learners.

Action 1.2: removed in the description from MTSS: academic, social-emotional/behavioral and college and career readiness.

All the actions (except 1.7 and 1.10) replaced "The Assistant Superintendent of Educational Services" to "educational services team."

Action 1.5: Language removed to indicate that there will be comprehensive enrichment during the school day to support broad course of study and elective offerings instead of "extended learning opportunities beyond the school day and year."

Action 1.6: added "Director of Technology" will be providing support, in Year 2 Outcome, Low Income has been changed to Socioeconomically Disadvantaged.

Action 1.7: added "targeted early intervention" in addition to receiving Tier II and III in Year 2 Outcome, Low Income has been changed to Socioeconomically Disadvantaged. Foster Youth and English Learners have been removed since these student groups are so small, it is difficult to disaggregate and report data.

Action 1.8: Low Income has been changed to Socioeconomically Disadvantaged.

Action 1.9: Staffing formulas have been adjusted for the 2026-2027 school year. While this action was considered to be "ineffective" it will be continued for the 2026-27 school year. During this year, it will be monitored to determine whether to continue in the next 3-year LCAP (2027-2030).

Metric 1.20-1.23, 1.26 standard of measure was moved to the metric column for identification of data.

Language for Metrics 1.22 and 1.23 were revised to provide clarity.

Metrics 1.24 and 1.25 were revised to disaggregate data for Low Income students.

Metric 1.27 is a new metric and will be used to measure the effectiveness of Goal 1, Action 10.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Strengthen Curriculum and Instructional Practices	Learning Recovery Emergency Block Grant (LREBG) Support Action The educational services team will create a comprehensive professional development plan focused on literacy, numeracy, and college and career readiness to support Tier II and III academic learning for English Learners, Foster Youth, and Low-Income students because "teacher professional learning is a critical way to support the increasingly complex skills students need to learn to succeed in the 21st century. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. In turn,	$8,965,126.00	Yes

Action #	Title	Description	Total Funds	Contributing
		effective professional development is needed to help teachers learn and refine the instructional strategies required to teach these skills." (Effective Teacher Professional Development; L. Hammond, May 2017). Metric being monitored: Goal 1, Metrics 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, Goal 5, Metrics 5.5, 5.6, 5.13, 5.14, 5.18, 5.19, 5.20, 5.21 LREBG Funds Supporting Action: $5,151,914		
1.2	Provide Targeted Student Support	Learning Recovery Emergency Block Grant (LREBG) Support Action The educational services team will develop, implement, and monitor a Multi-Tiered System of Support (MTSS) that incorporates Tier II and III methodologies, programs, and strategies designed to address the needs of English Learners, Foster Youth, and Low-Income students. The MTSS framework will use data to identify and implement Tier II and III, targeted interventions that maximize achievement for these student groups. Research identifies MTSS as an evidence-based, data-driven framework that integrates academic and behavioral supports through tiered interventions, enabling schools to identify student needs early and provide targeted and intensive supports that improve academic outcomes, attendance, and behavior, particularly for students requiring additional support (Gage et al., 2023). Metric Being Monitored: Goal 1 Metrics 1.11, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, Goal 5 Metrics 5.5, 5.6, 5.13, 5.14, 5.18, 5.19, 5.20, 5.21 LREBG Funds Supporting Action: $ 2,737,116	$2,766,116.00	Yes
1.3	Measure and monitor academic progress	Learning Recovery Emergency Block Grant (LREBG) Support Action The educational services team will implement a districtwide assessment system and provide training to site and district administrators, teachers, counselors, and instructional assistants on implementing assessments, using student achievement data to guide instructional decisions, determining program placements, and documenting students receiving Tier	$2,696,478.00	Yes

Action #	Title	Description	Total Funds	Contributing
		II and Tier III MTSS supports for English Learners, Foster Youth, and Low-Income students. Research supports the implementation of a comprehensive districtwide assessment system aligned with MTSS as an effective strategy to improve student outcomes and ensure equitable access to supports. Studies demonstrate that formative assessment and balanced assessment systems significantly increase student achievement by enabling timely instructional adjustments and targeted intervention (Foster, 2024). Metric Being Monitored: Goal 1 Metrics 1.11, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, Goal 5 Metric 5.5, 5.6, 5.13, 5.14, 5.18, 5.19, 5.20, 5.21 LREBG Funds Supporting Action: $ 292,287		
1.4	Promote college and career readiness at all levels	The educational services team will ensure that the College and Career Readiness domain of a districtwide MTSS provides TK–12 English Learner, Foster Youth, and Low-Income students with Tier II and III, targeted instructional supports, programs, and interventions.	$12,261,712.00	Yes
1.5	Provide academic enrichment opportunities for students	The educational services team will ensure a comprehensive enrichment program that includes extended learning opportunities beyond the school day and year, STEAM, visual and performing arts, college and career readiness educational field trips, athletics and activity programs, and advanced programs and courses that support the academic, social-emotional/behavioral, and college and career readiness needs of English Learners, Foster Youth, and Low-Income students.	$8,517,581.00	Yes
1.6	Facilitate 21st century learning strategies and supports	The educational services along with the technology and information team will provide digital support, including 1:1 devices, tools, hot spots, digital resources, and professional development, in modernized learning environments such as classrooms and libraries/learning centers to enhance Tier II and III, targeted academic, social-emotional, and college and career readiness programs for English Learners, Low-Income students, and Foster Youth.	$3,972,407.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Focus on early learning initiatives	Transitional Kindergarten (TK) will be available to all four-year-old students with prioritized access and targeted supports for Low-Income students to provide differentiated, small-group instruction; social-emotional learning supports; and early literacy and numeracy intervention. This action increases and improves services by expanding targeted intervention time, and providing specialized instructional and social-emotional supports. As a result, unduplicated pupils will receive earlier, more intensive support to accelerate school readiness, language development, and foundational academic skills necessary to meet grade-level standards.	$3,371,216.00	Yes
1.8	Improve English Learner outcomes	The educational services team will provide targeted, Tier II and III academic supports and teacher professional development in language development strategies to support the instruction of English Learners through both designated and integrated ELD.	$1,705,897.00	Yes
1.9	Promote personalized learning and differentiated instruction	The personnel services team will monitor staffing formulas that support small class sizes to enable teachers to provide targeted, Tier II and III differentiated instruction to address individual academic needs for English Learners, Foster Youth, and Low-Income students.	$7,725,473.00	Yes
1.10	Implementation of Academic Standards	The Educational Services Department will ensure all students have access to rigorous standards-aligned instructional materials.	$1,407,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Implement Comprehensive Professional Learning, Leading to Effective Change	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Paramount Unified School District educational partners developed Goal 2 in response to both encouraging gains and persistent challenges reflected in the 2023 and 2024 California School Dashboard, local assessment data, and input from educational partners.

Key areas of progress include a graduation rate increase to 91.1% (green), improved College/Career Readiness status (green), a reduction in chronic absenteeism from 32.5% to 23.3%, and a decline in suspension rates to 2.9%. Several student groups—such as English Learners, African American, Homeless, Socioeconomically Disadvantaged, and Asian students—demonstrated strong performance across multiple indicators. Additionally, Buena Vista High School and Gaines Elementary successfully exited ATSI status.

Despite these improvements, significant areas of concern remain. English Language Arts performance is currently at the orange performance level, and mathematics remains at the yellow level. Furthermore, although the graduation rate is high, only 47% of students meet College/Career Readiness benchmarks, indicating a misalignment that requires targeted attention. Also, there was a decline on the English Learner Progress monitor indicator from 53.7% in 2023 to 42.9% in 2024.

Through data analysis and engagement with educational partners, the district identified a clear need to improve instructional practices, strengthen its Multi-Tiered Systems of Support (MTSS), and refine interventions to ensure that academic programs effectively meet the diverse needs of all student groups. This aligns with State Priorities 1 and 2.

The district is committed to building staff capacity through high-quality professional development for teachers, counselors, administrators, and classified staff. These efforts include strengthening instructional leadership, deepening the implementation of MTSS, and enhancing recruitment and retention strategies. This focus supports progress in English Language Arts, mathematics, and college and career readiness outcomes, aligns with State Priorities 4, 5, and 8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Implement State Standards: Compliance in providing courses aligned with state standards (CA School Dashboard Local Indicator)	100% CA School Dashboard Fall 2023	100% Standard Met Fall 2024 CA School Dashboard Local Indicator	100% Standard Met Fall 2025 CA School Dashboard Local Indicator	100%	0%
2.2	Compliance in providing pupils access to standard aligned instructional materials (SARC)	100% Year 2022-2023	100% Year 2023-2024	100% Year 2024-2025	100%	0%
2.3	Teacher assignment monitoring outcomes (CA School Dashboard Local Indicator) Clear (% of teaching FTE)	87% School Year 2021-2022 Pending release of School Year 2022-2023	88.1% School Year 2022-2023 Pending release of School Year 2023-2024	87.8% School Year 2023-2024 Pending release of 2024-2025	93%	0.8%
2.4	Completion leadership programs (Attendance Sign-in Sheets)	Develop survey	18/21 (86%) Two in administrative positions next year	44/53 (83%)	100%	-3%
2.5	I gained new skills or knowledge from this workshop, percent favorable. (Professional Development Feedback Survey)	Develop Survey	92% (Weighted average Oct. /March) 2024-2025	92% (Weighted average Oct. /March) 2025-2026	95%	0
2.6	I can apply what I learned to my current role. percent favorable.	Develop Survey	93% (Weighted average Oct. /March)	94% (Weighted average Oct. /March)	95%	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Professional Development Feedback Survey)		2024-2025	2025-2026		
2.7	Collaboration Teacher LCAP Panorama Survey	Develop Survey	65% 2024-2025	51% 2025-2026	75%	-14%
2.8	Conditions for effectiveness of the site's team. Task Focus Leadership. (Instructional Vision Survey)	Develop Survey	Team Focus - 66% Shared Leadership - 83% 2024-2025	Team Focus - 68% Shared Leadership - 76% 2025-2026	Team Focus - 80% Shared Leadership - 100%	Team Focus: 2.0% Shared Leadership: -7.0%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Paramount Unified School District has fully implemented all actions outlined under Goal 2. These efforts are focused on strengthening instructional practices, cultivating leadership capacity, and enhancing college and career readiness pathways. Each initiative is either actively in progress or fully operational. The district remains committed to an ongoing cycle of data analysis and reflection to ensure continuous improvement and alignment with student needs.

Status of Actions:
Action 2.1 – Identify and Implement Leadership Development Programs: Fully Implemented
Action 2.2 – Design and Implement Holistic Training Programs: Fully Implemented
Action 2.3 – Utilize a Distributed Leadership Model: Fully Implemented

Successes:
Significant progress has been made toward achieving the objectives of Goal 2. A districtwide professional development infrastructure has been established, aligning with LCAP priorities and supported by both LCAP and supplemental funding sources. Key accomplishments include:

- Implementation of an ongoing professional development plan for certificated and classified personnel. Action 2.1, 2.2, and 2.3.
- Continued professional learning and expansion of the Multi-Tiered System of Supports (MTSS) to address academic, behavioral, and social-emotional needs, including the collaborative development of an MTSS Resource Guide and Handbook Action 2.1, 2.2, and 2.3.

- Continued professional development for the Culture and Climate teams to support social-emotional supports for students and promote staff collaboration and shared leadership. Action 2.1, 2.2, and 2.3.
- K–12 Curriculum Council to support instructional planning, including pacing guides, common assessments, and course development. Action 2.1 and 2.3.
- Continued professional learning for the Instructional Leadership Teams (ILTs) at each school to strengthen Tier I instruction and promote staff collaboration and shared leadership.
- Districtwide professional development days held in October 2025 and March 2026 for all staff. Action 2.1, 2.2, and 2.3.
- Ongoing training and support for Special Education staff to advance inclusive instructional practices. Action 2.2
- Full team of TK-12 Academic Coaches (General Education and Special Education) to provide embedded instructional support and facilitate collaborative teaching. Action 2.1 and 2.2.
- Regular site administrator coaching to support leadership development and ensure alignment between SPSA and LCAP goals. Action 2.1, 2.2, and 2.3.
- Continued investment in site-specific professional development aligned to instructional priorities such as AVID, Career Technical Education (CTE), and Dual Language programs. Action 2.2.

Challenges:
Despite full implementation, the district identified several areas requiring continued focus and refinement:

- Strengthening the alignment between classified staff professional development and student achievement outcomes. Action 2.2.
- Enhancing the capacity and utilization of Instructional Leadership Teams (ILTs) to support professional learning and site-based decision-making continues to be a challenge. Action 2.2, and 2.3.
- Ensuring MTSS structures are fully integrated and address the academic, behavioral, social-emotional, and college/career readiness needs of all students. Action 2.2.
- Expanding leadership development and instructional coaching for Assistant Principals and Deans to build a sustainable leadership pipeline. Action 2.1, 2.2, and 2.3.

The district is committed to refining systems and addressing the challenges identified. Through strategic use of data, collaborative engagement with educational partners, and intentional resource allocation, Paramount USD will continue to strengthen leadership capacity and instructional practices to ensure all students are prepared for success in college, career, and life.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Throughout the 2025-2026 school year, all Action Items under Goal 2 were actively implemented to support improved student outcomes and address achievement gaps. The district has established a 10% threshold to expend the funds for each Action. While many expenditures were consistent with initial budget projections, minimal material differences arose between Budgeted and Estimated Actual Expenditures due to the strategic leveraging of time-limited state and federal grants. These grants—including the A-G Completion Grant, Learning Recovery Emergency Block Grant, MTSS Grant, Arts, Music, and Instructional Materials Discretionary Block Grant, and Proposition 28—enabled the district to expand or enhance services beyond what was originally funded through the Local Control and Accountability Plan (LCAP). As a result of these strategic funding shifts, the estimated actual percentage of improved services for unduplicated pupils minimally differed from initial projections. The overall level of service was maintained or enhanced.

Action 2.3 – Utilize a Distributed Leadership Model
Expenditures for this action exceeded the budgeted amount due to an identified need to increase professional development for teachers to implement a distributed leadership model of professional learning.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Contributing Actions:

Action 2.1 Identify and Implement Leadership Development Programs has been effective in strengthening instructional leadership and contributing to improved student outcomes, particularly for All Students and Low-Income students. Growth in CAASPP performance reflects this impact. In ELA (Metric #1.13), All Students improved from 39.19% to 40.04% to 43.38%, while Low-Income students increased from 38.38% to 39.41% to 42.91%. Similarly, in Math (Metric #1.14), All Students improved from 21.58% to 22.47% to 25.02%, and Low-Income students increased from 20.74% to 21.86% to 24.69%. These trends suggest that leadership development is contributing to systemwide instructional improvement and increased student achievement.

At the same time, Action 2.1 has been somewhat effective in ensuring equitable outcomes across all student groups. English Learner performance in ELA (Metric #1.13) showed minimal growth (11.56% to 11.47% to 12.03%), while Math (Metric #1.14) results fluctuated (8.17% to 9.05% to 8.71%). Foster Youth outcomes declined or were inconsistent across measures, including ELA (25.0% to 22.86% to 22.22%) and Math (2.78% to 17.14% to 14.81%). In Science (Metric #1.15), while All Students improved (17.61% to 19.16% to 22.85%) and Low-Income students improved (19.32% to 20.73% to 22.49%), English Learners declined (2.32% to 2.36% to 0.82%) and Foster Youth declined to 0% (8.77% to 9.62% to 0%). Overall, these trends indicate that leadership development has not yet consistently resulted in improved outcomes for targeted student subgroups.

Action 2.2 Design and Implement Holistic Training Programs has been effective in increasing staff knowledge and capacity to implement instructional strategies aligned to student needs. Survey data demonstrate strong perceived impact of professional learning. Ninety-two percent of participants (Metric #2.5) reported gaining new skills or knowledge, and ninety-four percent (Metric #2.6) reported that they could apply what they learned to their current role. These results indicate that professional development opportunities are relevant, meaningful, and aligned to staff responsibilities. While these metrics are not disaggregated specifically for the Low-Income student group, this is because the professional development was principally designed and delivered to support instructional strategies and practices that directly benefit Low-Income students, ensuring that the intended impact of the training is targeted to this student population.

Action 2.3 Utilize a Distributed Leadership Model has been effective in establishing foundational leadership structures and conditions for collaboration across sites. Survey results (Metric #2.8) indicate that 76% of participants reported favorable perceptions of leadership and 68% reported favorable conditions for team effectiveness (task focus). These data suggest that distributed leadership structures are in place and are supporting organizational coherence and focus on instructional improvement.

At the same time, Action 2.3 has been somewhat effective in fostering consistent collaboration across teams. Survey data (Metric #2.7) indicate that only 51% of participants reported favorable perceptions of collaboration. This variability suggests that while leadership structures

exist, their implementation and effectiveness differ across sites. Overall, these trends indicate a need to strengthen facilitation, clarify expectations, and build collective capacity to ensure distributed leadership consistently supports improved instructional practice and student outcomes.

These results indicate that targeted professional development, coaching, and the implementation of a distributed leadership model are beginning to positively affect academic outcomes for Foster Youth, Low-Income students, and English Learners. However, even with the noted improvements, achievement gaps remain, and continued focus is needed to improve academic, social-emotional/behavioral, and college and career readiness outcomes for English Learners.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metrics 2.5 and 2.6 have been added to Action 2.1 to measure the effectiveness of professional development. Metric 2.8 has been updated for Action 2.3.

