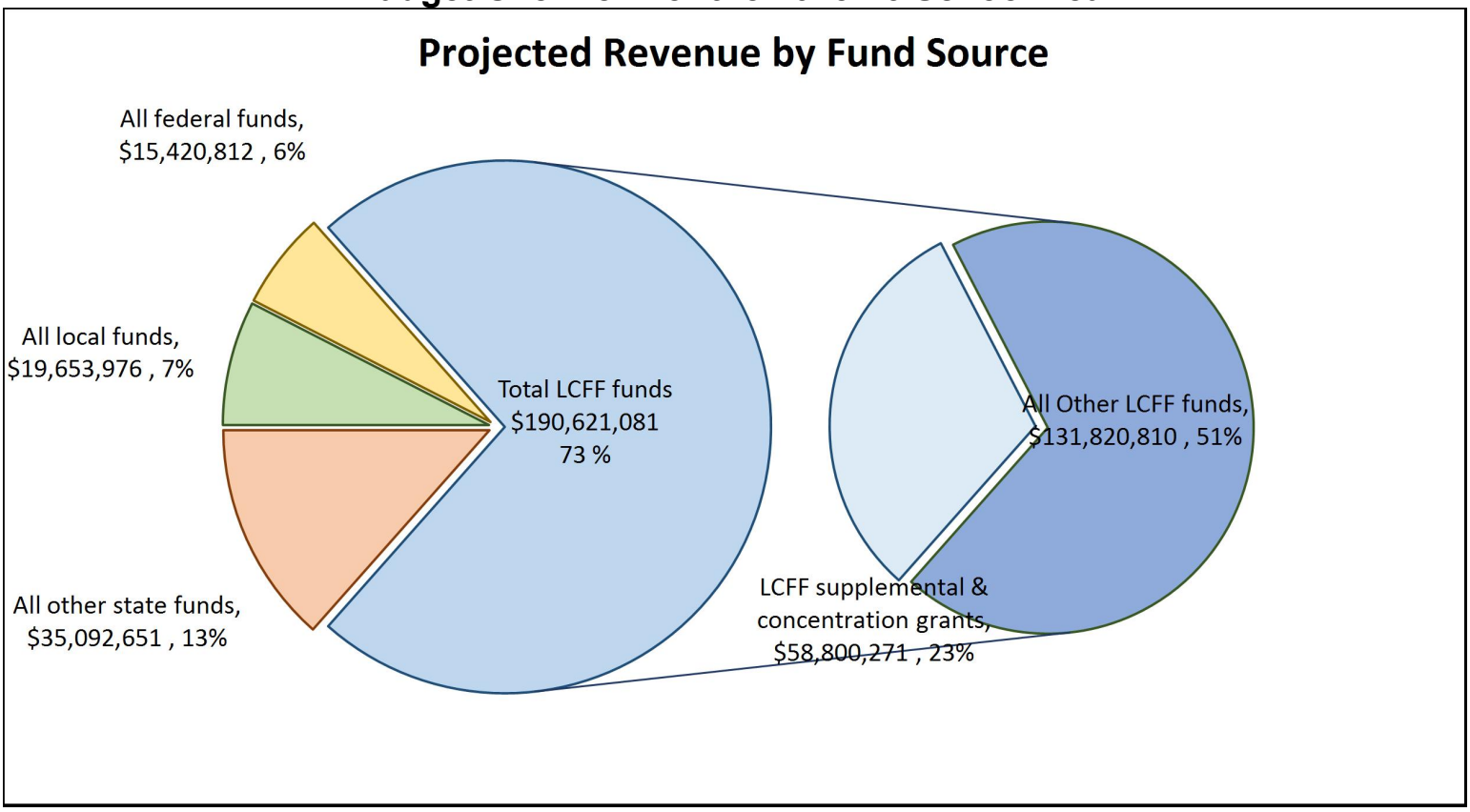
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Paramount Unified School District
CDS Code: 19 64873 0000000
School Year: 2025-26
LEA contact information:
William Nelson
Assistant Superintendent, Educational Services
wnelson@paramount.k12.ca.us
(562) 602-6017