Action 2.2 will no longer be supported by the use of the Learning Recovery Emergency Block Grant (LREBG). Action 2.3 has been updated to reflect the continued use of LREBG funds to support professional development and coaching.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Identify and Implement Leadership Development Programs	Executive Cabinet will develop and oversee a professional development plan to strengthen current and prospective site and district administrators' leadership, ensuring that English Learners, Foster Youth, and Low-Income students have access to and succeed in high-quality Tier II and III learning environments.	$95,650.00	Yes
2.2	Design and Implement Holistic Training Programs	The executive cabinet will ensure the district designates dedicated professional development days to enhance the quality of Tier II and III instruction and ancillary services provided by classified, certificated, and management staff for English Learners, Foster Youth, and Low-Income students, to improve their academic, social-emotional/behavioral, and college and career readiness outcomes.	$171,893.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Utilize a Distributed Leadership Model	Learning Recovery Emergency Block Grant (LREBG) Support Action Instructional Leadership Teams and Climate and Culture Leadership Teams will meet regularly to build faculty and staff capacity through cycles of professional learning focused on improving Tier II and III instructional practices, culturally responsive teaching, and social-emotional strategies for English Learners, Foster Youth, and Low-Income students. Professional development will include time for teachers and administrators to engage in cycles of professional learning, fostering professional collaboration across the district. Research shows that sustained, collaborative professional learning—embedded in ongoing cycles of inquiry and focused on instructional practice—significantly improves teacher effectiveness and student outcomes, particularly when it emphasizes culturally responsive practices and supports for diverse learners (Darling-Hammond et al., 2017). Metric Being Monitored: Goal 1 Metrics 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, Goal 2 Metrics 2.7, 2.8 Goal 5 Metrics 5.5, 5.6, 5.13, 5.14, 5.18, 5.19, 5.20, 5.21 LREBG Funds Supporting Action: $ 250,000	$252,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of student survey data and student attendance and engagement data has shown many students do not feel connected to the school community, particularly among students who are foster youth, experiencing homelessness, low-income, and/or African American/Black. Survey data from students, parents and teachers has highlighted a need related to school connectedness. Data on the 2024 California School Dashboard for Chronic Absenteeism rate is 23.3% (yellow) of PUSD students chronically absent from school. The 2024 Suspension Rate has improved to 2.9% (green) from 3.3% in 2023. The data indicates the need to focus on ensuring all schools have an emotionally safe environment. Education research predicts students are more likely to have poor attendance, increased behavior referrals, and low academic achievement when they lack school connectedness. (Priorities 5 & 6)

The science of learning and development identifies developmental relationships and safe, calm, and predictable environments as critical support for students to learn how to overcome stress so that they can self-regulate, focus, and learn. Utilizing actions targeted to address these needs will decrease the percentage of students who do not feel connected to the school community, decrease student discipline, and increase attendance. The actions in this goal are designed to improve overall culture, climate, and build relationships between staff and students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absence Indicator (CA School Dashboard)	All : 32.5% chronically absent English Learner: 29.7% chronically absent Foster Youth: 26.8% chronically absent	All : 23.3% chronically absent English Learner: 20.2% chronically absent	All : 22.5% chronically absent English Learner: 19.7% chronically absent	All : 19% chronically absent English Learner: 19% chronically absent	All : -10% chronically absent English Learner: -10% chronically absent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 33.2% chronically absent (CA School Dashboard Fall 2023) 28% as of March 31,2024 Chronic absenteeism in grades TK through 8th grade (Hoonuit Dashboard)	Foster Youth: 28.3% chronically absent Socioeconomically Disadvantaged: 23.8% chronically absent (CA School Dashboard Fall 2024) 23% as of April 17, 2025 Chronic absenteeism in grades TK through 8th grade (Hoonuit Dashboard)	Foster Youth: 28% chronically absent Socioeconomically Disadvantaged: 22.8% chronically absent (CA School Dashboard Fall 2025)	Foster Youth: 19% chronically absent Socioeconomically Disadvantaged: 19% chronically absent	Foster Youth: 1.2% chronically absent Socioeconomically Disadvantaged: -10.4% chronically absent
3.2	Cumulative attendance (Hoonuit Dashboard)	92.9% as of May 1, 2024	93% as of May 1, 2025	93.8% as of April 3, 2026	95%	0.9%
3.3	CHKS Student-Caring adults in school (5th)	72% School Year 2023-2024 A6.4	74% School Year 2024-2025	64% School Year 2025-2026	80%	-8%
3.4	CHKS Student-Caring adult relationships (7th)	All: 50% English Learner:57% Foster Youth: ** Low Income:50% School Year 2023-2024 A6.4 Parent Ed level is "less than high graduate" is a proxy for low income	All: 55% English Learner: 64% Foster Youth: ** Low Income:50% School Year 2024-2025	All: 58% English Learner: 51% Foster Youth: ** Low Income:57% School Year 2025-2026	All: 75% English Learner: 75% Foster Youth: ** Low Income:75%	All: 8% English Learner: -6% Foster Youth: ** Low Income:7%
3.5	CHKS Student-Caring adult relationships (9th)	All: 53% English Learner:53%	All: 51%	All: 54%	All: 75%	All: 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: ** Low Income:49% School Year 2023-2024 A6.4 Parent Ed level is "less than high graduate" is a proxy for low income	English Learner: 56% Foster Youth: ** Low Income:50% School Year 2024-2025	English Learner: 46% Foster Youth: ** Low Income:50% School Year 2025-2026	English Learner: 75% Foster Youth: ** Low Income: 75%	English Learner: -7% Foster Youth: ** Low Income: 1%
3.6	Staff - Adults who work at this school listen to what students have to say (LCAP Staff Panorama Survey)	97% School Year 2023-2024	97% School Year 2024-2025 In year 2, a neutral option was added to the survey and is included as favorable above to match Year 1's broader favorable definition. In year 2, staff groups were added Staff Groups (Strongly Agree/Agree) Staff: 79% Teachers: 80%	96% Staff Groups (Strongly Agree/Agree) Staff: 96% Teachers: 87% School Year 2025-2026	99% Staff Groups (Strongly Agree/Agree) Staff: 82% Teachers: 82%	-1% Staff: 17% Teachers: 7%
3.7	Parents: School environment is caring and supportive. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	96% School Year 2023-2024	96% School Year 2024-2025	95% School Year 2025-2026	98%	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	CHKS Student-Feel safe at school (5th grade)	72% School Year 2023-2024 A9.1	76% School Year 2024-2025 A9.1	69% School Year 2025-2026 A9.1	80%	-3%
3.9	CHKS Student-School perceived as very safe or safe (7th grade)	All: 49% English Learner:58% Foster Youth: ** Low income: 49% School Year 2023-2024 A8.1 Parent Ed level is "less than high graduate" is a proxy for low income	All: 47% English Learner:50% Foster Youth: ** Low income:33% School Year 2024-2025 A8.1	All: 62% English Learner:66% Foster Youth: ** Low income:53% School Year 2025-2026 A8.1	All: 75% English Learner: 75% Foster Youth: ** Low income:75%	All: 13% English Learner: 8% Foster Youth: ** Low income:4%
3.10	CHKS Student-School perceived as very safe or safe (9th grade)	All: 57% English Learner:59% Foster Youth: ** Low income:54% School Year 2023-2024 A8.1 Parent Ed level is "less than high graduate" is a proxy for low income	All: 55% English Learner:65% Foster Youth: ** Low income:52% School Year 2024-2025	All: 61% English Learner:65% Foster Youth: ** Low income:54% School Year 2025-2026	All: 75% English Learner:75% Foster Youth: ** Low income:75%	All: 4% English Learner: 6% Foster Youth: ** Low income: 0%
3.11	Staff report feeling safe or very safe from workplace violence (Workplace Violence Prevention Plan Feedback Survey)	80% School Year 2023-2024	84% of staff indicated that they felt very safe or safe School Year 2024-2025	79.3% of staff indicated that they felt very safe or safe School Year 2025-2026	90%	-.7%
3.12	Parents: School is a safe place for my child. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	96% School Year 2023-2024	95% School Year 2024-2025	94% School Year 2025-2026	98%	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	School facilities in good or excellent repair (SARC).	100% Year 2022-2023	100% Year 2023-2024	100% Year 2025-2026	100%	0
3.14	CHKS Student-Elementary School Connectedness (5th Grade)	70% School Year 2023-2024 A6.3	72% School Year 2024-2025	66% School Year 2025-2026	80%	-4%
3.15	CHKS Student-Secondary School Connectedness (7th grade)	All: 48% English Learner: 51% Foster Youth: ** Low income.:46% School Year 2023-2024 A6.4 Parent Ed level is "less than high graduate" is a proxy for low income	All: 51% English Learner:55% Foster Youth: ** Low income. : 38% School Year 2024-2025	All: 60% English Learner:57% Foster Youth: ** Low income. : 57% School Year 2025-2026	All: 75% English Learner:75% Foster Youth: ** Low income: 75%	All: 12% English Learner: 6% Foster Youth: ** Low income. 11%
3.16	CHKS Student-Secondary School Connectedness (9th grade)	All: 53% English Learner: 55% Foster Youth: ** Low income. 49% School Year 2023-2024 A6.4 Parent Ed level is "less than high graduate" is a proxy for low income	All: 52% English Learner:47% Foster Youth: ** Low income. : 51% School Year 2024-2025	All: 55% English Learner:56% Foster Youth: ** Low income. : 54% School Year 2025-2026	All: 75% English Learner: 75% Foster Youth: ** Low income: 75%	All: 2% English Learner: 1% Foster Youth: ** Low income. 5%
3.17	Suspension Rate Indicator (CA School Dashboard)	All: 3.3% Orange status English Learner: 3.2% Foster Youth: 10.1% Socioeconomically Disadvantaged:3.3% (CA School Dashboard Fall 2023)	All: 2.9% Green status English Learner: 3.1%% Foster Youth: 9.3% Socioeconomically Disadvantaged:3%	All: 2.2% Green status English Learner: 1.8% Foster Youth: 7.4% Socioeconomically Disadvantaged: 2.2%	All: 2% or less English Learner: 2% or less Foster Youth: 2% or less Socioeconomically Disadvantaged:2% or less	All: -1.1% English Learner: -1.4% Foster Youth: -2.7% Socioeconomically Disadvantaged:-1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2.2% as of March 31, 2024	(CA Dashboard Fall 2024)	(CA Dashboard Fall 2025)		
3.18	Expulsions (Pupil Services Survey)	0 as of May 31, 2024	2 as of May 31, 2025	1 as of May 31, 2026	0	1

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, the implementation of actions under Goal 3 have begun as planned. Each of the strategic actions—from strengthening instructional practices to expanding college and career readiness opportunities—has been initiated and is in progress or fully operational. The district remains committed to the continuous review of student achievement data to ensure that all actions are refined to effectively meet the diverse needs of all learners.

Status of Actions:
3.1 Enhance Physical Safety and Well-being - Fully Implemented
3.2 Promote Social-Emotional Development - Partially implemented
3.3 Implement Comprehensive Mental Health Support - Fully implemented
3.4 Improve Attendance and Reduce Chronic Absenteeism - Fully implemented
3.5 IEP Implementation (Non-contributing) - Fully implemented
3.6 Repair and Maintenance Program (Non-contributing) - Fully implemented

Successes

The district successfully implemented multiple systems and structures to enhance school safety and student well-being.(Action 3.1)

Mental health supports were fully implemented through a comprehensive MTSS model, including certificated social workers, paraprofessionals, and specialized behavioral supports, ensuring access to Tier II and Tier III services (Actions 3.2 and 3.3).

Attendance improvement efforts were fully implemented, including the establishment of a districtwide Attendance Task Force, school-based attendance teams, and structured intervention systems across all three tiers. Regular data review cycles and cross-site collaboration strengthened consistency and accountability (Action 3.4).

Progress was also made in building a foundation for social-emotional learning through the development of a comprehensive counseling framework and the implementation of universal TK–12 social-emotional lessons, promoting consistency in Tier I supports (Actions 3.1, 3.2, and 3.3).

Challenges

While core structures are in place, development and refinement of Tier II and Tier III social-emotional supports remain ongoing. The counseling framework is still being built, and full implementation of a comprehensive social-emotional MTSS system has not yet been achieved (Action 3.2).

Coordination and alignment across safety, mental health, and social-emotional systems require continued strengthening to ensure consistent delivery and integration of services across all sites (Actions 3.1, 3.2 and 3.3).

The effectiveness of some fully implemented systems, particularly in mental health and safety, would benefit from clearer outcome measures and data systems to evaluate impact on student well-being, behavior, and attendance trends over time (Actions 3.1, 3.2, 3.3, and 3.4).

The district remains committed to refining systems and addressing these implementation challenges. Paramount USD will continue leveraging data-informed practices, educational partner collaboration, and strategic resource allocation to ensure that all students are prepared for success in college, career, and life.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the 2025-2026 school year, Paramount Unified School District fully implemented all Action Items under Goal 3, which is centered on enhancing school climate, physical and emotional well-being, and student connectedness, key factors in improving student outcomes and addressing persistent achievement gaps. The district has established a 10% threshold to expend the funds for each Action. While many expenditures aligned with budgeted amounts, some material differences were identified due to the strategic utilization of time-limited state and federal grant funding. Grants such as the A-G Completion Grant, Learning Recovery Emergency Block Grant, MTSS Grant, Arts, Music, and Instructional Materials Discretionary Block Grant, and Proposition 28 provided the District with opportunities to supplement and expand services beyond the originally budgeted LCAP allocations. These shifts allowed for enhanced programming while preserving core LCFF funds. As a result of these strategic funding adjustments, the estimated actual percentage of improved services may differ slightly from the planned percentage. However, the District ensured that the overall level of service was maintained or improved and continues to review these variances to strengthen future planning and budgeting.

Action 3.3 – Implement Comprehensive Mental Health Support
Expenditures for this action exceeded the budgeted amount due to expanding a comprehensive mental health program to support Low Income, FY, and EL students.

Action 3.6 - Repair and Maintenance Program
Expenditures for this action were lower than the budgeted amount due to maintenance delays, thus the district was unable to complete all planned projects.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 3 demonstrates overall progress in establishing safe, supportive, and inclusive learning environments across the district. Through the implementation of coordinated systems focused on physical safety, social-emotional learning, mental health supports, and attendance improvement, the district has strengthened foundational practices that promote student well-being and engagement. Evidence across multiple data sources, including California Healthy Kids Survey indicators and chronic absenteeism rates, reflects generally positive trends in students' perceptions of safety, connectedness, and support, alongside improved attendance outcomes. While several actions show clear impact, particularly in safety enhancements and attendance systems, other areas—such as multi-tiered social-emotional and mental health interventions—are still developing. Continued refinement of these systems, along with consistent data monitoring and targeted supports for student groups, will be essential to deepen impact and ensure equitable outcomes for all students.

Contributing Actions
Action 3.1 (Enhance Physical Safety and Well-Being) has been effective in supporting positive student experiences and strengthening overall school climate. These efforts are reflected in California Healthy Kids Survey (CHKS) data on school connectedness.
For 5th grade students, connectedness rates (Metric #14) over the past three years remained relatively strong at 70%, 72%, and 66%. Among 7th grade students, connectedness (Metric #15) showed overall improvement, increasing from 48% to 51% to 60% for all students; English Learners reported 51%, 55%, and 57%, while Low Income students increased from 46% and 38% to 57% (with insufficient data for Foster Youth). For 9th grade students, connectedness (Metric #16) remained relatively stable with slight growth, at 53%, 52%, and 55% for all students; English Learners reported 55%, 47%, and 56%, and Low Income students 49%, 51%, and 54% (with insufficient data for Foster Youth). Overall, these trends suggest that continued emphasis on student well-being and supportive school environments is contributing to stable or improving perceptions of school connectedness, particularly at the secondary level, though some variability indicates continued opportunity for targeted support.

Action 3.2 (Promote Social-Emotional Development) is somewhat effective. Foundational systems—such as the development of a comprehensive counseling framework and the implementation of universal SEL lessons—have established greater consistency and access to supports at the Tier I level, contributing to more structured delivery of social-emotional learning across sites. Trends in the California Healthy Kids Survey (CHKS) related to Caring Adults in School reflect this foundational progress while also highlighting areas for continued growth. For 5th grade students, reported access to caring adults was relatively strong but showed variation over time at 72%, 74%, and 64%. Among 7th grade students, perceptions improved overall, increasing from 50% to 55% to 58% for all students; English Learners reported 57%, 64%, and 51%, while Low Income students remained stable before increasing from 50%, 50%, to 57% (with insufficient data for Foster Youth). For 9th grade students, results were relatively stable with modest gains for all students (53%, 51%, and 54%); however, English Learner responses fluctuated at 53%, 56%, and 46%, and Low Income students remained consistent at 49%, 50%, and 50% (with insufficient data for Foster Youth).

While these data points suggest some improvement in students' perceptions of supportive adult relationships—particularly at the middle school level—Tier II and Tier III supports remain under development, limiting the system's ability to fully meet the needs of students requiring targeted and intensive intervention. As a result, although a strong universal foundation has been established, the overall impact on student outcomes is still emerging and will depend on continued expansion, alignment, and refinement of multi-tiered supports.

Action 3.3 (Implement Comprehensive Mental Health Support) is fully implemented and demonstrating effective outcomes. Key components of this action—such as appropriate staffing and alignment with MTSS structures—have been firmly established, resulting in a comprehensive, coordinated system of supports that positively impacts student mental health, behavior, and overall well-being.

Chronic absence rates have declined over the past three years across all student groups, indicating improved student engagement and increased access to needed supports. For all students, rates decreased from 32.5% to 23.3% to 22.5%; for English Learners, from 29.7% to 20.2% to 19.7%; for Foster Youth, from 26.8% to 28.3% to 19.7%; and for Low Income students, from 33.2% to 23.8% to 22.8% (Metric 3.1).

California Healthy Kids Survey (CHKS) data related to perceptions of school safety further reflects overall positive trends. Among 5th grade students, the percentage reporting feeling safe at school was 72%, 76%, and 69% over the past three years (Metric 3.8). For 7th grade students, perceptions of school as safe (Metric 3.9) increased significantly from 49% to 47% to 62% for all students; English Learners reported 58%, 50%, and 66%, while Low Income students showed improvement overall at 49%, 33%, and 53% (with insufficient data for Foster Youth). For 9th grade students, perceptions remained stable with modest growth (Metric 3.10), at 57%, 55%, and 61% for all students; English Learners reported 59%, 65%, and 65%, and Low Income students 54%, 52%, and 54% (with insufficient data for Foster Youth).

These outcomes indicate that the comprehensive mental health systems and supports in place are contributing to improved student engagement, strengthened school climate, and more positive student experiences. Continued refinement and monitoring will ensure sustained effectiveness and ongoing responsiveness to student needs.

Action 3.4 (Improve Attendance and Reduce Chronic Absenteeism) has been effective. The implementation of a districtwide Attendance Task Force, structured intervention systems across all tiers, regular data monitoring, and coordinated site-based efforts have strengthened attendance practices and improved systemwide collaboration. These efforts are reflected in declining chronic absence rates over the past three years across all student groups. For all students, chronic absence decreased from 32.5% to 23.3% to 22.5%. English Learner rates improved from 29.7% to 20.2% to 19.7%. Foster Youth rates, while initially increasing from 26.8% to 28.3%, showed a notable decline to 19.7%. Similarly, Low Income students demonstrated improvement, decreasing from 33.2% to 23.8% to 22.8%.

Action 3.5 (IEP Implementation) has been effective. According to the California School Dashboard, students with disabilities demonstrated an increase in English Language Arts (+12.8 pts.) and maintained in Math (+1.3 pts.).

Action 3.6 (Repair and Maintenance Program) has been effective as measured by Metric 3.13 - School facilities in good or excellent repair at 100% (SARC).

Overall, the consistent reduction in chronic absence rates indicates that districtwide systems and targeted interventions are having a positive impact on student attendance. Continued focus on early identification, targeted supports, and cross-departmental collaboration will be essential to sustain progress and address remaining disparities among student groups.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metrics 3.6, 3.7, 3.15, 3.17, and 3.18 have been added to Goal 3, Action 1 to fully measure student perception of safety and well-being. Metrics 3.17 and 3.18 have also been added to Goal 3, Action 2 since suspensions and expulsions are often connected to student social-emotional needs. Additionally, Goal 3, Action 2 has been updated to reflect the continued support through the Learning Recovery Emergency Block Grant (LREBG) funds to ensure there is necessary staff to support the social-emotional wellbeing of students. Metrics 3.11 and 3.12 have been added to Goal 3, Action 3 to measure the perception of a safe workplace and school environment which is necessary to student learning.

Action 3.1: the revised action shifts from naming specific leadership positions to broader department-level responsibility to support safety and well-being.

Action 3.2: the revised action shifts from naming specific leadership positions to broader department-level responsibility and included college and career needs, pupil services and social worker.

Action 3.3 was an LREBG action. In the 2026-2027 LCAP, 3.2 is now an LREBG action.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhance Physical Safety and Well-being	Safety and security personnel, site administrators, and school personnel will strategically utilize and enhance safety and well-being by providing targeted Tier II and III supports, services, programs, and learning environments that directly benefit English Learners, Foster Youth, and Low-Income students. While all students are entitled to safe learning environments, these efforts go beyond the baseline by prioritizing the unique needs of these student groups. The focus is on fostering equitable access to academic interventions, social-emotional supports, and positive behavioral environments that strengthen achievement, engagement, and readiness for college and career.	$5,244,690.00	Yes
3.2	Promote Social-Emotional Development	Learning Recovery Emergency Block Grant (LREBG) Support Action	$6,447,652.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The educational services and pupil services teams will develop and monitor a robust Tier II and III Multi-Domain, Multi-Tiered System of Support for English learners, Foster Youth, and Low-Income students, to support their social-emotional, academic achievement, and college and career needs. Counselors, social workers, and support staff will comprise a tiered level of social-emotional and academic support because research identifies Multi-Tiered Systems of Support (MTSS) as an evidence-based framework that integrates academic, behavioral, and social-emotional supports through tiered interventions, improving student outcomes such as achievement, behavior, and attendance when implemented with fidelity (Gage et al., 2023) LREBG Metrics - Goal 3 Metric #3, #4, #5, #14, #15, #16, #17, #18 LREBG Funds Supporting Action: $1,768,420		
3.3	Implement Comprehensive Mental Health Support	A comprehensive Multi-Tiered System of Support (MTSS) for mental health will be implemented to address the targeted Tier II and III needs of our English Learners, Foster Youth, low-income, and homeless students.	$1,356,290.00	Yes
3.4	Improve Attendance and Reduce Chronic Absenteeism	The pupil services team will work with school staff and community members to create attendance action plans that include targeted Tier II and III interventions, resources, and supports that address various issues related to poor school attendance at each school site for English Learners, Foster Youth, and Low-Income students.	$3,209,923.00	Yes
3.5	IEP Implementation	The Assistant Superintendent of Educational Services, in collaboration with the Director of Special Education, will ensure that both general education and special education teachers consistently meet IEP procedural timelines and receive targeted, high-quality professional development focused on inclusive instructional strategies and evidence-based practices for supporting students with disabilities. Recognizing that students receiving special education services are general education students first, this action supports a comprehensive, equity-driven approach to instruction. By strengthening teacher capacity and fostering collaboration, this action aims	$41,520,320.00	No

Action #	Title	Description	Total Funds	Contributing
		to improve academic outcomes, reduce chronic absenteeism, and decrease suspension rates among students with disabilities.		
3.6	Repair and Maintenance Program	The Manager of Maintenance and Operations, along with district leadership, will ensure that all facilities are clean, safe, and are conducive to learning.	$6,695,469.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Enhance Family and Community Engagement	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of state and local measures by educational partners has produced evidence that many of Paramount Unified School District families lack sufficient resources to enhance the success of their children in school, are reluctant to fully engage in the schooling process, and desire more robust communication with the district. To address this, community resources, family engagement and empowerment programs, and a robust communications plan will be implemented to best support the needs of low-income, foster youth, and English learner students and foster a team commitment throughout the district among all educational partners (Priority 3).

We acknowledge that engaging and empowering families is imperative for student success. Parent engagement in schooling has many positive outcomes, including better performance on academic measures, better attendance, higher self-esteem for children, better social skills, and higher high school graduation rates. Parent education programs that promote parent school partnerships will be offered to all parents.

Our district is committed to improving communication with our families. Utilizing communications staff and tools, we will increase attendance at our advisory committees and parent involvement opportunities, and indicators on our parent surveys will demonstrate parent satisfaction in connecting and engaging with their child(ren)'s teachers and school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	97% School Year 2023-2024	96% School Year 2024-2025	96% School Year 2024-2025	All: 99% English Learners: TBD Foster Youth: TBD Low Income: TBD	-1%
4.2	Families report using Parent Portal (Parent	65% School Year 2023-2024	70%	75%	All: 75%	10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Square) at least one a week (Title I/LCAP Parent Survey)		School Year 2024-2025	School Year 2025-2026	English Learners: TBD Foster Youth: TBD Low Income: TBD	
4.3	Families find school events relevant and engaging (Title I/LCAP Parent Exit Survey)	98% average (4 or 5) as of April 30, 2024	97% average (4 or 5) as of April 17, 2025	96% average (4 or 5) as of May 21, 2026	99%	-2%
4.4	This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	92% School Year 2023-2024	90% School Year 2024-2025	84% School Year 2024-2025	All: 95% English Learners: TBD Foster Youth: TBD Low Income: TBD	-8%
4.5	Satisfied with District communications (Title I/LCAP Parent Survey)	TBD	82% are satisfied with District communications	97% are satisfied with District communications	All: 90% English Learners: TBD Foster Youth: TBD Low Income: TBD	15%
4.6	Local Indicator: Rate the LEA's progress in creating welcoming environments for all families in the community.	Full Implementation English Leaners: TBD School Year 2023-2024	Full Implementation English Learners: For DELAC participants ratings are two-way communication:4.7 advisory committees: 4.2 seek input: 4.5 5 is considered Full	Full Implementation English Learners: For DELAC participants ratings are two-way communication: 4.6 advisory committees: 4.3 seek input: 4.3	Full Implementation and Sustainability English Learners: For DELAC participants ratings are two-way communication:5 advisory committees: 5 seek input: 5	Maintained Full Implementation English Learners: For DELAC participants ratings are two-way communication: -0.1 advisory committees: 0.1 seek input: -0.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Implementation and Sustainability School Year 2024-2025	School Year 2025-2026	5 is considered Full Implementation and Sustainability	
4.7	Families report attending events (Title I/LCAP Parent Survey)	Open House Night (2410 parents) 71% Back to School Night (2379 parents) 70% Parent Education Classes (390 parents) 11% volunteered (275 parents) 8% School Year 2023-2024	Open House Night (2935 parents) 63% Back to School Night (2964) 64% Parent Education Class (501) 11% Volunteered (344) 7% School Year 2024-2025	Open House Night (1,243 parents) 68% Back to School Night (1,354) 74% Parent Education Class (221) 12% Volunteered (185) 10% School Year 2025-2026	4800 parents - Open House 4600 parents - Back to School Night 800 parents - Parent Education Classes 600 parents - volunteered English Learners: TBD Foster Youth: TBD Low Income: TBD	Open House Night -3% Back to School Night 4% Parent Education Classes 1% volunteered 2%
4.8	Promotion of parental involvement in school (CHKS)	All: 54% (7th grade), 54% (9th grade) FY:** English learner: 59% (7th grade), 63% (9th grade) Parent Ed level is "less than high graduate" is a proxy for Low income. 55% (7th grade), 56% (9th grade)	All: 54% (7th grade), 52% (9th grade) FY:** English learner: 58% (7th grade), 56% (9th grade) Parent Ed level is "less than high graduate" is a proxy for Low income. 45% (7th grade), 49% (9th grade)	All: 65% (7th grade), 56% (9th grade) FY:** English learner: 67% (7th grade), 54% (9th grade) Parent Ed level is "less than high graduate" is a proxy for Low income. 64% (7th grade), 52% (9th grade)	All: 60% (7th grade), 60% (9th grade) FY:** English learner: 60% (7th grade), 60% (9th grade) Parent Ed level is "less than high graduate" is a proxy for Low income. 60% (7th grade), 60% (9th grade)	All: 11% (7th grade), 2% (9th grade) FY:** English learner: 8% (7th grade), -9% (9th grade) Parent Ed level is "less than high graduate" is a proxy for Low income. 9% (7th grade),-4% (9th grade)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Year 2023-2024	School Year 2024-2025	School Year 2025-2026		
4.9	Percentage of foster youth families/educational rights holders who participate in at least one targeted foster youth focus group/survey.	N/A	N/A	N/A	Develop targeted foster youth focus group/survey of foster your families/education rights holders	New metric

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the current year, the district made substantial progress in implementing Goal 4 actions, with all major initiatives fully or largely operational. Efforts focused on expanding communication systems, strengthening partnerships, and increasing parent engagement opportunities through both districtwide structures and site-based practices. While implementation was broadly successful, variation in consistency across sites and student groups highlights areas for continued refinement and support.

Status of Actions:
4.1 Develop a Comprehensive communication and Marketing Strategy: Fully Implemented
4.2 Strengthen Community Partnerships and Resources: Fully Implemented
4.3 Improve home-school communication: Fully Implemented
4.4 Develop a Robust Parent Engagement and Education Program: Partially Implemented

Successes

Across Goal 4, the district demonstrated strong implementation of systems, structures, and opportunities that increased access, communication, and family participation.

Action 1: Communication and Marketing Strategy

- Fully implemented multi-platform communication system including ParentSquare, Instagram, district website, text, email, video, and resource links.
- Expanded outreach allowed families to receive information in multiple formats, increasing accessibility and frequency of communication.

Action 2: Community Partnerships and Resources
- Full implementation of targeted supports for English Learners, Foster Youth, and Low-Income families.
- Staffing supports (Counselor on Special Assignment, Foster Youth mentoring/tutoring) strengthened connections between families and services.

Action 3: Home-School Communication
- Districtwide rollout and consistent use of ParentSquare as a 24/7 two-way communication platform.
- Removal of barriers through mobile/web access, multilingual translation, and coaching support for families.
- Regular use of messaging tools (text, posts, direct messaging) increased responsiveness and engagement.

Action 4: Parent Engagement and Education Program
- Expansion of structured parent learning opportunities through Grupo Crecer, with significant growth in participation (89 - 269 - 385 completions).
- Schools implemented diverse engagement strategies including workshops, parent conferences, family events (Math Night, Arts Night), and ongoing communications.
- Several schools demonstrated strong, consistent programming aligned to family needs.

Challenges

While implementation was strong overall, consistency and sustainability varied across sites and student groups.

Action 4: Parent Engagement Consistency
- Some sites experienced reduced frequency of parent workshops due to staffing limitations (social worker leave), impacting consistency of offerings.
- Uneven implementation across schools suggests variability in site capacity and reliance on specific personnel.

Action 1 & 4: Engagement Gaps Across Student Groups
- Despite increased communication efforts, survey trends show uneven improvement, particularly among 9th grade students and certain student groups (English Learners, Low-Income), indicating that access to communication does not always translate to perceived engagement.

Action 2 & 3: Sustaining Deep Engagement
- While systems for communication and partnerships are fully in place, continued focus is needed to move from access and communication toward deeper, sustained family participation and influence in decision-making.

The district remains committed to refining systems and addressing these implementation challenges. Paramount USD will continue leveraging data-informed practices, community partner collaboration, and strategic resource allocation to ensure that all students are prepared for success in college, career, and life.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the 2025–2026 school year, Paramount Unified School District fully implemented all Action Items under Goal 4, which focuses on Enhancing Family and Community Engagement. The district has established a 10% threshold to expend the funds for each Action. While

many expenditures were consistent with initial budget projections, some material differences emerged due to the strategic leveraging of one-time state and federal grant funding. Funding sources such as the A-G Completion Grant, Learning Recovery Emergency Block Grant, MTSS Grant, Arts, Music, and Instructional Materials Discretionary Block Grant, and Proposition 28 enabled the District to supplement or expand services originally funded through the LCAP. These shifts allowed the District to broaden program reach, enhance service quality, and preserve core LCFF funds for future use. As a result of these adjustments, the estimated actual percentage of improved services for unduplicated students may differ slightly from initial projections. However, the overall level of service was maintained or enhanced, and the District continues to analyze variances to inform future planning and ensure sustainable service delivery.

4.4 Develop a Robust Parent Engagement and Education Program
Expenditures for this action exceeded budget allocations due to expanding parent education program offerings and increased parent attendance.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Contributing Actions:
The following actions demonstrated strong outcomes supported by both data trends and narrative evidence:

Action 2: Community Partnerships and Welcoming Environment
- DELAC ratings indicate strong effectiveness in fostering welcoming environments and engaging families on a 5-point scale (Metric #4.6):
- Two-way communication: 4.7
- Advisory committees: 4.2
- Seeking input: 4.5
- Targeted supports for English Learners, Foster Youth, and Low-Income families increased access to resources and strengthened school-family connections.

Action 3: Home-School Communication (ParentSquare)
- High effectiveness due to removal of access barriers (technology, language, availability).
- DELAC ratings demonstrate strong performance in creating welcoming, communicative environments on a 5-point scale (Metric #4.6):
- Two-way communication: 4.7
- Seeking input: 4.5
- There has been consistent use, multilingual access, and real-time communication, resulting in increased responsiveness and engagement.

Action 4: Parent Education
- Strong participation growth (89 to 269 to 385 completions) reflects increased family engagement and sustained interest in District sponsored Parent Engagement through Grupo Crecer.
- Positive parent feedback and strong attendance at school events demonstrate meaningful participation.
- CHKS data shows notable improvement in perceived parent involvement (Metric #4.8):
- 7th grade: from 54% to 65%
- 7th grade English Learners: from 59% to 67%

- Several school-level narratives provide evidence of consistent, high-quality engagement opportunities aligned to family needs.

The following actions showed positive progress but inconsistent impact across grade levels or student groups:
4.1, 4.2, 4.3, 4.4 - FY. Our foster youth was a student group indicated, however we did not have enough foster youth in size to report data and still maintain privacy of the students. Next year, we will include local data for this student group.

Action 1: Communication and Marketing Strategy
While fully implemented, impact on parent engagement perceptions was mixed (Metric #4.8):
- 7th grade improved significantly (54% to 65%)
- 9th grade showed only slight improvement (54% to 56%)
- 9th grade English Learners declined (63% to 54%)

Indicates that expanded communication systems did not consistently translate into increased engagement, particularly at the secondary level.

Action 4: Site-Based Parent Engagement
- Narrative evidence shows strong participation and meaningful engagement at events when offered.
- However, inconsistent implementation at some school sites was reported due to staffing challenges, which limited overall effectiveness.
- CHKS trends (Metric #4.8) suggest uneven impact across grade levels and student groups, reinforcing the need for consistent delivery.

Action 3: Communication Impact Across Student Groups
- Despite strong system implementation, student group data shows uneven outcomes (Metric #4.8):
- 7th grade Low-Income improved (56% to 64%)
- 9th grade Low-Income declined slightly (55% to 52%)
- Suggests that while access to communication improved, additional targeted strategies are needed to increase engagement among older students and specific populations.

According to the district's liaison, the district demonstrates effectiveness in improving engagement among foster youth families through consistent, relationship-based outreach including monthly check-ins through the Family Resource Center, regular newsletters, direct communication, and access to community and school-based resources. While survey participation remains limited, engagement is evidenced by participation in targeted supports such as Saturday family resource events in collaboration with the city, Thanksgiving turkey drives, and holiday toy distributions, FAFSA completion support, and scholarship/application workshops. These efforts are particularly impactful given the high-needs nature of the population, including a significant percentage of students with IEPs. Research shows that foster youth connected to services demonstrate improved attendance and greater participation in academic and enrichment opportunities.

Goal 4 demonstrates strong system-level implementation and growing family engagement, particularly through expanded communication tools and structured parent education opportunities. Actions tied to two-way communication and parent capacity-building were most effective, supported by both participation growth and improved survey outcomes.

However, effectiveness was uneven across grade spans and sites, with secondary students and some student groups showing more limited gains. Moving forward, prioritizing consistency of site-level implementation and deeper engagement strategies beyond communication will be critical to increasing impact across all student groups.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metric 4.2 has been added to Goal 4, Action 1 to measure the parent access to the parent portal which is directly connected to a comprehensive communication system. Metric 4.3 has been added to Goal 4, Action 2 since relevant and engaging school events is a meaningful part of these partnerships. Metrics 4.1, 4.4, and 4.5 have been added to Goal 4, Action 3 to more completely measure the effectiveness of home-school communication. Metric 4.7 has been added to Goal 4, Action 4 since attendance at school events measures parent engagement.

Action 4.1, 4.2, and 4.3: The action descriptions shift from naming specific leadership positions to broader department-level responsibility.

Metric 4.6: updated the school year in Baseline, Year 1 Outcome, and Year 2 Outcome.