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 2025-26 School Year

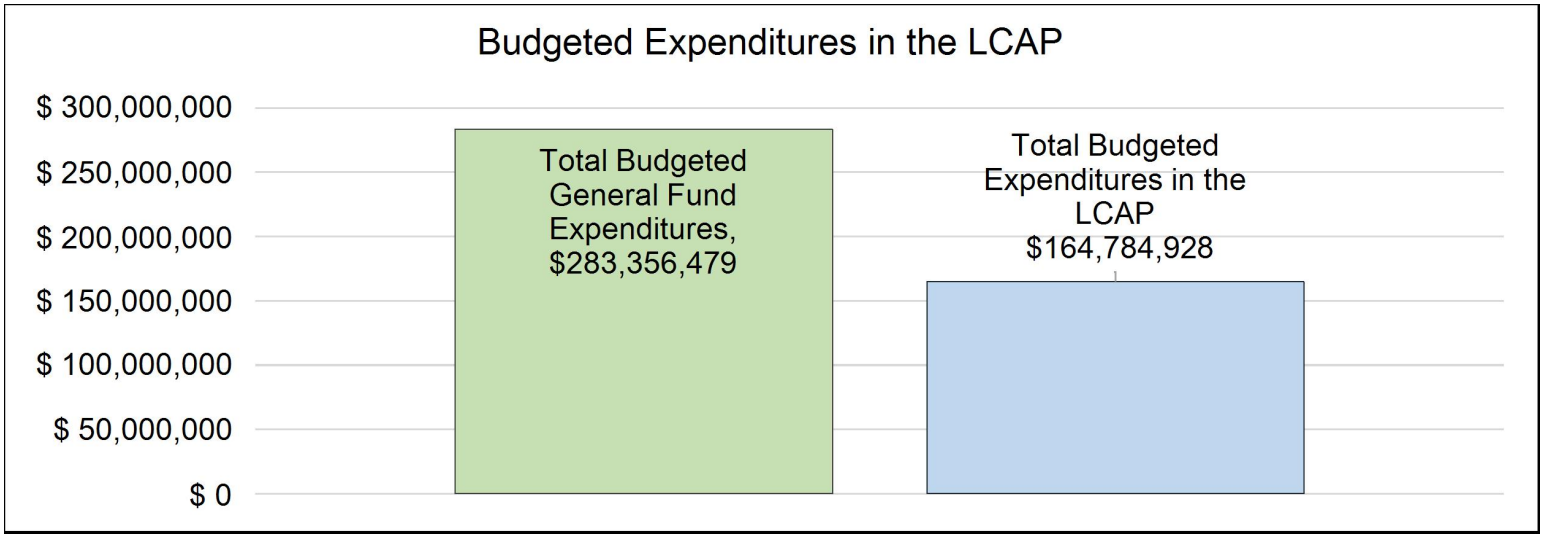


This chart shows the total general purpose revenue Paramount Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Paramount Unified School District is $260,788,520, of which $190,621,081 is Local Control Funding Formula (LCFF), $35,092,651 is other state funds, $19,653,976 is local funds, and $15,420,812 is federal funds. Of the $190,621,081 in LCFF Funds, $58,800,271 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 2025-26. 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 $283,356,479 for the 2025-26 school year. Of that amount, $164,784,928 is tied to actions/services in the LCAP and $118,571,551 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