Due to the small number of Foster Youth, no data was available to measure the effectiveness of Goal 4, Actions 1, 3, and 4. Accordingly, a new Metric has been added to specifically measure the effectiveness of these actions for Foster Youth. The new Metric is 4.9. Also, metrics 4.1, 4.2, 4.3, 4.4, 4.5, and 4.7 will be disaggregated by student group in the 2026-27 LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Develop a Comprehensive Communication and Marketing Strategy	The communications team will develop communication and marketing strategies aimed at our English Learners, Foster Youth, and Low-income families. The information provided will include differentiated Tier II and III strategies that convey key details to students and parents about district and school operations, programs, and funding that can help support student achievement.	$587,936.00	Yes
4.2	Strengthen Community	The educational services and pupil services teams target programs and resources to meet the differentiated Tier II and III needs of English Learners, Foster Youth, and Low-Income families, ensuring their success	$489,248.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Partnerships and Resources	in academics, social-emotional/behavioral development, and college and career readiness.		
4.3	Improve home-school communication	The educational services, pupil services, and communications teams will support staff in developing targeted, differentiated Tier II and III strategies to establish an effective and comprehensive two-way communication system that supports English Learners, Foster Youth, and Low-Income students and their families. Mapp and Kuttner (2013) emphasize the importance of establishing robust family-school partnerships, particularly for historically underserved populations, including low-income families, English Learners, and foster youth. Paramount Unified School District will adopt a thorough communication framework based on this research to actively address and remove language, technological, and systemic obstacles that hinder families' full participation in academic, social-emotional, intervention, and enrichment opportunities.	$126,000.00	Yes
4.4	Develop a Robust Parent Engagement and Education Program	District social workers, counselors, principals, and teachers will collaborate to develop a scope and sequence for parent engagement and parent/community educational programs. This will include Tier II and Tier III strategies that support English Learners, Foster Youth, and Low-Income students and families in understanding and utilizing school and district programs, interventions, and resources to increase student achievement.	$88,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Build an Inclusive and Equitable School District	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

English Learners, Foster Youth, and Low-Income students often report feeling marginalized, a concern that was reflected in recent student survey results indicating that many in these groups do not consistently feel a sense of belonging on campus. This is further supported by the 2024 CAASPP results, which show that performance outcomes for these student groups continue to lag behind the overall student population in Paramount Unified School District. Specifically, the data highlights persistent achievement gaps in both English Language Arts and Mathematics, with English Learners performing significantly below standard, Foster Youth demonstrating limited growth from year to year, and Low-Income students showing lower proficiency rates compared to their peers.

California Dashboard indicators confirm that these disparities are longstanding, underscoring the systemic challenges faced by these populations. These outcomes, when coupled with the survey feedback, point to the need for intentional supports that address both academic achievement and social-emotional well-being.

PUSD is committed to closing these opportunity and achievement gaps by fostering an inclusive and equitable learning environment where all students feel safe, valued, and supported. By prioritizing the needs of English Learners, Foster Youth, and Low-Income students through LCAP Goal 5, the district affirms its dedication to ensuring that every student—especially those historically underserved—has the conditions necessary to thrive academically and socially. This commitment is rooted in the belief that equity-driven strategies, such as targeted academic interventions, culturally responsive practices, and expanded access to resources, will lead to both improved student outcomes and a more positive, welcoming school culture. (Priority 1 and 6)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP Percent Met or Exceeded in ELA for African American student group	All students: 39.19% African American: 26.39% School Year 2022-2023	All students: 40.04% African American: 27.46%	All students: 43.38% African American: 31.88%	All students: 45% African American: 35%	All students: 4.19% African American: 5.49%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Dataquest)		School Year 2023-2024	School Year 2024-2025		
5.2	CAASPP Percent Met or Exceeded in Math for African American student group (Dataquest)	All students: 21.58% African American: 10.48% School Year 2022-2023	All students: 22.47% African American: 12.57% School Year 2023-2024	All students: 25.02% African American: 13.95% School Year 2024-2025	All students: 30% African American: 22%	All students: 3.44% African American: 3.47%
5.3	CAASPP Percent Met or Exceeded in ELA for Hispanic student group (Dataquest)	All students: 39.19% Hispanic: 39.91% School Year 2022-2023	All students: 40.04% Hispanic: 40.87% School Year 2023-2024	All students: 43.38% Hispanic: 44.29% School Year 2024-2025	All students: 45% Hispanic: 49%	All students: 4.19% Hispanic: 4.38%
5.4	CAASPP Percent Met or Exceeded in Math for Hispanic student group (Dataquest)	All students: 21.58% Hispanic: 22.15% School Year 2022-2023	All students: 22.47% Hispanic: 23.16% School Year 2023-2024	All students: 25.02% Hispanic: 25.72% School Year 2024-2025	All students: 30% Hispanic: 34%	All students: 3.44% Hispanic: 3.57%
5.5	CAASPP Percent Met or Exceeded in ELA for English Learners (Dataquest)	All students: 39.19% English Learners: 11.56% School Year 2022-2023	All students: 40.04% English Learners: 11.47% School Year 2023-2024	All students: 43.38% English Learners: 12.03% School Year 2024-2025	All students: 45% English Learners: 18%	All students: 4.19% English Learners: 0.47%
5.6	CAASPP Percent Met or Exceeded in Math for English Learners (Dataquest)	All students: 21.58% English Learners: 8.17% School Year 2022-2023	All students: 22.47% English Learners: 9.05% School Year 2023-2024	All students: 25.02% English Learners: 8.71% School Year 2024-2025	All students: 30% English Learners: 20%	All students: 3.44% English Learners: 0.54%
5.7	CAASPP Percent Met or Exceeded in ELA for Students with Disabilities (Dataquest)	All students: 39.19% Students with Disabilities: 11.21% School Year 2022-2023	All students: 40.04% Students with Disabilities: 10.79%	All students: 43.38% Students with Disabilities: 12.03%	All students: 45% Students with Disabilities: 20%	All students: 4.19% Students with Disabilities: 0.82%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School Year 2023-2024	School Year 2024-2025		
5.8	CAASPP Percent Met or Exceeded in Math for Students with Disabilities (Dataquest)	All students: 21.58% Students with Disabilities: 7.35% School Year 2022-2023	All students: 22.47% Students with Disabilities: 7.53% School Year 2023-2024	All students: 25.02% Students with Disabilities: 7.32% School Year 2024-2025	All students: 30% Students with Disabilities: 20%	All students: 3.44% Students with Disabilities: -.03%
5.9	i-Ready Typical Growth in ELA for African American student group	All: 50% African American: 53% Reading Diagnostic 3 n = 562 School Year 2023-2024	All: 54% African American: 54% Reading Diagnostic 3 n = 553 School Year 2024-2025	All: 51% African American: 50% Reading Diagnostic 3 n = 522 School Year 2025-2026	All: 55% African American: 55%	All: 1% African American:-3%
5.10	i-Ready Typical Growth in Math for African American student group	All: 44% African American: 42% Diagnostic 3 n = 554 School Year 2023-2024	All: 46% 43% Math African American: Diagnostic 3 n = 553 School Year 2024-2025 School Year 2024-2025	All: 46% 43% Math African American: Diagnostic 3 n = 526 School Year 2025-2026	All: 50% African American: 50%	All: 2% African American: 1%
5.11	i-Ready Typical Growth in ELA for Hispanic student group	All: 50% Hispanic: 50% Reading Diagnostic 3 n = 6292 School Year 2023-2024	All: 54% Hispanic: 54% Reading Diagnostic 3 n = 6250 School Year 2024-2025	All: 51% Hispanic: 51% Reading Diagnostic 3 n = 5712 School Year 2025-2026	All: 55% Hispanic: 55%	All: 1% Hispanic: 1%
5.12	i-Ready Typical Growth in Math for Hispanic student group	All: 44% Hispanic: 43% Math Diagnostic 3 n = 6261 School Year 2023-2024	All: 46% Hispanic: 47% Math Diagnostic 3 n = 6233	All: 46% Hispanic: 46% Math Diagnostic 3 n = 5880	All: 50% Hispanic: 50%	All: 2% Hispanic: 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School Year 2024-2025	School Year 2025-2026		
5.13	i-Ready Typical Growth in ELA for english learners student group	All: 50% English Learners: 47% Reading Diagnostic 3 n = 1668 School Year 2023-2024	All: 54% English Learners: 50% Reading Diagnostic 3 n = 1721 School Year 2024-2025	All: 51% English Learners: 48% Reading Diagnostic 3 n = 1484 School Year 2025-2026	All: 55% English Learners: 55%	All: 1% English Leaners: 1%
5.14	i-Ready Typical Growth in Math for English Learners student group	All: 44% English Learners:41% Math Diagnostic 3 n = 1650 School Year 2023-2024	All: 46% English Learners:46% Math Diagnostic 3 n = 1721 School Year 2024-2025	All: 46% English Learners: 46% Math Diagnostic 3 n = 1545 School Year 2025-2026	All: 50% English Learners:50%	All: 2% English Learners:5%
5.15	i-Ready Typical Growth in ELA for Students with Disabilities student group	All: 50% Students with Disabilities: 45% Reading Diagnostic 3 n = 961 School Year 2023-2024	All: 54% Students with Disabilities: 46% Reading Diagnostic 3 n = 947 School Year 2024-2025	All: 51% Students with Disabilities: 43% Reading Diagnostic 3 n = 1010 School Year 2025-2026	All: 55% Students with Disabilities:55%	All: 1% Students with Disabilities: -2%
5.16	i-Ready Typical Growth in Math for Students with Disabilities student group	All: 44% Students with Disabilities: 42% Math Diagnostic 3 n = 964 School Year 2023-2024	All: 46% Students with Disabilities: 42% Math Diagnostic 3 n = 946 School Year 2024-2025	All: 46% Students with Disabilities: 41% Math Diagnostic 3 n = 1034 School Year 2025-2026	All: 50% Students with Disabilities: 50%	All: 2% Students with Disabilities: -1%
5.17	Student Groups with measures in Red in CA School Dashboard	Mathematics African American English Learners	Mathematics Long-Term English Learners	Mathematics Long-Term English Learners	Zero groups in Red	Added Mathematics

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Pacific Islander Fall 2023	Homeless White Fall 2024	Foster Youth Students with Disabilities African American Chronic Absenteeism Long-Term English Learners Foster Youth African American Pacific Islander Fall 2025		Foster Youth, Students with Disabilities, African American Chronic Absenteeism Long-Term English Learners, Foster Youth, African America, Pacific Islander Removed Mathematics White
5.18	CAASPP Percent Met or Exceeded in ELA for Foster Youth student group (Dataquest)	All students: 39.19% Foster Youth: 25.00% School Year 2022-2023	All students: 40.04% Foster Youth: 22.86% School Year 2023-2024	All students: 43.38% Foster Youth: 22.22% School Year 2024-2025	All students: 45% Foster Youth: 31%	All students: 4.19% Foster Youth: -2.78%
5.19	CAASPP Percent Met or Exceeded in Math for Foster Youth student group (Dataquest)	All students: 21.58% Foster Youth: 2.78% School Year 2022-2023	All students: 22.47% Foster Youth: 17.14% School Year 2023-2024	All students: 25.02% Foster Youth: 14.81% School Year 2024-2025	All students: 30% Foster Youth: 13%	All students: 3.44% Foster Youth: 12.03%
5.20	CAASPP Percent Met or Exceeded in ELA for Socioeconomically Disadvantaged student group (Dataquest)	All students: 39.19% Low income: 38.38% School Year 2022-2023	All students: 40.04% Low income: 39.41% School Year 2023-2024	All students: 43.38% Socioeconomically Disadvantaged: 42.91% School Year 2024-2025	All students: 45% Low income: 49%	All students:4.19% Low income: 4.53%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.21	CAASPP Percent Met or Exceeded in Math for Socioeconomically Disadvatanged student group (Dataquest)	All students: 21.58% Socioeconomically Disadvantaged: 20.74% School Year 2022-2023	All students: 22.47% Socioeconomically Disadvantaged: 21.86% School Year 2023-2024	All students: 25.02% Socioeconomically Disadvantaged: 24.69% School Year 2024-2025	All students: 30% Socioeconomically Disadvantaged: 34%	All students: 3.44% Socioeconomically Disadvantaged: 3.95%
5.22	CAASPP Percent Met or Exceeded in ELA for Long Term English Learner student group (Dataquest)	All students: 39.19% Long Term English Learner: 4.77% School Year 2022-2023	All students: 40.04% Long Term English Learner: 4.53% School Year 2023-2024	All students: 43.38% Long Term English Learner: 5.92% School Year 2024-2025	All students: 45% Long Term English Learner: 15%	All students: 4.19% Long Term English Learner: 1.15%
5.23	CAASPP Percent Met or Exceeded in Math for Long Term English Learner student group (Dataquest)	All students: 21.58% Long Term English Learner: 1.87% School Year 2022-2023	All students: 22.47% Long Term English Learner: 0.64% School Year 2023-2024	All students: 25.02% Long Term English Learner: 0.94% School Year 2024-2025	All students: 30% Long Term English Learner: 12%	All students:3.44% Long Term English Learner: -0.93%
5.24	Current staffing CALPADS	White 46% Hispanic 40.7% African American: 6.5% 2023	White 29.2% Hispanic 46.6% African American 6.9% SY 2024-2025 CALPADS 4.4	White 28.0% Hispanic 49.4% African American 7.1% SY 2025-2026 CALPADS 4.4	White 36% Hispanic 45.7% African American:11.5%	White -18.0% Hispanic 8.7% African American 0.6%
5.25	Local Indicator:: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	Full Implementation Fall 2023	Full Implementation Fall 2024	Full Implementation Fall 2025	Full Implementation	Maintained
5.26	CHKS Student - Elementary School Connectedness (5th	Overall: 70% African American: 69% Hispanic: 70% English Learners: N/A	Overall: 72% African American: 70% Hispanic: 71%	Overall: 66% African American: 61% Hispanic: 65%	Overall: 80% African American: 80% Hispanic: 80%	Overall: -4% African American: -8% Hispanic: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Grade) for student groups	Students with an IEP: N/A School Year 2023-24 (A6.3, A14.1)	English Learners: N/A Students with an IEP: N/A School Year 2024-25 (A6.3, A14.1)	English Learners: N/A Students with an IEP: N/A School Year 2025-26 (A6.3, A14.1)	English Learners: N/A Students with an IEP: N/A	English Learners: N/A Students with an IEP: N/A
5.27	CHKS Student - Secondary School Connectedness (7th Grade) for student groups	Overall: 48% African American: 50% Hispanic: 49% English Learners: 51% Students with an IEP: 56% School Year 2023-24 (CA School Dashboard, A15.1)	Overall: 51% African American: 43% Hispanic: 51% English Learners: 55% Students with an IEP: 54% School Year 2024-25 (A6.8, A12.1, A15.1, A17.1)	Overall: 60% African American: 65% Hispanic: 59% English Learners: 57% Students with an IEP: 57% School Year 2025-26 (A6.8, A12.1, A15.1, A17.1)	Overall: 75% African American: 75% Hispanic: 75% English Learners: 75% Students with an IEP: 75%	Overall: 12% African American: 15% Hispanic: 10% English Learners: 6% Students with an IEP: 1%
5.28	CHKS Student - Secondary School Connectedness (9th Grade) for student groups	Overall: 53% African American: 43% Hispanic: 54% English Learners: 55% Students with an IEP: 55% School Year 2023-24 (CA School Dashboard, A15.1)	Overall: 52% African American: 64% Hispanic: 51% English Learners: 47% Students with an IEP: 61% School Year 2024-25 (A6.8, A12.1, A15.1, A17.1)	Overall: 55% African American: 56% Hispanic: 55% English Learners: 56% Students with an IEP: 54% School Year 2025-26 (A6.8, A12.1, A15.1, A17.1)	Overall: 75% African American: 75% Hispanic: 75% English Learners: 75% Students with an IEP: 75%	Overall: 2% African American: 13% Hispanic: 1% English Learners:1% Students with an IEP: -1%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the current year, the district made progress in advancing Goal 5 actions by expanding enrichment opportunities, strengthening culturally responsive practices, and laying the foundation for systemwide equity through MTSS and the Equity Action Plan. While several initiatives were implemented successfully, others remain in early stages, particularly those requiring long-term capacity building and systemic alignment.

Status of Actions:
5.1 Strengthen Diversity in Staff and Leadership – Fully Implemented
5.2 Implement Extra-Curricular Programs to Promote School Connectedness – Fully Implemented
5.3 Promote Cultural Proficiency Throughout the School Community – Partially Implemented
5.4 Fully Implement the District's Equity Action Plan – Partially Implemented
5.5 Qualified and appropriately assigned teachers (Non-Contributing) - Fully Implemented

Successes
Action 2: Extra-Curricular Programs to Promote School Connectedness
- TK–8 students had broad access to enrichment opportunities through ELOP, including music, performing arts, academic support, and intramural sports.
- These programs expanded access beyond the instructional day and supported student engagement and belonging.

Action 3: Cultural Proficiency and Professional Learning
- Districtwide professional development was delivered to certificated and classified staff focused on culturally responsive and trauma-informed practices.
- Trainings strengthened staff capacity to support diverse student populations and promote inclusive learning environments.

Action 4: Equity Action Plan (Foundational Work)
- Development of a comprehensive rollout plan for MTSS training aligned with the Equity Action Plan.
- Established a clear structure for future implementation of Tier II and Tier III supports across schools.

Challenges
Action 1: Recruitment and Retention Systems
- Implementation of a comprehensive recruitment and retention strategy remains limited, with few clearly defined structures or measurable outcomes documented.
- While the intent is to increase staff diversity and capacity to support targeted student groups, current data suggest that the initiative has not yet reached full implementation or produced consistent systemwide impact.

Action 2: Sustaining Connectedness Across Grade Levels
- Although enrichment offerings are strong at TK–8, maintaining and increasing connectedness at higher grade levels remains an area for growth.

Action 3: Impact on Student Achievement Gaps

- While professional learning was implemented, student outcome data indicates persistent achievement gaps among English Learners, Foster Youth, and Long-Term English Learners.

Action 4: MTSS and Equity Plan Implementation

- Implementation is still in the planning phase, with full rollout scheduled for 2026–27.
- Current impact is limited due to lack of full execution across school sites.

The district remains steadfast in its commitment to equity and continuous improvement. PUSD will continue to refine systems, strengthen cross-departmental collaboration, and strategically allocate resources to meet the needs of all students. Through ongoing educational partner engagement and the use of data-driven practices, the district will work to ensure every student is prepared for success in college, career, and life.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2025-2026, Paramount Unified School District fully implemented all Action Items under Goal 5: Building an Inclusive and Equitable School District. The district has established a 10% threshold to expend the funds for each Action. While many expenditures were consistent with original budgeted amounts, minimal material differences occurred due to the strategic deployment of time-limited state and federal grant funding. Resources such as the A-G Completion Grant, Learning Recovery Emergency Block Grant, MTSS Grant, Arts, Music, and Instructional Materials Discretionary Block Grant, and Proposition 28 were utilized to supplement and expand services originally funded through LCAP. These funding shifts allowed the District to extend program reach, enhance quality, and conserve core LCAP funds for long-term sustainability. As a result, while the estimated actual percentage of improved services for unduplicated students may slightly differ from initial plans, the overall level of services was either maintained or strengthened. The District continues to monitor these variances to refine future planning and ensure the continuity of equitable and inclusive programming.

5.1 Strengthen Diversity in Staff and Leadership
Expenditures for this action exceeded the budgeted amount due to expansion of the aspiring leaders academies for certificated and classified staff.

5.2 Implement Extra-curricular Programs to Promote School Connectedness
Expenditures for this action exceeded the budgeted amount due to expansion of extracurricular activities.

5.5 Qualified and appropriately assigned teachers
Expenditures for this action were lower than the budgeted amount due to right-sizing staff. Vacancies were not filled due to declining enrollment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Contributing Actions:

Effective Actions

Action 2: Extra-Curricular Programs and School Connectedness

- CHKS data shows strong improvement in school connectedness at the middle school level (Metric #5.27):
- 7th grade All Students: 48% to 60%
- African American: 50% to 65%
- English Learners: 49% to 57%
- Indicates that expanded enrichment opportunities are positively impacting student engagement and sense of belonging.
- Narrative evidence supports broad access to diverse programs through ELOP.
- 5th grade connectedness remains relatively strong despite slight decline (Metric #5.26):
- Maintained relatively high levels (70%, 72%, 66%).
- Indicates that foundational engagement systems at elementary grades remain effective overall.

Action 3: Cultural Proficiency Professional Development (Partial Impact - full implementation is still in progress)

- Overall CAASPP performance for All Students improved in both ELA and Math (Metrics #5.5 and 5.6):
- ELA: 39.19% to 43.38%
- Math: 21.58% to 25.02%

-Data indicate that systemwide practices and professional learning contributed to overall academic improvement.

- Narrative evidence confirms increased staff capacity in culturally responsive practices.

Somewhat Effective Actions

Action 1: Recruitment and Retention Systems

- While overall student performance has improved, student group data indicates persistent disparities, suggesting that the impact of recruitment and retention efforts on equitable outcomes is still emerging (Metrics #5.5, #5.6, #5.18–#5.23).
- All Students ELA increased (39.19% to 43.38%) and Math increased (21.58% to 25.02%) (Metrics #5.5, #5.6)
- English Learners showed minimal growth in ELA (11.56% to 12.03%) and inconsistent Math performance (8.17% to 8.71%) (Metrics #5.5, #5.6)
- Foster Youth outcomes declined in ELA (25.0% to 22.22%) and fluctuated in Math (2.78% to 14.81%) (Metrics #5.18, #5.19)
- Low-Income students demonstrated steady improvement in both ELA (38.38% to 42.91%) and Math (20.47% to 24.69%) (Metrics #5.20, #5.21)
- Long-Term English Learners remained significantly below overall performance levels, with slight gains in ELA (4.77% to 5.92%) and inconsistent Math outcomes (1.87% to 0.94%) (Metrics 5.22, 5.23)

Action 2: High School Connectedness

- 9th grade connectedness shows only modest improvement (Metric #5.28):
- All Students: 53% to 55%
- Low-Income: 55% to 54%
- Indicates that while enrichment supports are in place, their impact on older students' sense of belonging is less pronounced.

Action 3: Cultural Proficiency Impact on Student Groups

- Despite overall improvement, student group performance remains low (Metrics #5.5, #5.6, #5.22, #5.23):
- English Learners ELA: 11.56% to 12.03% (minimal growth)
- English Learners Math: 8.17% to 8.71%

- Long-Term English Learners Math: 1.87% to 0.94%
- Low-Income students demonstrated steady improvement in both ELA (38.38% to 42.91%) and Math (20.47% to 24.69%) (Metrics #5.20, #5.21)
- Foster Youth ELA declined (25.0% to 22.22%) (Metric 5.18) and (2.78% to 14.81%) (Metric 5.19)
- Indicates that while professional development is implemented, its impact on closing equity gaps is still limited.

Action 4: Equity Action Plan and MTSS (Early Stage Effectiveness)

- Academic data for targeted groups remains mixed
- Foster Youth ELA declined (25.0% to 22.22%) (Metric 5.18)
- Foster Youth Math fluctuated (2.78% to 14.81%) (Metric 5.19)
- Low-Income students improved in ELA (38.38% to 42.91%) and Math (20.47% to 24.69%) (Metrics #5.20, #5.21)
- While some progress is evident, inconsistent trends reflect the need for full implementation of MTSS systems to ensure equitable outcomes.

Non-Contributing Action

Action 5: Qualified and appropriately assigned teachers- effectiveness in progress. As reported in the most recent LCAP Federal Addendum, PUSD has 29 ineffective/misassigned teachers, 17 out-of-field teachers, and 32 inexperienced teachers. Several teachers will have new assignments in the 2026-27 school year which will support this action. Additionally, inexperienced teachers will continue through the Induction Program.

Goal 5 reflects strong foundational work in building inclusive practices and expanding student engagement opportunities, particularly through enrichment programs and professional learning. Actions tied to school connectedness at the middle grades and overall student performance improvements demonstrate effectiveness.

However, key equity-focused outcomes remain uneven, with persistent achievement gaps among student groups and limited impact from actions still in early implementation (e.g., MTSS and recruitment systems). Moving forward, full implementation and consistent execution of equity systems will be critical to ensuring that improvements in access translate into equitable outcomes for all students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In order to ensure all student groups are thriving in school academically and are connected, Metrics 5.1, 5.2, 5.3, 5.4, 5.26, 5.27, and 5.28 have been added to Goal 5, Actions 3 and 4.

Actions 5.1, 5.2, 5.3, and 5.4: The action descriptions were updated from naming specific leadership positions to broader department-level responsibility.

Metric 5.17, 5.24, and 5.25: Updated school year for Baseline, Year 1 Outcome.

Metric 5.20 - in Year 2 Outcome, Low Income has been changed to Socioeconomically Disadvantaged.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Strengthen Diversity in Staff and Leadership	The personnel services team will employ a multi-pronged approach to attract highly qualified and diverse employees to support Tier II and III academic, social-emotional/behavioral, and college and career readiness programs and initiatives for English Learners, Foster Youth, and Low-Income students.	$28,500.00	Yes
5.2	Implement Extra-curricular Programs to Promote School Connectedness	The educational services team and principals will implement Tier II and III strategies to ensure that English Learners, Foster Youth, and Low-Income students have access to enrichment programs outside the instructional day. These programs may include STEM programs; band, music, choir, or other visual and performing arts; academic competition; and sports programs.	$489,500.00	Yes
5.3	Promote Cultural Proficiency throughout the School Community	The educational services team will plan culturally responsive and trauma-informed practices, strategies, and professional development for teachers, counselors, administrators, and classified staff at school sites to address the Tier II and III academic, social-emotional/behavioral, and college and career readiness needs of English Learners, Foster Youth, and Low-Income students	$5,000.00	Yes
5.4	Fully Implement the District's Equity Action Plan	The educational services team will oversee the implementation of the district's Equity Action Plan, ensuring it includes targeted Tier II and III academic, social-emotional/behavioral, and college and career readiness supports for English Learners, Foster Youth, and Low-Income students.	$5,000.00	Yes
5.5	Qualified and appropriately assigned teachers	The Assistant Superintendent of Pupil and Personal Services will ensure that all students have access to fully qualified and appropriately assigned teachers.	$45,099,923.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By June 2027, Buena Vista High School will improve California School Dashboard performance levels from Red to Orange or higher in Graduation Rate for English Learners and Long-Term English Learners, English Language Arts for All Students and Socioeconomically Disadvantaged students, and Science for All Students, Socioeconomically Disadvantaged students, and Hispanic students. To achieve this goal, the school will implement targeted academic interventions, differentiated instruction, attendance monitoring, chronic absenteeism interventions, progress monitoring, and Multi-Tiered System of Support (MTSS) strategies. Student attendance, engagement, and achievement data will be reviewed regularly to identify barriers to learning, provide timely supports, and improve academic achievement, graduation outcomes, and college and career readiness for identified student groups.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in alignment with the LCAP focus on equity, access, and improved outcomes for unduplicated student groups, particularly as Buena Vista High School is identified as an Equity Multiplier School. Current California School Dashboard data shows Red performance levels for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and Hispanic students in key areas, indicating significant opportunity and achievement gaps. The goal establishes a clear, measurable plan to improve outcomes by moving performance to Orange or higher through the implementation of evidence-based strategies such as targeted interventions, differentiated instruction, attendance and engagement supports, and a Multi-Tiered System of Supports (MTSS). It also emphasizes ongoing data monitoring and continuous improvement cycles, which are central to the LCAP process. Ultimately, this goal reflects the school's commitment to closing achievement gaps, improving graduation rates, and increasing college and career readiness for historically underserved student groups. Educational partners were engaged through meetings, district programs, advisory committees, surveys, and other activities to ensure families, staff, and community members can contribute their perspectives and inform district decisions. Parent and community feedback was gathered through various meetings and surveys, which provide input on programs, services, and priorities. This process ensures that voices of educational partners voices are incorporated into the LCAP, particularly in developing the required Focus Goals for Equity Multiplier schools. Through these engagement efforts, Paramount Unified School District ensures that input from community partners at the Equity Multiplier site (Buena Vista High School) is considered in decision-making and used to guide equitable actions and services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Chronic absenteeism at Paramount Buena Vista High School (Dataquest/CALPADS)	All: 78.5% English Learners: 80.0% Foster Youth:** Low Income:78.5% Dataquest Estimate: 53% as of March 31,2024	All:76.4% English Learners:74.6% Foster Youth:** Low Income:76.7% CALPADS 14.1 Estimate: 46% as of March 31, 2025	All:86.6% English Learners:82.1% Foster Youth:57.1% Low Income:87.0% CALPADS 14.1 estimate as of April 30, 2026	All: 40% English Learners:40% Foster Youth:40% Low Income:40%	All: 8.1% English Learners:2.1% Foster Youth:** Low Income:8.5%
6.2	Graduation Rate at Paramount Buena Vista High School (Dataquest/CALPADS)	All:74.7% EL:70.7% LTEL:75.7% School Year 2023-2024 (CA School Dashboard Fall 2023)	All:68.6% EL:70.8% LTEL:69.6% School Year 2024-2025 (CA School Dashboard Fall 2024)	All:74.8% EL:63.6% LTEL:65.1% School Year 2025-2026 (CA School Dashboard Fall 2025)	All:76.0% EL:72.0% LTEL:75.0%	All: 0.1% EL:-7.1% LTEL: -10.6%
6.3	ELA Indicator at Paramount Buena Vista High School (Dataquest/CALPADS)	All:177.9 points below standard Declined 46.9 Points (Red) Low Income: 258.6 points below standard School Year 2022-2023 (CA School Dashboard Fall 2023)	All:130.9 points below standard Increased 47.1 Points Low Status (Orange) Low Income:132.9 points below standard School Year 2024-2025 (CA School Dashboard Fall 2024)	All:132.5 points below standard Maintained -1.6 Points (Red) Low Income: 132.5 points below standard School Year 2025-2026 (CA School Dashboard Fall 2025)	All: 130 points below standard Low Income: 130 points below standard	All: 45.4 points Low Income: 126.1points

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, the implementation of actions under Goal 6 has proceeded as planned. Strategic initiatives—ranging from increasing family engagement to expanding enrichment and social-emotional learning opportunities—have been initiated and are either fully operational or in active progress. Paramount Unified remains committed to regularly reviewing student engagement and achievement data to refine and enhance these efforts in order to meet the diverse needs of its student population.

Status of Actions
Action 6.1: Increase Family Engagement – Fully Implemented
Action 6.2: Provide Enrichment and Social Emotional Learning Opportunities – Fully Implemented

Successes

- Home visits conducted three to five times per week to strengthen outreach and support. Action 6.1.
- Daily personal calls made to absent students to reinforce attendance efforts. Action 6.1 and 6.2.
- Expanded onboarding activities for new students to support smooth transitions, especially at Buena Vista. Action 6.1.
- Implementation of restorative practices to promote a positive school climate. Action 6.2..
- Focus on building daily staff-student and peer relationships to improve connectedness. Action 6.2.
- Employment of a dedicated School Community Liaison to support family engagement. Action 6.1 and 6.2.
- Ongoing collaboration and alignment with the comprehensive high school. Action 6.1 and 6.2.
- Home visits conducted by both certificated and classified staff to support reengagement and provide access to resources. Action 6.2.
- Dedicated school counselor assigned to provide academic and social-emotional support. Action 6.1 and 6.2.
- The Senior Class of 202 includes twelve students to complete a CTE pathway. Action 6.2.

Challenges

- Persistent attendance concerns for a subset of students. Action 6.1 and 6.2.
- Need for a more proactive and streamlined process to identify and recruit credit-deficient students who would benefit from Buena Vista. Action 6.2.
- Further clarification and communication needed regarding the referral and placement process for students. Action 6.1 and 6.2.
- Need to broaden parental involvement beyond individual student concerns by offering new avenues for engagement. Action 6.1 and 6.2.
- Limited access to community resources; opportunity to expand partnerships and bring services directly onto campus. Action 6.1 and 6.2.
- Continued need for enhanced support for homeless students, including access to life skills training, hygiene facilities, clothing, and other basic needs. Action 6.1 and 6.2.

The District is committed to addressing these challenges through system refinement, targeted supports, and strong collaboration with

educational partners. The district will continue using data-driven decision-making and purposeful investment of resources to ensure that all students—particularly the most vulnerable—are equipped with the tools they need to thrive in school, career, and life.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Throughout the 2025-2026 school year, Paramount Unified School District fully implemented all Action Items under Goal 6, the Equity Multiplier. The district has established a 10% threshold to expend the funds for each Action.

Action 6.1: Increase Family Engagement (Chronic Absenteeism at Paramount Community Day School)
Expenditures for this action exceeded the budgeted amount due to need for additional hours to complete related projects.

Action 6.2: Provide Enrichment and Social Emotional Learning Opportunities
Expenditures for this action were not used due to the use of other funds for the activities related to this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 6.1 Chronic Absenteeism was partially effective - Metric #6.2 shows that chronic absenteeism for Buena Vista High School has been inconsistent over the past three years 78.5% to 76.4% to 86.6%. Chronic absenteeism will remain a focus for the 2026-27 school year.

Action 6.2 Provide Enrichment and Social Emotional Learning Opportunities was mostly effective as evidenced by increasing social emotional supports, including the integration of restorative practices, increased counselor presence, and the establishment of strong relational practices such as daily check-ins and staff-student connections, which positively influenced school climate and student well-being. Initiatives such as “Coffee/Tea with Classified Staff” and collaborations with community partners fostered stronger relationships among families and staff.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metric 6.2 was removed to reflect only 1 Equity Multiplier site.

A new "Metric 6.2" was added in addition to Metric 6.3 to address the lowest student groups according to the CA School Dashboard. Please note that while Science is "red" on the 2025 CA School Dashboard for all students, Hispanic and Low-Income, it was not added as a new metric because the CA School Dashboard states that the following data elements are presented for informational purposes only and that the data for Science are not to be used for accountability determinations.