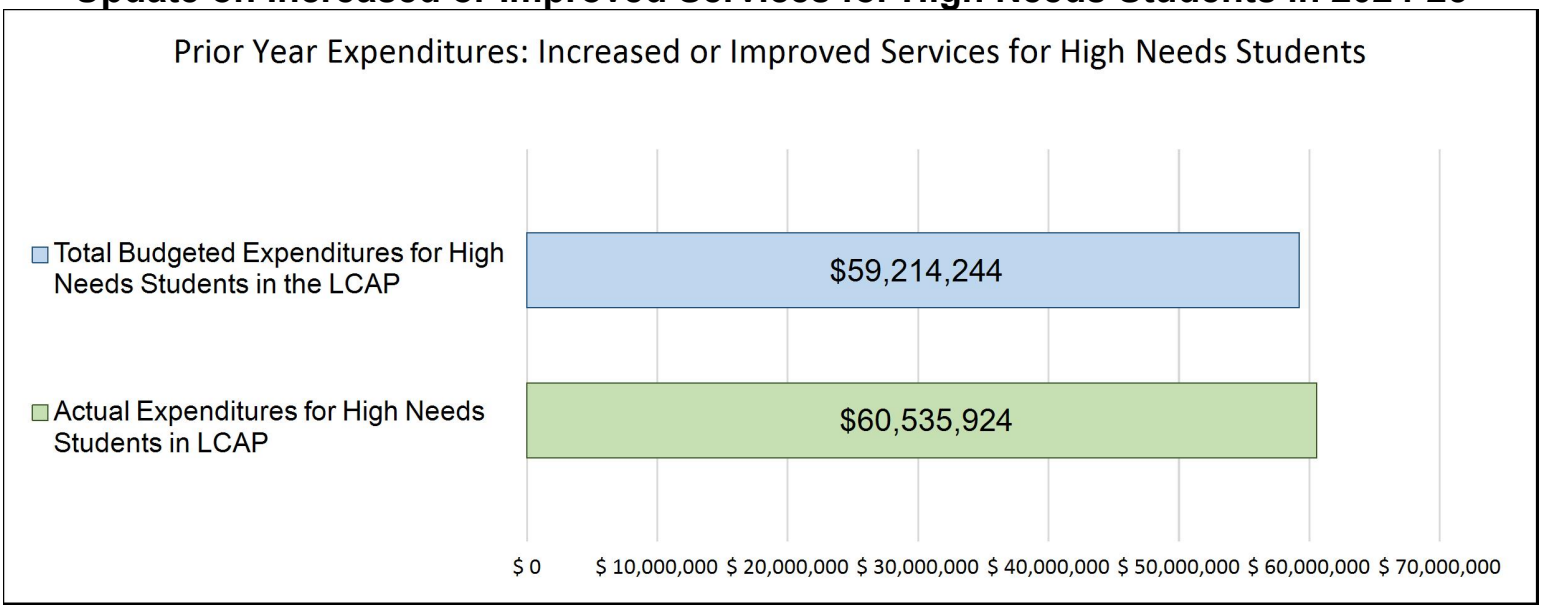
These funds will be used to support the district's basic educational needs, which include salaries for staff who maintain the infrastructure and daily operations of the schools, and essential instructional materials such as textbooks. Additionally, this portion of the budget will cover expenses related to Special Education services, the Expanded Learning Opportunities Program (ELOP), and various programs funded through federal, state, and local grants. Title I services, which are designed to support students in meeting academic standards, are also funded outside of the LCAP and are detailed in each school's School Plan for Student Achievement (SPSA). All of these funds will be allocated and used in accordance with the specific guidelines and requirements associated with each funding source.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Paramount Unified School District is projecting it will receive $58,800,271 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 $59,154,313 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 2024-25



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 2024-25, Paramount Unified School District's LCAP budgeted $59,214,244 for planned actions to increase or improve services for high needs students. Paramount Unified School District actually spent $60,535,924 for actions to increase or improve services for high needs students in 2024-25.

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	William Nelson Assistant Superintendent, Educational Services	WNelson@paramount.k12.ca.us (562) 602-6017

Plan Summary [2025-26]

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 12,042 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. Paramount USD also operates a community day school and a virtual academy to meet the unique educational needs of its students.

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

- 94.5% Socioeconomically Disadvantaged
- 20.8% English Learners
- 14% Students with Disabilities
- 0.7% Foster Youth
- 88.3% Hispanic
- 7.7% African American
- 0.1% American Indian
- 0.9% Asian
- 0.4% Filipino
- 1% 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 supports, 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 2025–2026 school year, three district schools are identified as Equity Multiplier schools: Buena Vista Continuation High School, Paramount Community Day School, and Paramount Virtual Academy. While Paramount Virtual Academy did not have any enrolled students in the previous year, Buena Vista and Paramount Community Day School are actively receiving additional state-funded resources aimed at improving student outcomes. Notably, Paramount Community Day School will no longer accept students for the 2025–2026 school year, with its programs and supports transitioning to Buena Vista Continuation High School. This strategic consolidation ensures that students continue to receive the enhanced services and educational opportunities provided through Equity Multiplier funding.

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.