Action 6.1 was updated to represent one Equity Multiplier site.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Chronic absenteeism at Buena Vista High School	A full-time position will be added to assist with student recruitment, onboarding, outreach, parent communication, and connections to outside resources to provide stronger connections between students, families and the school. Additional hours will be provided for current staff to support these activities. Partnerships with outside resources will be secured to assist in meeting the needs of students and families to ensure they come to school and are successful.	$77,321.00	No
6.2	Provide Enrichment and Social Emotional Learning Opportunities.	Partnerships will be developed to provide students with the necessary social-emotional support. Additionally, enrichment activities will be offered to students in order to create a stronger connection to school.	$10,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$59,268,338	$7,946,115

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
45.289%	0.000%	$0.00	45.289%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Strengthen Curriculum and Instructional Practices **Need:** CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or Math:	The educational services team will create a comprehensive professional development plan focused on literacy, numeracy, and college and career readiness to support Tier II and III academic learning for English Learners, Foster Youth, and Low-Income students because “teacher professional learning is a critical way to support the increasingly complex skills students need to learn to succeed in the 21st century. Sophisticated forms of teaching are needed to	We will monitor academic outcomes through: our district benchmark assessments (iReady), and SBAC scores as reported on the CA School Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA: All Students 29.8 points below standard (PBS) English Learners 63.7 PBS Foster Youth 52.8 PBS Low-income students 31.9 PBS Math: All Students 81.9 PBS English Learners 105.3 PBS Foster Youth 118 PBS Low-income students 84.1 PBS Title I LCAP Survey: 86% of teachers report professional development supports rigorous student learning and state standards. Educational Partner feedback indicated we need to improve Tier I instructional practices to ensure all students meet grade level standards. **Scope:** LEA-wide	develop student competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. In turn, effective professional development is needed to help teachers learn and refine the instructional strategies required to teach these skills." (Effective Teacher Professional Development; L. Hammond, May 2017). The professional development plan will include differentiated teacher learning to enhance Tier II and III instruction that supports critical skills needed to address the academic needs of our English Learners, Foster Youth, and Low-Income students. This action is principally directed toward the LEA's lowest-performing schools and student groups, including English Learners, Foster Youth, and Low-Income students, as identified through multiple measures of state and local data. These groups demonstrate the greatest need for targeted academic support, particularly in literacy, numeracy, and college and career readiness. The Educational Services Team will develop and implement a comprehensive professional learning plan to strengthen Tier II and Tier III instruction, ensuring educators are equipped to meet the diverse academic needs of students who are performing below standard. This action is designed to build educator capacity to deliver high-quality, evidence-based instructional strategies that accelerate student learning and close persistent achievement gaps.	Metrics related to measuring this action: Goal 1 Metric #13, #14, #15, #16, #17, #18, #19 Goal 5 Metric #5, #6, #13, #14, #18, #19, #20, #21

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		By focusing on the lowest-performing schools and student groups across the LEA, this action supports equitable access to rigorous instruction and targeted interventions. Teacher professional learning remains a critical lever for improving student outcomes, particularly as students are required to master increasingly complex skills necessary for success in college, career, and beyond. This action is being carried out on an LEA-wide basis because all students will benefit from improved teaching practices.	
1.2	**Action:** Provide Targeted Student Support **Need:** CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or math: ELA: All Students 29.8 points below standard (PBS) English Learners 63.7 PBS Foster Youth 52.8 PBS Low-income students 31.9 PBS Math: All Students 81.9 PBS English Learners 105.3 PBS Foster Youth 118 PBS Low-income students 84.1 PBS	The educational services team will develop, implement, and monitor a Multi-Tiered System of Support (MTSS) that incorporates Tier II and III methodologies, programs, and strategies designed to address the needs of English Learners, Foster Youth, and Low-Income students. The MTSS framework will use data to identify and implement targeted Tier II and III, targeted interventions that maximize achievement for these student groups. Research identifies MTSS as an evidence-based, data-driven framework that integrates academic and behavioral supports through tiered interventions, enabling schools to identify student needs early and provide targeted and intensive supports that improve academic outcomes, attendance, and behavior, particularly for students requiring additional support (Gage et al., 2023). This action will be implemented LEA-wide, as all teachers will receive MTSS training, and the	We will monitor academic outcomes through: our district benchmark assessments (iReady), and SBAC scores as reported on the CA School Dashboard Metrics related to measuring this action: Goal 1 Metric #11, #13, #14, #15, #16, #17, #18, #19 Goal 5 Metric #5, #6, #13, #14, #18, #19, #20, #21

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on feedback from our educational partners, we learned that our teachers and students would benefit from a structured targeted support program that serves the needs of students struggling to meet grade level standards. **Scope:** LEA-wide	targeted intervention program will provide benefit to all students This action is principally directed toward the LEA's lowest-performing schools and student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Low-Income students, as identified through multiple measures of state and local data. These student groups have been identified as demonstrating the greatest need for targeted, systematic academic and language support to improve outcomes. The Educational Services Team will develop, implement, and monitor a comprehensive Multi-Tiered System of Supports (MTSS) framework that integrates Tier II and Tier III methodologies, programs, and strategies. This framework will be designed to address both academic and language development needs, ensuring that ELs and LTELs receive targeted support to build proficiency in literacy, numeracy, and academic language. Using multiple data sources, the MTSS framework will guide the identification of student needs and the implementation of evidence-based interventions tailored to accelerate learning. By focusing on the lowest-performing schools and student groups across the LEA, this action supports equitable access to differentiated instruction and targeted interventions, ultimately maximizing student achievement and reducing persistent performance gaps. The Multi-Tiered System of Supports (MTSS) framework will leverage multiple measures of data	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		to identify student needs and deliver targeted Tier II and Tier III interventions. These evidence-based supports are designed to improve academic outcomes and ensure ELs and LTELs receive the differentiated instruction necessary to maximize achievement.	
1.3	**Action:** Measure and monitor academic progress **Need:** CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or math: ELA: All Students 29.8 points below standard (PBS) English Learners 63.7 PBS Foster Youth 52.8 PBS Low-income students 31.9 PBS Math: All Students 81.9 PBS English Learners 105.3 PBS Foster Youth 118 PBS Low-income students 84.1 PBS Based on feedback from our educational partners, we learned that our instructional program would benefit from a well-designed and implemented assessment system. **Scope:** LEA-wide	The educational services team will implement a districtwide assessment system and provide training to site and district administrators, teachers, counselors, and instructional assistants on implementing assessments, using student achievement data to guide instructional decisions, determining program placements, and documenting students receiving Tier II and Tier III MTSS supports for English Learners, Foster Youth, and Low-Income students. This action is principally directed toward the LEA's lowest-performing schools and student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Low-Income students, as identified through multiple measures of state and local data. These groups require strengthened systems for monitoring progress and ensuring timely, targeted supports to improve academic outcomes. The Educational Services Team will implement a comprehensive districtwide assessment system and provide ongoing training for site and district administrators, teachers, counselors, and instructional assistants. This training will focus on the effective administration of assessments, the analysis and use of student achievement data to inform instructional decision-making, the appropriate placement of students in targeted	We will monitor academic outcomes through: our district benchmark assessments (iReady), and SBAC scores as reported on the CA School Dashboard Metrics related to measuring this action: Goal 1 Metric #11, #13, #14, #15, #16, #17, #18, #19 Goal 5 Metric #5, #6, #13, #14, #18, #19, #20, #21

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		programs, and the documentation of students receiving Tier II and Tier III MTSS supports. Through the consistent use of data, this action ensures that ELs and LTELs receive targeted academic and language development support, while Foster Youth and Low-Income students benefit from timely identification of needs and access to appropriate interventions. By strengthening data-driven practices across the LEA, this action promotes equitable access to differentiated instruction and targeted supports, ultimately maximizing student achievement and reducing persistent performance gaps among the lowest-performing schools and student groups. This action will be implemented LEA-wide, as all students will participate in the assessment process and benefit from the program.	
1.4	**Action:** Promote college and career readiness at all levels **Need:** CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not graduating prepared for college and career at acceptable rates. SBAC: College and Career Indicator All Students: 41.7% prepared - MEDIUM English Learners: 19.4% prepared – LOW Foster Youth: 21.4% prepared – NO PERFORMANCE LEVEL AVAILABLE Low-income: 41.3% prepared – MEDIUM	The educational services team will ensure that the College and Career Readiness domain of a districtwide MTSS provides TK–12 English Learner, Foster Youth, and Low-Income students with Tier II and III, targeted instructional supports, programs, and interventions. By emphasizing literacy, numeracy, and STEM, this action increases the percentage of English Leaner, Foster Youth, and Low Income students meeting the College and Career Indicator (CCI), while also improving A–G completion, AP participation and pass rates, and postsecondary readiness. This action is principally directed toward the LEA's lowest-performing schools and student groups,	We will monitor academic outcomes through: CA School Dashboard College and Career indicator. Metrics related to measuring this action: Goal 1 Metric #1, #7, #8, #9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A-G Completion Rate (4-year Cohort) All seniors: 45.6% English Learner: 21.9% Foster Youth: 30.8% Low income: 45.2% ELA EAP Percent of College Ready/Conditionally (Grade 11 SBAC): All Students: 46.6% English Learners: 5.56% Foster Youth: N/A Low income: 45.9% Math EAP percent of College Ready/Conditionally (Grade 11 SBAC): All Students: 11.8% English Learners: 1.68% Foster Youth: N/A Low income: 11.35% Through outreach our DELAC, ELAC, and Title I parents have communicated that our students are in need of access to school programs that promote the necessary skills to be college and career ready at graduation. **Scope:** LEA-wide	including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Low-Income students, as identified through multiple measures of state and local data. These groups demonstrate a need for targeted support in achieving college and career readiness outcomes. The Educational Services Team will implement and monitor the College and Career Readiness domain within a districtwide Multi-Tiered System of Supports (MTSS) to ensure TK–12 students receive equitable access to Tier II and Tier III instructional supports, programs, and interventions. This framework will be designed to address both academic and language development needs, with a particular focus on preparing students with the skills, knowledge, and experiences necessary for postsecondary success. Through the use of data-driven practices, the MTSS framework will identify student needs and provide targeted, evidence-based interventions aligned to college and career readiness indicators. By prioritizing the lowest-performing schools and student groups across the LEA, this action promotes equitable access to differentiated supports and meaningful opportunities that maximize achievement, close opportunity gaps, and increase readiness for college, career, and lifelong success. This action will be implemented LEA-wide, as all students must graduate from PUSD prepared for college and career success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Provide academic enrichment opportunities for students **Need:** CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or math and are not graduating prepared for college and career at acceptable rates. ELA: All Students 29.8 points below standard (PBS) English Learners 63.7 PBS Foster Youth 52.8 PBS Low-income students 31.9 PBS Math: All Students 81.9 PBS English Learners 105.3 PBS Foster Youth 118 PBS Low-income students 84.1 PBS College and Career Indicator All Students: 41.7% prepared - MEDIUM English Learners: 19.4% prepared – LOW Foster Youth: 21.4% prepared – NO PERFORMANCE LEVEL AVAILABLE Low-income: 41.3% prepared – MEDIUM Of the approximately 30% of parents who took the Title I LCAP Survey 97% agree that their child benefits from arts and music programming.	The educational services team will ensure a comprehensive enrichment program during the school day to support a broad course of study and elective offerings to meet the needs of English Learners, Foster Youth, and Low-Income students. Tier II and Tier III strategies will provide targeted supports to ensure these student groups have equitable access to, and success within, a well-rounded TK–12 program that fosters engagement, achievement, and readiness for postsecondary pathways. This action is principally directed toward the LEA's lowest-performing schools and student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth, and Low-Income students, as identified through multiple measures of state and local data. These groups demonstrate a need for expanded access to enrichment opportunities that support their academic achievement, engagement, and overall readiness for college and career success. The Educational Services Team will ensure the implementation of a comprehensive enrichment program that includes extended learning opportunities beyond the school day and year, STEAM, visual and performing arts, college and career readiness educational field trips, athletics, activity programs, and access to advanced programs and courses. These opportunities are designed to address the academic, social-emotional/behavioral, and college and career readiness needs of students, with intentional	We will monitor the effectiveness of our enrichment program through our Title I LCAP Survey. Metrics related to measuring this action: Goal 1 Metric #13, #14, #15, #16, #17, #18, #19, #20 Goal 5 Metric #13, #14, 18, #19, #20, #21

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	95% of teachers indicated that their students benefit from the arts and music program. Feedback from our parents and teachers clearly identified the need for a robust enrichment program as our English Learners, Foster Youth, and Low-income students do not have easily accessible or affordable options in the community and providing a robust whole child program is a desire from all community members. **Scope:** LEA-wide	consideration for the language development needs of ELs and LTELs. Through equitable access to high-quality enrichment experiences, this action supports increased student engagement, skill development, and exposure to rigorous and relevant learning opportunities. By prioritizing the lowest-performing schools and student groups across the LEA, this action promotes differentiated supports and expanded opportunities that maximize student achievement, foster well-rounded development, and reduce persistent opportunity and achievement gaps. These services will be offered on a LEA-wide basis because all students will benefit from enrichment programs and activities that promote school connectedness and success.	
1.6	**Action:** Facilitate 21st century learning strategies and supports **Need:** CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or math: ELA: All Students 29.8 points below standard (PBS) English Learners 63.7 PBS Foster Youth 52.8 PBS Low-income students 31.9 PBS Math:	The educational services along with the technology and information team will provide digital support, including 1:1 devices, tools, hot spots, digital resources, and professional development, in modernized learning environments such as classrooms and libraries/learning centers to enhance Tier II and III, targeted academic, social-emotional, and college and career readiness programs for English Learners, Low-Income students, and Foster Youth. These enhanced services specifically benefit unduplicated pupil groups. English Learners will receive expanded access to digital language development and literacy supports; Foster Youth will benefit from consistent connectivity and individualized academic monitoring, mitigating	We will monitor the need for 21st tools through the Title I LCAP Survey and student focus groups. Metrics related to measuring this action: Goal 1 Metric #1, #4, #7, #8, #9, #13, #14, #15, #16, #17, #18, #19, #21, Goal 5 Metric #13, #14, 18, #19, #20, #21

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All Students 81.9 PBS English Learners 105.3 PBS Foster Youth 118 PBS Low-income students 84.1 PBS 91% of teachers indicate that their students benefit from access to technology Student focus groups provide qualitative data to support the need for technology in the classroom. Student responses include: “I use my Chromebook in all my classes.” “I use technology to support College and Career readiness.” Feedback from our teachers and students led us to understand that there is an ongoing need to ensure our students have the technical skills necessary to thrive in the 21st century. We understand that barriers to technology include language, lack of sufficient finances, and transiency. There is a digital divide that negatively impacts English learners, Foster Youth, and Low-income students. **Scope:** LEA-wide	disruptions caused by mobility; and Low-Income students will gain equitable access to devices, online resources, and enrichment opportunities otherwise limited by financial barriers. Together, these actions increase and improve services to ensure stronger academic achievement, social-emotional growth, and college/career readiness outcomes for all three student groups.	
1.7	**Action:** Focus on early learning initiatives **Need:** According to our Beginning of the Year iReady data kindergarten students do not enter school ready for the rigors of kindergarten:	Transitional Kindergarten (TK) will be available to all four-year-old students to ensure that Low-Income students receive Tier II and III, targeted early intervention, supports, and programs necessary to build school readiness and meet academic standards.	We will monitor incoming TK data through the beginning of the year iReady diagnostic in Kindergarten and the DRDP 2nd Assessment.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Reading 2024: 14% of all kindergartens enter school at grade level 2023: 15% of all kindergartens enter school at grade level 2022: 17% of all kindergarteners enter school at grade level Math 2024: 6% of all kindergartens enter school at grade level 2023: 9% of all kindergartens enter school at grade level 2022: 10% of all kindergarteners enter school at grade level Based on the Desired Results Developmental Profile (DRDP) 2nd Assessment (2023-2024) TK students on average are: “Building Earlier” in Language and Literacy “Exploring Later” in Cognition, Including Math and Science Based on feedback from district-wide LCAP meetings, we learned that our Low-income students do not have access to high-quality early learning programs. Reading 2024: 10% of all kindergartens English Learners enter school at grade level 2023: 6% of all kindergartens English Learners enter school at grade level Math 2024: 5% of all kindergartens English Learners enter school at grade level	Low-Income students gain equitable access to high-quality early learning, enrichment, and wraparound supports that reduce barriers often associated with limited preschool opportunities. These increased services ensure that the student group enters kindergarten better prepared to meet benchmarks and thrive in a TK–12 pathway. This initiative will be implemented school-wide, as all TK students benefit from early learning programs that prepare them to enter kindergarten with the skills needed for school success	Metrics related to measuring this action: Goal 1 Metric #22, #23, #24, #25

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023: 6% of all kindergartens English Learners enter school at grade level **Scope:** Schoolwide		
1.8	**Action:** Improve English Learner outcomes **Need:** CA School Dashboard data demonstrates that our English Learners are at 53.7% making progress toward English language proficiency. We currently have 2,509 English Learners and 588 are identified as Long Term English Learners (LTEL), and 305 are At-Risk of becoming LTEL (DataQuest). Additionally CA School Dashboard data demonstrates that our English Learners are not meeting standard in ELA or math: ELA: All Students 29.8 points below standard (PBS) English Learners 63.7 PBS Math: All Students 81.9 PBS English Learners 105.3 PBS Discussions with our DELAC and ELAC revealed an ongoing need to improve the	The educational services team will provide targeted, Tier II and III academic supports and teacher professional development in language development strategies to support the instruction of English Learners through both designated and integrated ELD. These increased services directly benefit English Learners and Long-Term English Learners by ensuring access to rigorous instruction that is scaffolded to their language proficiency levels. Through improved instructional practices, students will develop stronger academic vocabulary, literacy, and oral language skills, accelerating progress toward reclassification and closing achievement gaps. By investing in targeted professional development, the district is increasing services beyond what is provided to all students and ensuring that English Learners receive the specialized instruction necessary for academic success. Additionally, the Dual Language Immersion program will incorporate Tier II and Tier III supports beyond the core to ensure that English Learners, Foster Youth, and Low-Income students have equitable access to, and success in, the program as it expands each school year by one grade level.	We will monitor academic outcomes through: CA School Dashboard English language proficiency indicator Reclassification Rate for English Learners Long Term English Learner numbers Metrics related to measuring this action: Goal 1 Metric #11, #12 Goal 5 Metric #22, #23

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	quality of English Language Development (ELD) lessons, while also building a dual language program to meet the needs for a biliterate student community. Dual Language Immersion research indicates that dual language programs improve both language and academic success for students. **Scope:** LEA-wide	This action will be implemented LEA-wide, as all students benefit from Tier II and III instructional supports to meet their academic, social-emotional, and college/career needs.	
1.9	**Action:** Promote personalized learning and differentiated instruction **Need:** average class size is 18.44 to 1 CA School Dashboard Graduation Rate: English Learners: 82% graduated Foster Youth: No data available Low-income: 90.1% graduated Middle school drop-outs: 19 students Drop-out rate (4 year cohort): 6.5% Research indicates that English Learners, Foster Youth, and Low-income students are at greater risk for low grades and failure in high school and may benefit from smaller class sizes. Based on this information, our Educational Partners and DELAC have requested that we work to decrease classroom enrollment numbers. **Scope:**	The personnel services team will monitor staffing formulas that support small class sizes that enable teachers to provide targeted, Tier II and III differentiated instruction to address individual academic needs for English Learners, Foster Youth, and Low-Income students. This action will be implemented LEA-wide, as all students benefit from differentiated instruction.	We will monitor this action through CALPADS class size averages, CA School Dashboard Graduation Rates, and Drop-out rates. Metrics related to measuring this action: Goal 1 Metric #1, #3, #18, #19 Goal 5 Metric #13, #14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Identify and Implement Leadership Development Programs **Need:** CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or math: ELA: All Students 29.8 points below standard (PBS) English Learners 63.7 PBS Foster Youth 52.8 PBS Low-income students 31.9 PBS Math: All Students 81.9 PBS English Learners 105.3 PBS Foster Youth 118 PBS Low-income students 84.1 PBS Feedback from our administrators, principals and teachers indicates a need to improve instructional programs through a more focused leadership development program because research is clear that excellent leadership is key to ensuring quality programs and instruction for these students **Scope:** LEA-wide	The Superintendent and executive cabinet will develop and oversee a professional development plan to strengthen administrators' Tier II and Tier III academic, social-emotional/behavioral, and college and career readiness instructional leadership, ensuring that English Learners, Foster Youth, and Low-Income students have access to and succeed in high-quality learning environments. In addition, an Aspiring Leadership Academy will support current staff in developing strong instructional leadership skills to better serve these student groups in their current roles and prepare them for potential future leadership positions within the district. This action will be implemented LEA-wide, as all students benefit from improved instructional leadership.	We will monitor student outcomes through the CA School Dashboard ELA and Math indicator. Metrics related to measuring this action: Goal 1 Metric #13, #14, #15, #16, #17, #18, #19 Goal 2 Metric #4, #5, #6 Goal 5 Metric #5, #6, #13, #14, #18, #19, #20, #21