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

2024 Annual Performance

Successes

The following areas of improvement are successes as indicated by the 2024 California School Dashboard
- Graduation Rate has increased to 91.1% and is now at a high level (green)
- The return of the College/Career indicator is at a high level (green), an improvement from the 2023 school year (CCR baseline)
- Mathematics scores have maintained the status of medium (yellow) from 2023 to 2024
- Chronic Absenteeism measure has decreased from 2023 (32.5%) to 2024 (23.3%)
- Suspension rate improved in 2024 to 2.9% from 3.3% in 2023
- Buena Vista High School and Gaines Elementary School have exited Additional Targeted Support and Improvement (ATSI) status

Student Groups in the high level (green or blue) on the 2024 California School Dashboard - District Level
- Suspension Rate: Hispanic, Homeless, Socioeconomically Disadvantaged, Student with Disabilities, Asin, Filipino, and Pacific Islander student groups

- English Language Arts: Asian student group
- Mathematics: Asian student group
- Graduation: African American, English Learners, Hispanic, Homeless, Long-Term English Learners, and Socioeconomically Disadvantaged student groups
- College/Career Readiness: Hispanic, Homeless, and Socioeconomically Disadvantaged student groups

Student Groups in the high level (green or blue) on the 2024 California School Dashboard - School Level
Lincoln Elementary School:
- Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups for the Suspension Rate Indicator

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

Frank J. Zamboni Middle School
- Socioeconomically Disadvantaged and Students with Disabilities: Suspension Rate Indicator

Harry Wirtz Elementary
- English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities: Suspension Rate Indicator

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

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

Jefferson Elementary
- English Learners and Students with Disabilities: Suspension Rate Indicator

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

Major Lynn Mokler Elementary
- English Learners and Homeless: Suspension Rate Indicator

Mark Keppel
- English Learners: Suspension Rate Indicator

Odyssey STEM Academy High School
- Hispanic and Socioeconomically Disadvantaged: English Language Arts, Mathematics, Graduation Rate, and Suspension Rate Indicators

Paramount High School
- African American, Hispanic, Homeless, and Socioeconomically Disadvantaged: Graduation Rate, College and Career Readiness Indicator

-Asian: Suspension Rate

Paramount Park Middle School
- English Learners and Long-Term English Learners: English Learner Progress and Suspension Rate Indicators

-Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities: Suspension Rate Indicator

Challenges

The following areas of improvement are successes as indicated by the 2024 California School Dashboard
- Chronic Absenteeism has declined but remains at the medium (yellow) level
- English Learner Progress declined to 42.9% in 2024 from 53.7% in 2023
- Frank J. Zamboni Middle School is identified as Targeted Support and Improvement (TSI) for the student groups of English Learners and African Americans
- Paramount Park Middle School is identified as an Additional Targeted Support and Improvement (ATSI) school for the student group of African Americans

Student Groups in the lowest level (red) on the 2024 California School Dashboard - District Level
- Chronic Absenteeism: Foster Youth student group
- English Language Arts: Homeless, Long-Term English Learners, and Students with Disabilities student groups
- Mathematics: Homeless, Long-Term English Learners, and White student groups
- English Learner Progress Indicator: English Learners and Long-Term English Learners student groups

The following schools received the lowest performance level on one or more state indicators on the 2024 Dashboard
- Alondra Middle School: Chronic Absenteeism Indicator
- Buena Vista High School: Graduation Rate, College/Career, and English Learner Progress indicator
- Captain Raymond Collins Elementary: English Learner Progress Indicator
- Frank J. Zamboni Middle School: English Learner Progress Indicator
- Hollydale K-8 School: English Learner Progress Indicator
- Leona Jackson Middle School: Mathematics Indicator
- Los Cerritos Elementary School: English Learner Progress Indicator
- Paramount High School: Mathematics Indicator
- Paramount Unified Community Day School: Suspension Rate Indicator

- Roosevelt Elementary School: English Learner Progress Indicator

The following student groups within a school received the lowest performance level (red) on one or more state indicators on the 2024 Dashboard.

Abraham Lincoln Elementary School
- Students with Disabilities: English Language Arts Indicator

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

Buena Vista High School
- Hispanic and Socioeconomically Disadvantaged: Graduation rate and College/Career Readiness Indicators
- English Learners and Long-Term English Learners: English Learner Progress and College/Career Readiness Indicators

Captain Raymond Collins Elementary
- English Learners: English Language Arts and English Learner Progress Indicator
- African American: Suspension Rate Indicator
- Student with Disabilities: English Language Arts and Mathematics Indicator

Frank J. Zamboni Middle School
- African American: Suspension Rate indicator
- English Learners: Mathematics and Chronic Absenteeism Indicators
- Long-Term English Learners: English Language Arts and Mathematics Indicators
- Students with Disabilities: Mathematics Indicator

Hollydale
- English Learners: Chronic Absenteeism Indicator
- Student with Disabilities: English Language Arts Indicator