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Design and Implement Holistic Training Programs **Need:** CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or math: ELA: All Students 29.8 points below standard (PBS) English Learners 63.7 PBS Foster Youth 52.8 PBS Low-income students 31.9 PBS Math: All Students 81.9 PBS English Learners 105.3 PBS Foster Youth 118 PBS Low-income students 84.1 PBS Strong, evidence-based professional development models (i.e., professional learning communities, coaching, and ongoing support from experts in the field) for teachers and classified staff that improves educational services is key to improving student outcomes. Based on feedback from our teachers' association and classified association we will implement dedicated days for professional development. **Scope:**	The Superintendent and executive cabinet will ensure the district designates dedicated professional development days to enhance the quality of Tier II and Tier III instruction and ancillary services provided by classified, certificated, and management staff for English Learners, Foster Youth, and Low-Income students, to improve their academic, social-emotional/behavioral, and college and career readiness outcomes. This action will be implemented LEA-wide, as all students benefit from the improved services and practices developed by staff during these professional development days.	We will monitor student outcomes through the CA School Dashboard ELA and Math indicator. Metrics related to measuring this action: Goal 2 Metric #5, #6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	**Action:** Utilize a Distributed Leadership Model **Need:** CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or math: ELA: All Students 29.8 points below standard (PBS) English Learners 63.7 PBS Foster Youth 52.8 PBS Low-income students 31.9 PBS Math: All Students 81.9 PBS English Learners 105.3 PBS Foster Youth 118 PBS Low-income students 84.1 PBS Based on feedback from Principals there is a need for teachers and schools to collaborate in a systematic manner across grade levels, schools, and districtwide to improve instructional practices. **Scope:** LEA-wide	Instructional Leadership Teams (ILTs) and Culture and Climate Leadership Teams will meet regularly to build Tier II and Tier III staff capacity through professional development focused on improving instructional practices, culturally responsive teaching, and social-emotional strategies for English Learners, Foster Youth, and Low-Income students. Professional development will include time for teachers and administrators to engage in cycles of professional learning (COPL), fostering professional collaboration across the district. Research shows that sustained, collaborative professional learning—embedded in ongoing cycles of inquiry and focused on instructional practice—significantly improves teacher effectiveness and student outcomes, particularly when it emphasizes culturally responsive practices and supports for diverse learners (Darling-Hammond et al., 2017). This action will be implemented LEA-wide, as all students benefit from enhanced instructional and social-emotional support to meet their needs.	We will monitor academic outcomes through: our district benchmark assessments (iReady), and SBAC scores as reported on the CA School Dashboard Metrics related to measuring this action: Goal 1 Metric #13, #14, #15, #16, #17, #18, #19 Goal 5 Metric #5, #6, #13, #14, #18, #19, #20, #21 Goal 2 Metric #7, #8
3.1	**Action:** Enhance Physical Safety and Well-being	Maintenance and Operations staff, site administrators, and school personnel will strategically enhance and utilize school facilities to	We will monitor suspension rates for English Learners, Foster

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: CA School Dashboard Suspension Rate: All Students: 3.3% suspended at least one day English Learners: 3.2% suspended at least one day Foster Youth: 10.1% suspended at least one day Low-income: 3.3% suspended at least one day CA Healthy Kids Survey: 72% of 5th grade students feel safe at school. 49% of 7th grade students feel safe at school. 57% of 9th grade students feel safe at school. Through collaboration with our Safety Committee we assessed the need for improved safety programs and facilities and the potential positive impact on student safety and well-being. **Scope:** LEA-wide	support targeted Tier II and Tier III programs for English Learners, Foster Youth, and Low-Income students. While safe and well-maintained facilities benefit all students, these efforts go beyond the baseline by creating learning environments that prioritize the unique needs of these groups. Improvements will strengthen access to academic interventions, social-emotional supports, and positive behavioral settings that promote equitable achievement, engagement, and readiness for college and career. In addition, Maintenance and Operations will collaborate with community partners to design and implement short- and long-term facility projects that provide additional layers of support. These projects will include dedicated spaces and resources tailored to the needs of English Learners, Foster Youth, and Low-Income students and their families, ensuring equitable opportunities for success throughout their TK–12 experience and beyond. This action will be implemented LEA-wide, as safe, clean, and well-maintained facilities are essential to supporting the well-being and academic achievement of all students.	Youth, and Low-income students as well as all students at the district. We will maintain accurate records of all facility beautification projects. Metrics related to measuring this action: Goal 3 Metric #6, #7, #8, #9, #10, #13, #14, #15, #16, #17, #18
3.2	**Action:** Promote Social-Emotional Development **Need:** When students do not feel connected at school or have strong adult/student relationships they are more likely to be absent or be suspended.	The Assistant Superintendent of Educational Services will develop and monitor a robust Tier II and III social-emotional Multi-tiered System of Support (MTSS) for English learners, Foster Youth, and Low-Income students, to support their academic achievement. Certificated counselors and paraprofessional staff will comprise a Tier III level of social, emotional, and academic support.	We will monitor this action through the CA Healthy Kids Survey Connectedness measure. Metrics related to measuring this action: Goal 3 Metric #3, #4, #5, #14, #15, #16, #17, #18

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CA School Dashboard Chronic Absenteeism All Students: 32.5 Chronically Absent English Learners: 29.7% Chronically Absent Foster Youth: 26.8% Chronically Absent Low-income: 33.2% Chronically Absent CA School Dashboard Suspension Rate All Students: 3.3% English Learners:3.2% Foster Youth: 10.1% Low-Income: 3.3% CA Healthy Kids Survey 70% of 5th grade students feel connected to school 48% of 7th grade students feel connected to school 53% of 9th grade students feel connected to school 72% of 5th grade students report having Caring Adults in School 50% of 7th grade students report having a Caring Adult Relationship 53% of 9th grade students report having a Caring Adult Relationship Based on input from our school counselors, school psychologists, parent advisory committees, and student surveys we determined that our English Learners, Foster youth, Low-income, and homeless students tend to live in situations where social emotional resources are not easily accessible. **Scope:**	These actions are being provided on an LEA-wide basis because all our students can benefit from the social-emotional support.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	**Action:** Implement Comprehensive Mental Health Support **Need:** When students do not feel connected at school or have strong adult/student relationships they are more likely to be absent or be suspended. CA School Dashboard Chronic Absenteeism All Students: 32.5 Chronically Absent English Learners: 29.7% Chronically Absent Foster Youth: 26.8% Chronically Absent Low-income: 33.2% Chronically Absent CA School Dashboard Suspension Rate All Students: 3.3% English Learners:3.2% Foster Youth: 10.1% Low-Income: 3.3% CA Healthy Kids Survey: 72% of 5th grade students feel safe at school. 49% of 7th grade students feel safe at school. 57% of 9th grade students feel safe at school. 70% of 5th grade students feel connected to school 48% of 7th grade students feel connected to school 53% of 9th grade students feel connected to school	A comprehensive Multi-Tiered System of Support (MTSS) for mental health will be implemented to address the Tier II and III needs of our English Learners, Foster Youth, low-income, and homeless students. In addition, certificated social workers and paraprofessionals will provide Tier III mental health support for these student groups. These actions are being provided on an LEA-wide basis because all our students can benefit from mental health and trauma-related services.	We will implement, monitor, and analyze data from the CA Healthy Kids Surveys. Metrics related to measuring this action: Goal 3 Metric #1, #2, #8, #9, #10, #11, #12, #14, #15, #16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on input from our advisory committees, school counselors, and student surveys we ascertained a need for our English learners, Foster Youth, Low-income, and homeless students to have access to mental health support as they tend to live in situations where mental health resources are not easily accessible. **Scope:** LEA-wide		
3.4	**Action:** Improve Attendance and Reduce Chronic Absenteeism **Need:** CA School Dashboard Chronic Absenteeism All Students: 32.5 Chronically Absent English Learners: 29.7% Chronically Absent Foster Youth: 26.8% Chronically Absent Low-income: 33.2% Chronically Absent When students are absent, they are less likely to graduate. CA Dashboard Graduation Rate All Students: 90.2% English Learners: 82% Foster Youth: No Data Low-Income: 90.1% Through outreach with our parents and their teachers we learned there are many and	The Assistant Superintendent of Pupil and Personnel Services will work with school staff and community members to create Tier II and Tier III interventions within attendance action plans that address various issues related to poor school attendance at each school site for English Learners, Foster Youth, and Low-Income students. This action is being provided on an LEA-wide basis because all students can benefit from addressing barriers to attendance.	We will monitor attendance rates and chronic absenteeism for English Learners, Foster Youth, and Low-income students as well as all students in the district. We will monitor school Attendance Action Plans. Metrics related to measuring this action: Goal 3 Metric #1, #2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	varied reasons for chronic absenteeism in our community, and we will require a multi-pronged approach to address this issue. **Scope:** LEA-wide		
4.1	**Action:** Develop a Comprehensive Communication and Marketing Strategy **Need:** When students do not feel connected at school or have strong adult/student relationships they are more likely to be absent or be suspended. CA School Dashboard Chronic Absenteeism All Students: 32.5 Chronically Absent English Learners: 29.7% Chronically Absent Foster Youth: 26.8% Chronically Absent Low-income: 33.2% Chronically Absent CA School Dashboard Suspension Rate All Students: 3.3% English Learners:3.2% Foster Youth: 10.1% Low-Income: 3.3% 27% of parents/families participated in the Title I LCAP Survey 97.0% of parents who participated in our survey “Feel welcome at school sites”	The Superintendent, Board members, executive cabinet, and community members will collaborate to develop targeted communication and marketing strategies that specifically reach English Learners, Foster Youth, and Low-Income families. These strategies will provide Tier II and Tier III information in accessible formats and languages, ensuring that parents and students receive timely details about district and school programs, operations, and funding opportunities designed to support academic achievement, social-emotional well-being, and college and career readiness. While all families will benefit from stronger two-way communication between the district and community, this action increases services for unduplicated pupils by removing barriers to information, engagement, and access. By intentionally prioritizing outreach to English Learners, Foster Youth, and Low-Income families, the district ensures equitable participation in decision-making, greater awareness of available supports, and stronger connections to programs that directly benefit student success. This action is being provided on an LEA-wide basis because all community partners benefit from effective two-way communication that supports student achievement.	We will monitor the increase in school – community communication through the Title I LCAP survey and attendance rosters at parent advisory committees and school events. Metric related to measuring this action: Goal 4 Metric #2, #8, #9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	98.0% of families who participated in our survey "Find school events relevant and engaging" Promotion of parental involvement in school (CHKS) 2025: All: 54% (7th grade), 52% (9th grade) 2024: All: 54% (7th grade), 54% (9th grade) 2025: English learner: 58% (7th grade), 56% (9th grade) 2024: English learner: 59% (7th grade), 63% (9th grade) Parent Ed level is "less than high graduate" is a proxy for Socioeconomically disadvantaged. 2025: 45% (7th grade), 49% (9th grade) 2024: 55% (7th grade), 56% (9th grade) Through discussions with DELAC, LCAP Committee meetings, student, and parent surveys, we understand that we have engaged the families who are involved in our school programs, however, we realize that we have several families ((English Learners, Foster Youth, and Low-income) who are not engaged with the school community. Marketing is a key lever to engaging these families and improving enrollment, community participation, and school pride. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.2	**Action:** Strengthen Community Partnerships and Resources **Need:** When students do not feel connected at school or have strong adult/student relationships they are more likely to be absent or be suspended. CA School Dashboard Chronic Absenteeism All Students: 32.5 Chronically Absent English Learners: 29.7% Chronically Absent Foster Youth: 26.8% Chronically Absent Low-income: 33.2% Chronically Absent CA School Dashboard Suspension Rate All Students: 3.3% English Learners:3.2% Foster Youth: 10.1% Low-Income: 3.3% Local Indicator data provides insight into the following areas of need: better understand families' strengths, cultures, languages, and goals for children improve two-way communication effectively engaging parents in advisory committees opportunities for families to provide input on policies and programs and implement strategies to reach and seek input For DELAC participants ratings are	Under the Superintendent's leadership, the district will allocate targeted resources to address the Tier II and Tier III needs of English Learners, Foster Youth, and Low-Income students. These resources will fund programs and supports that go beyond the core educational program, ensuring students receive additional academic interventions, social-emotional and behavioral supports, and opportunities that prepare them for college and career success. This action increases and improves services by prioritizing the unique barriers faced by unduplicated pupils. English Learners will benefit from expanded language development and access to rigorous coursework, Foster Youth will receive individualized supports to mitigate the impact of school mobility and trauma, and Low-Income students will gain equitable access to enrichment, technology, and readiness opportunities that are often limited by financial constraints. Through this focused investment, the district ensures equitable outcomes and long-term success for its highest-need students. This action is being provided on an LEA-wide basis because all students can benefit from focused resources that support and boost their achievement.	We will monitor the strength of our community partnerships through our Local Indicators - Parent and Family Engagement. Metrics related to measuring this action: Goal 4 metric #3, #6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	two-way communication:4.7 advisory committees: 4.2 seek input: 4.5 5 is considered Full Implementation and Sustainability Based on the input of parent advisory committees and local indicator data we understand that our English Learners, Foster Youth, and Low-income students require services and programs designed to build school – family relationships and to improve the circumstances of our students so that attendance, academic outcomes, and overall well-being improve. This action is being provided on an LEA-wide basis because all students will benefit from the improvement of school-family relationships. **Scope:** LEA-wide		
4.3	**Action:** Improve home-school communication **Need:** When students do not feel connected at school or have strong adult/student relationships they are more likely to be absent or be suspended. CA School Dashboard Chronic Absenteeism All Students: 32.5 Chronically Absent English Learners: 29.7% Chronically Absent	The Assistant Superintendent of Educational Services will support staff in developing targeted Tier II and Tier III strategies to establish a comprehensive two-way communication system with English Learners, Foster Youth, and Low-Income families. This system will ensure that parents and guardians receive timely and accessible information about programs, resources, and supports designed to meet the academic, social-emotional, and college and career readiness needs of their students.	We monitor the usage of Parent Square through the online application. Metrics related to measuring this action: Goal 4 metric #1, #4, #5, #6, #9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth: 26.8% Chronically Absent Low-income: 33.2% Chronically Absent CA School Dashboard Suspension Rate All Students: 3.3% English Learners:3.2% Foster Youth: 10.1% Low-Income: 3.3% 65% of parents report that they use the Parent Square App. Local Indicator data provides insight into the following areas of need: improve two-way communication For DELAC participants ratings are two-way communication:4.7 5 is considered Full Implementation and Sustainability Based on input from parents, teachers, and principals, we know that our English Learners, Foster Youth, and Low-income students face communication barriers that negatively impact their academic careers. **Scope:** LEA-wide	This action increases and improves services by reducing barriers to family engagement that disproportionately affect unduplicated pupils. English Learner families will have expanded access to translated information and language support, Foster Youth and their caregivers will receive consistent communication about individualized resources and interventions, and Low-Income families will be better connected to district and community supports. By strengthening communication and engagement, the district ensures these students groups are better equipped for success throughout their TK–12 educational journey. This action will be implemented LEA-wide, as effective two-way communication with all families enhances every student's achievement and educational experience.	
4.4	**Action:** Develop a Robust Parent Engagement and Education Program	District social workers, counselors, principals, and teachers will collaborate to develop a year-long scope and sequence for parent engagement and parent/community educational programs. This will	We will monitor this through our Title I LCAP Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: When students do not feel connected at school or have strong adult/student relationships they are more likely to be absent or be suspended. CA School Dashboard Chronic Absenteeism All Students: 32.5 Chronically Absent English Learners: 29.7% Chronically Absent Foster Youth: 26.8% Chronically Absent Low-income: 33.2% Chronically Absent CA School Dashboard Suspension Rate All Students: 3.3% English Learners:3.2% Foster Youth: 10.1% Low-Income: 3.3% Title I LCAP Survey: 2410 parents reported attending Open House 2379 parents reported attending Back to School Night 390 parents reported attending Parent Education Classes 275 parents reported volunteering Promotion of parental involvement in school (CHKS) 2025: All: 54% (7th grade), 52% (9th grade) 2024: All: 54% (7th grade), 54% (9th grade) 2025: English learner: 58% (7th grade), 56% (9th grade)	include Tier II and Tier III strategies that support English Learners, Foster Youth, and Low-Income students and families in understanding and utilizing school and district programs, interventions, and resources to increase student achievement. This action will be implemented LEA-wide because providing the necessary parent education and resources to families will improve the chances of academic success, graduation, and college and career readiness for all students.	Metrics related to measuring this action: Goal 4 Metric #7, #8, #9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024: English learner: 59% (7th grade), 63% (9th grade) Parent Ed level is "less than high graduate" is a proxy for Socioeconomically disadvantaged. 2025: 45% (7th grade), 49% (9th grade) 2024: 55% (7th grade), 56% (9th grade) Based on input from the District and Site LCAP committees, school site meetings, DELAC. and the Title I LCAP survey we learned that we need to increase our parent education and parent resources for our English Learners, Foster Youth, and Low-income families. **Scope:** LEA-wide		
5.1	**Action:** Strengthen Diversity in Staff and Leadership **Need:** When students do not feel connected at school or have strong adult/student relationships they are more likely to be absent or be suspended. CA School Dashboard Chronic Absenteeism All Students: 32.5 Chronically Absent English Learners: 29.7% Chronically Absent Foster Youth: 26.8% Chronically Absent Low-income: 33.2% Chronically Absent CA School Dashboard Suspension Rate All Students: 3.3%	The Assistant Superintendent of Pupil and Personnel Services will employ a multi-pronged approach to attract highly qualified and diverse employees to support Tier II and Tier III academic, social-emotional/behavioral, and college and career readiness programs and initiatives for English Learners, Foster Youth, and Low-Income students. This action will be implemented LEA-wide, as recruiting fully credentialed faculty and appropriately certified staff is a proven strategy for meeting the needs of all students.	We will monitor this action through staffing data. Metrics related to measuring this action: Goal 5 Metric #5, #6, #13, #14, #17, #18, #19, #20, #21, #22, #23, #24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners:3.2% Foster Youth: 10.1% Low-Income: 3.3% Our staffing data indicates we can improve on our diversity to better match our student population. All staff: White 46% Hispanic 40.7% African American: 6.5% Through collaboration with our Educational Partners we learned that our English Learners, Foster Youth, and Low-income students do not always have access to a diverse teachers and support staff. **Scope:** LEA-wide		
5.2	**Action:** Implement Extra-curricular Programs to Promote School Connectedness **Need:** When students do not feel connected at school or have strong adult/student relationships they are more likely to be absent or be suspended. CA School Dashboard Chronic Absenteeism All Students: 32.5 Chronically Absent English Learners: 29.7% Chronically Absent	The Assistant Superintendent of Educational Services, the Assistant Superintendent of Pupil and Personnel Services Resources, and principals will implement Tier II and Tier III strategies to ensure that English Learners, Foster Youth, and Low-Income students have access to enrichment programs outside the instructional day. These programs may include STEAM, music, visual and performing arts, academic support or enrichment, and athletic or intramural sports.	We will monitor this action through our Title I LCAP Survey and the CA Healthy Kids Survey Metrics related to measuring this action: Goal 3 Metric #14, #15, #16, #17, #18, #19, #20, #21, #22, #23