Leona Jackson Middle School
- English Learners and Socioeconomically Disadvantaged: Mathematics Indicator
- Long-Term English Learners and Students with Disabilities: English Language Arts and Mathematics Indicators

Los Cerritos Elementary School
- Students with Disabilities: English Language Arts Indicator

Major Lynn Mokler Elementary School
- English Learners:

- Students with Disabilities: English Language Arts and Mathematics Indicators

Paramount High School
- African American: English Language Arts, Mathematics
- English Learners and Long-Term English Learners: English Language Arts, Mathematics, and English Learner Progress Indicators
- Socioeconomically Disadvantaged and Hispanic: Mathematics Indicator
- Students with Disabilities: English Language Arts Indicator

Paramount Park Middle School
- African American: Suspension Rate Indicator
- Long-Term English Learners and Students with Disabilities: English Language Arts and Mathematics Indicators

Theodore Roosevelt Elementary School
- English Learners: English Learner Progress and Suspension Rate Indicators
- Students with Disabilities: English Language Arts and Mathematics indicators

Wesley Gaines Elementary School
- English Learners: English Learner Progress Indicator
- Students with Disabilities: English Language Arts and Mathematics Indicator

The Learning Recovery Emergency Block Grant (LREBG) will carry unexpended funds into the 2025–2026 school year to continue addressing areas of need identified in the 2024 Dashboard and district needs assessment. Despite progress, Foster Youth, English Learners, and Low-Income students continue to underperform in English Language Arts, mathematics, and college/career readiness, while chronic absenteeism and suspensions remain persistent challenges. To address these gaps, LREBG funds will support Goal 1, Action 2 through targeted academic interventions, expanded professional development to strengthen Tier II and Tier III instruction, and the development of advanced course pathways to ensure equitable access and success. During 2024–2025, the district introduced instructional coaches for grades K–8 to enhance classroom instruction and foster collaboration among teacher teams in analyzing student achievement data; this initiative will expand to grades 9–12 in 2025–2026. In addition, two negotiated professional development days—one in the fall and one in the spring—provide critical opportunities for certificated and classified staff to engage in professional learning that supports student achievement and addresses academic gaps.

LREBG funds will also support Goal 2, Action 2, which implements a districtwide Multi-Tiered System of Supports (MTSS) to integrate academic, social-emotional, and behavioral supports. As part of this work, Instructional Leadership Teams (ILTs) have been established at each school site, composed of teachers, counselors, 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.

Additionally, Goal 3, Action 3 will utilize LREBG resources to expand staff training in social-emotional learning, behavioral supports, and attendance interventions, equipping educators with strategies to respond effectively to student needs. 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. By expanding instructional coaching, strengthening Tier II and Tier III instruction through ILTs and academic coaching, implementing MTSS with fidelity, and building staff capacity to support student well-being, the district will continue advancing equitable outcomes for all students.

Reflections: Technical Assistance

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

Not Applicable

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. The LCAC includes a cross-section of educational partners such as the Superintendent, Assistant Superintendents, Board members, students, Directors from Educational Services, Business Services, and Pupil Personnel, as

Educational Partner(s)	Process for Engagement
	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 February 26, March 19, April 23, and June 2, 2025. 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 January and May 2025, 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 District Principal Meetings, where LCAP goals, actions, and related activities were regularly integrated into the agenda. These meetings provided

Educational Partner(s)	Process for Engagement
	additional opportunities for principals to offer feedback and evaluate the alignment of district and site-level priorities. Specific meetings on September 11, 2024, and March 19, 2025, focused explicitly on the LCAP-SPSA alignment. Additionally, the district hosted targeted workshops to support principals in aligning their SPSAs to the LCAP each semester. Workshops held on September 29, October 2, and October 17, 2024 (Semester 1), and February 24, March 24, and April 21, 2025 (Semester 2), provided structured time for reflection, planning, and feedback. These sessions ensured ongoing principal involvement in shaping and refining school, and district plans to support student success.
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 and

Educational Partner(s)	Process for Engagement
	Assistant Principal Meetings, 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. Notably, meetings held on September 11, 2024, and March 19, 2025, focused specifically on integrating the SPSA with LCAP objectives.
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 Personnel 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 February 26, 2025, March 19, 2025, April 23, 2025, and June 2, 2025. 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