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth: 26.8% Chronically Absent Low-income: 33.2% Chronically Absent CA School Dashboard Suspension Rate All Students: 3.3% English Learners:3.2% Foster Youth: 10.1% Low-Income: 3.3% Title I LCAP Survey 94% of survey participants whose students were involved in extracurricular activities were satisfied. CA Healthy Kids Survey 70% of 5th grade students feel connected to school 48% of 7th grade students feel connected to school 53% of 9th grade students feel connected to school 2024: English Leaner:51% (7th grade), 55% (9th grade) 2025: English Leaner:55% (7th grade), 47% (9th grade) Based on input from our students, parents, teachers, and principals we understand the need to develop a robust program of before-school, afterschool, and Saturday enrichment programs.	This action will be implemented LEA-wide, as all students benefit from access to enrichment opportunities.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
5.3	**Action:** Promote Cultural Proficiency throughout the School Community **Need:** When students do not feel connected at school or have strong adult/student relationships they are more likely to be absent or be suspended. CA School Dashboard Chronic Absenteeism All Students: 32.5 Chronically Absent English Learners: 29.7% Chronically Absent Foster Youth: 26.8% Chronically Absent Low-income: 33.2% Chronically Absent CA School Dashboard Suspension Rate All Students: 3.3% English Learners:3.2% Foster Youth: 10.1% Low-Income: 3.3% Local Indicator data provides insight into the following areas of need: better understand families' strengths, cultures, languages, and goals for children For DELAC participants ratings are family's strengths, cultures, languages:4.8 For all participants	The Director of Climate, Culture, and Equity will plan culturally responsive and trauma-informed Tier II and Tier III practices, strategies, and professional development for teachers, counselors, administrators, and classified staff at school sites to address the academic, social-emotional/behavioral, and college and career readiness needs of English Learners, Foster Youth, and Low-Income students. This action will be implemented LEA-wide, as all students benefit from culturally responsive teaching and trauma-informed practices.	We will monitor this action through Local Indicator Data. Metrics related to measuring this action: Goal 5 Metric #1, #2, #3, #4, #5, #6, #13, #14, #17, #18, #19, #20, #21, #22, #23, #25, #26, #28

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	family's strengths, cultures, languages:3.6 5 is considered Full Implementation and Sustainability Based on feedback from our teachers, principals, and community members, we learned we need to ensure our English Learners, Foster Youth, and Low-income students are provided school environments that are responsive to their unique needs due to environmental or trauma related experiences. **Scope:** LEA-wide		
5.4	**Action:** Fully Implement the District's Equity Action Plan **Need:** CA School Dashboard data demonstrates that our English Learners, Foster Youth, and Low-income students are not meeting standard in ELA or Math: ELA: All Student 9.8 points below standard (PBS) English Learners 63.7 PBS Foster Youth 52.8 PBS Low-income students 31.9 PBS Math: All Students: 81.9 PBS English Learners 105.3 PBS	The Director of Climate, Culture, and Equity will oversee the implementation of the district's Equity Action Plan, ensuring it includes Tier II and Tier III academic, social-emotional/behavioral, and college and career readiness supports for English Learners, Foster Youth, and Low-Income students. This action will be implemented LEA-wide, as all students benefit from an equitable learning environment.	We will monitor academic outcomes through: our district benchmark assessments (iReady), and SBAC scores as reported on the CA School Dashboard Metrics related to measuring this action: Goal 1 Metric #13, #14, #15, #16, #17, #18, #19 Goal 5 Metric #1, #2, #3, #4, #5, #6, #13, #14, #18, #19, #20, #21, #26, #27, #28

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth 118 PBS Low-income students 84.1 PBS During our Equity Advisory Committee meetings, it was clear that we needed to address equity for our English Learners, Foster Youth, and Low-income students. PUSD developed an Equity Action Plan designed to promote an educational environment rooted in diversity, equity, inclusion, and belonging that will support overall well-being and academic outcomes. **Scope:** LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All PUSD schools have a high concentration (above 55 percent) of Foster Youth, English Learners, and Low-Income students. The following staff will be added to increase the number of staff providing direct services at schools, and Action 1.7 (metric #1.23, #1.24, and #1.25) will be utilized to monitor the impact on student learning.

- Additional TK paraprofessional staff will reduce the student-staffing ratio below the California education code ratio of 10:1.
- Teachers will be hired to eliminate combination classes for TK students.
- Substitute teachers will be hired to support collaborative professional learning practices when placed into a TK classroom.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A All PUSD schools have a high concentration (above 55 percent) of Foster Youth, English Learners, and Low-Income students. LEAs that do not have comparison schools such as a single school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55% should indicate N/A.
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A All PUSD schools have a high concentration (above 55 percent) of Foster Youth, English Learners, and Low-Income students. LEAs that do not have comparison schools such as a single school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55% should indicate N/A.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	130,866,618	59,268,338	45.289%	0.000%	45.289%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$155,103,263.00	$10,287,058.00	$0.00	$0.00	$165,390,321.00	$136,320,303.00	$29,070,018.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Strengthen Curriculum and Instructional Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,798,212.00	$5,166,914.00	$3,813,212.00	$5,151,914.00			$8,965,126.00	0
1	1.2	Provide Targeted Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,737,116.00	$29,000.00	$29,000.00	$2,737,116.00			$2,766,116.00	0
1	1.3	Measure and monitor academic progress	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,182,291.00	$514,187.00	$2,404,191.00	$292,287.00			$2,696,478.00	0
1	1.4	Promote college and career readiness at all levels	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,586,412.00	$1,675,300.00	$12,261,712.00				$12,261,712.00	0
1	1.5	Provide academic enrichment opportunities for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,110,830.00	$406,751.00	$8,517,581.00				$8,517,581.00	0
1	1.6	Facilitate 21st century learning strategies and supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,478,407.00	$2,494,000.00	$3,972,407.00				$3,972,407.00	0
1	1.7	Focus on early learning initiatives	Low Income	Yes	School wide	Low Income	Specific Schools: All Elementary Schools Transitional Kindergarten	Ongoing	$3,276,216.00	$95,000.00	$3,371,216.00				$3,371,216.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Improve English Learner outcomes	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$1,593,797.00	$112,100.00	$1,705,897.00				$1,705,897.00	0
1	1.9	Promote personalized learning and differentiated instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$7,698,973.00	$26,500.00	$7,725,473.00				$7,725,473.00	0
1	1.10	Implementation of Academic Standards	All	No			All Schools	Ongoing	$0.00	$1,407,500.00	$1,407,500.00				$1,407,500.00	0
2	2.1	Identify and Implement Leadership Development Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$95,650.00	$95,650.00				$95,650.00	0
2	2.2	Design and Implement Holistic Training Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$171,893.00	$171,893.00				$171,893.00	0
2	2.3	Utilize a Distributed Leadership Model	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$252,000.00	$2,000.00	$250,000.00			$252,000.00	0
3	3.1	Enhance Physical Safety and Well-being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,765,015.00	$479,675.00	$5,244,690.00				$5,244,690.00	0
3	3.2	Promote Social-Emotional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,447,052.00	$600.00	$4,679,232.00	$1,768,420.00			$6,447,652.00	0
3	3.3	Implement Comprehensive Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,330,290.00	$26,000.00	$1,356,290.00				$1,356,290.00	0
3	3.4	Improve Attendance and Reduce Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,246,423.00	$1,963,500.00	$3,209,923.00				$3,209,923.00	0
3	3.5	IEP Implementation	Students with Disabilities	No			All Schools	Ongoing	$30,868,975.00	$10,651,345.00	$41,520,320.00				$41,520,320.00	0
3	3.6	Repair and Maintenance Program	All	No			All Schools	Ongoing	$4,016,755.00	$2,678,714.00	$6,695,469.00				$6,695,469.00	0
4	4.1	Develop a Comprehensive	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$527,936.00	$60,000.00	$587,936.00				$587,936.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Communication and Marketing Strategy	Low Income			Low Income										
4	4.2	Strengthen Community Partnerships and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$483,248.00	$6,000.00	$489,248.00				$489,248.00	0
4	4.3	Improve home-school communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$126,000.00	$126,000.00				$126,000.00	0
4	4.4	Develop a Robust Parent Engagement and Education Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$88,500.00	$88,500.00				$88,500.00	0
5	5.1	Strengthen Diversity in Staff and Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$28,500.00	$28,500.00				$28,500.00	0
5	5.2	Implement Extra-curricular Programs to Promote School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$489,500.00	$489,500.00				$489,500.00	0
5	5.3	Promote Cultural Proficiency throughout the School Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	0
5	5.4	Fully Implement the District's Equity Action Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	0
5	5.5	Qualified and appropriately assigned teachers	All	No			All Schools	Ongoing	$45,099,923.00	$0.00	$45,099,923.00				$45,099,923.00	0
6	6.1	Chronic absenteeism at Buena Vista High School	All	No			Specific Schools: Buena Vista High School	Ongoing	$72,432.00	$4,889.00		$77,321.00			$77,321.00	0
6	6.2	Provide Enrichment and Social Emotional Learning Opportunities.	All	No			Specific Schools: Paramount Community Day School	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
130,866,618	59,268,338	45.289%	0.000%	45.289%	$60,380,051.00	0.000%	46.139 %	**Total:**	$60,380,051.00
								LEA-wide Total:	$57,008,835.00
								Limited Total:	$0.00
								Schoolwide Total:	$3,371,216.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Strengthen Curriculum and Instructional Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,813,212.00	0
1	**1.2**	Provide Targeted Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,000.00	0
1	**1.3**	Measure and monitor academic progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,404,191.00	0
1	**1.4**	Promote college and career readiness at all levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,261,712.00	0
1	**1.5**	Provide academic enrichment opportunities for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,517,581.00	0
1	**1.6**	Facilitate 21st century learning strategies and supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,972,407.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Focus on early learning initiatives	Yes	Schoolwide	Low Income	Specific Schools: All Elementary Schools Transitional Kindergarten	$3,371,216.00	0
1	1.8	Improve English Learner outcomes	Yes	LEA-wide	English Learners	All Schools	$1,705,897.00	0
1	1.9	Promote personalized learning and differentiated instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,725,473.00	0
2	2.1	Identify and Implement Leadership Development Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,650.00	0
2	2.2	Design and Implement Holistic Training Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$171,893.00	0
2	2.3	Utilize a Distributed Leadership Model	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	0
3	3.1	Enhance Physical Safety and Well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,244,690.00	0
3	3.2	Promote Social-Emotional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,679,232.00	0
3	3.3	Implement Comprehensive Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,356,290.00	0
3	3.4	Improve Attendance and Reduce Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,209,923.00	0
4	4.1	Develop a Comprehensive Communication and Marketing Strategy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$587,936.00	0
4	4.2	Strengthen Community Partnerships and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$489,248.00	0
4	4.3	Improve home-school communication	Yes	LEA-wide	English Learners Foster Youth	All Schools	$126,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
4	**4.4**	Develop a Robust Parent Engagement and Education Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,500.00	0
5	**5.1**	Strengthen Diversity in Staff and Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,500.00	0
5	**5.2**	Implement Extra-curricular Programs to Promote School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$489,500.00	0
5	**5.3**	Promote Cultural Proficiency throughout the School Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	0
5	**5.4**	Fully Implement the District's Equity Action Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$164,784,928.00	$160,799,760.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Strengthen Curriculum and Instructional Practices	Yes	$3,347,345.00	3,010,187
1	**1.2**	Provide Targeted Student Support	Yes	$3,137,502.00	2,963,878
1	**1.3**	Measure and monitor academic progress	Yes	$2,206,350.00	2,788,608
1	**1.4**	Promote college and career readiness at all levels	Yes	$7,177,084.00	6,884,301
1	**1.5**	Provide academic enrichment opportunities for students	Yes	$4,207,974.00	4,468,775
1	**1.6**	Facilitate 21st century learning strategies and supports	Yes	$4,155,744.00	4,428,313
1	**1.7**	Focus on early learning initiatives	Yes	$2,794,503.00	3,326,400
1	**1.8**	Improve English Learner outcomes	Yes	$1,312,960.00	2,219,091
1	**1.9**	Promote personalized learning and differentiated instruction	Yes	$14,257,405.00	14,124,428
1	**1.10**	Implementation of Academic Standards	No	$1,447,750.00	1,657,957
2	**2.1**	Identify and Implement Leadership Development Programs	Yes	$211,997.00	225,821

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Design and Implement Holistic Training Programs	Yes	$4,630,677.00	4,197,124
2	2.3	Utilize a Distributed Leadership Model	Yes	$80,770.00	512,138
3	3.1	Enhance Physical Safety and Well-being	Yes	$6,332,234.00	6,386,127
3	3.2	Promote Social-Emotional Development	Yes	$4,544,828.00	4,607,616
3	3.3	Implement Comprehensive Mental Health Support	Yes	$836,802.00	1,410,427
3	3.4	Improve Attendance and Reduce Chronic Absenteeism	Yes	$2,996,881.00	3,133,302
3	3.5	IEP Implementation	No	$35,220,592.00	35,426,319
3	3.6	Repair and Maintenance Program	No	$8,204,801.00	7,200,596
4	4.1	Develop a Comprehensive Communication and Marketing Strategy	Yes	$643,702.00	679,445
4	4.2	Strengthen Community Partnerships and Resources	Yes	$487,217.00	495,724
4	4.3	Improve home-school communication	Yes	$143,400.00	136,764
4	4.4	Develop a Robust Parent Engagement and Education Program	Yes	$26,234.00	102,052
5	5.1	Strengthen Diversity in Staff and Leadership	Yes	$42,200.00	51,722

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.2**	Implement Extra-curricular Programs to Promote School Connectedness	Yes	$686,194.00	761,891
5	**5.3**	Promote Cultural Proficiency throughout the School Community	Yes	$20,000.00	20,000
5	**5.4**	Fully Implement the District's Equity Action Plan	Yes	$20,000.00	20,000
5	**5.5**	Qualified and appropriately assigned teachers	No	$55,537,154.00	49,488,025
6	**6.1**	Chronic absenteeism at Paramount Community Day School	No	$64,628.00	72,729
6	**6.2**	Provide Enrichment and Social Emotional Learning Opportunities.	No	$10,000.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
59,071,053	$59,154,313.00	$61,217,033.00	($2,062,720.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Strengthen Curriculum and Instructional Practices	Yes	$3,347,345.00	3,010,187	0	0
1	1.2	Provide Targeted Student Support	Yes	$503,842.00	242,258	0	0
1	1.3	Measure and monitor academic progress	Yes	$2,206,350.00	2,496,321	0	0
1	1.4	Promote college and career readiness at all levels	Yes	$7,177,084.00	6,884,301	0	0
1	1.5	Provide academic enrichment opportunities for students	Yes	$4,207,974.00	4,404,024	0	0
1	1.6	Facilitate 21st century learning strategies and supports	Yes	$4,155,744.00	4,428,313	0	0
1	1.7	Focus on early learning initiatives	Yes	$2,794,503.00	3,326,400	0	0
1	1.8	Improve English Learner outcomes	Yes	$1,312,960.00	2,219,091	0	0
1	1.9	Promote personalized learning and differentiated instruction	Yes	$14,257,405.00	14,124,428	0	0
2	2.1	Identify and Implement Leadership Development Programs	Yes	$211,997.00	225,821	0	0
2	2.2	Design and Implement Holistic Training Programs	Yes	$2,178,647.00	2,003,539	0	0
2	2.3	Utilize a Distributed Leadership Model	Yes	$80,770.00	107,280	0	0
3	3.1	Enhance Physical Safety and Well-being	Yes	$6,332,234.00	6,386,127	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Promote Social-Emotional Development	Yes	$4,544,828.00	4,607,616	0	0
3	3.3	Implement Comprehensive Mental Health Support	Yes	$776,802.00	1,350,427	0	0
3	3.4	Improve Attendance and Reduce Chronic Absenteeism	Yes	$2,996,881.00	3,133,302	0	0
4	4.1	Develop a Comprehensive Communication and Marketing Strategy	Yes	$643,702.00	679,445	0	0
4	4.2	Strengthen Community Partnerships and Resources	Yes	$487,217.00	495,724	0	0
4	4.3	Improve home-school communication	Yes	$143,400.00	136,764	0	0
4	4.4	Develop a Robust Parent Engagement and Education Program	Yes	$26,234.00	102,052	0	0
5	5.1	Strengthen Diversity in Staff and Leadership	Yes	$42,200.00	51,722	0	0
5	5.2	Implement Extra-curricular Programs to Promote School Connectedness	Yes	$686,194.00	761,891	0	0
5	5.3	Promote Cultural Proficiency throughout the School Community	Yes	$20,000.00	20,000	0	0
5	5.4	Fully Implement the District's Equity Action Plan	Yes	$20,000.00	20,000	0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
130,806,165	59,071,053	0	45.159%	$61,217,033.00	0.000%	46.800%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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