Educational Partner(s)	Process for Engagement
	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 February 26, 2025, March 19, 2025, April 23, 2025, and June 2, 2025. 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 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

Educational Partner(s)	Process for Engagement
	performance data; and recommending strategies to strengthen educational partner engagement. LCAC meetings were held on February 26, 2025, March 19, 2025, April 23, 2025, and June 2, 2025. 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 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.
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 2024–2025 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

Educational Partner(s)	Process for Engagement
	engagement across all educational partners groups. LCAC meetings were held on February 26, 2025, March 19, 2025, April 23, 2025, and June 2, 2025. 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 stakeholder 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 2024–25, LCAC meetings were held on February 26, March 19, April 23, and June 2, 2025. Educational partners at Buena Vista High School and Paramount Community Day School (Paramount Virtual Academy did not have any students for the 2024-25 school year), 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 Equity Multiplier sites 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, and community members played a critical role in shaping the refinement of goals and actions for the 2025–2026 school year.

Parents and staff strongly valued the alignment between the newly adopted LCAP goals and the Paramount USD Strategic Plan. 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.

Three district schools are designated as Equity Multiplier schools: Buena Vista Continuation High School, Paramount Community Day School, and Paramount Virtual Academy. Although Paramount Virtual Academy had no enrolled students or parents involved during the 2024-2025 school year, feedback from Buena Vista and Paramount Community Day School supported the ongoing effort to improve attendance at Equity Multiplier schools. Paramount Community Day School will no longer have students enrolled for the 2025–2026 year, as its programs and supports will transition to Buena Vista Continuation High School. This strategic consolidation ensures students continue to benefit from the enhanced services and educational opportunities funded by the Equity Multiplier, while also maintaining parent engagement at the school.

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.

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)		94% Green English Learner: 90% Foster Youth: ** Socioeconomically Disadvantaged: 94%	0.9% English Learner: Increased 4.6% Foster Youth: ** Socioeconomically Disadvantaged: Increased 1.1%
1.2	Middle School Adjusted Drop-Outs (CALPADS 1.24)	13 Fall 2023 Snapshot	10 Fall 2024 Snapshot		10	-3
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		4% English Learner: 6% Foster Youth: ** Socioeconomically Disadvantaged: 4%	1.3% English Learner: 1.7% Foster Youth: ** Socioeconomically Disadvantaged: 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% School Year 2022-2023	All seniors: 48.5% English Learner: 28.0% Foster Youth: ** Low income: 48.4% School Year 2023-2024		All seniors: 70% English Learner: 60% Foster Youth: 60% Low income : 70%	All seniors: 2.9% English Learner: 6.1% Foster Youth: ** Low income: 3.2%
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		200 English Learner: 50 Foster Youth: ** Socioeconomically Disadvantaged: 200	31 English Learner: 12 Foster Youth: ** Socioeconomically Disadvantaged: 32
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		45%	7%
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 Low income: 45.95% School Year 2022-2023	All Students: 45.76% English Learners: 6.87% Foster Youth: N/A Low income: 44.80% School Year 2023-2024		All Students: 65% English Learners: 40% Foster Youth: N/A Low income: 65%	All Students: -0.8% English Learners: 1.31% Foster Youth: N/A Low income: -1.15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Math EAP percent of College Ready/Conditionally (Grade 11 SBA, DataQuest)	All Students: 11.77% English Learners: 1.68% Foster Youth: N/A Low income: 11.35% School Year 2022-2023	All Students: 14.26% English Learners: 2.07% Foster Youth: N/A Low income: 13.61% School Year 2023-2024		All Students: 40% English Learners: 30%% Foster Youth: N/A Low income: 40%	All Students: 2.49% English Learners: 0.39% Foster Youth: N/A Low income: 2.25%
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% English Learner:30% prepared Foster Youth: 30% prepared Socioeconomically Disadvantaged: 55% prepared	5.4% English Learner: Increased 4.3% Foster Youth: ** Socioeconomically Disadvantaged: Increased 5.6%
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	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		15%	-4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)		58%	10.8%
1.13	CAASPP ELA Percent Met or Exceeded (All grades all students,Dataquest)	All: 39.19% English Learner: 11.56% Foster Youth: 25.00% Socioeconomically Disadvantaged: 38.38% School Year 2022-2023	All: 40.04% English Learner: 11.47% Foster Youth: 22.86% Socioeconomically Disadvantaged: 39.41% School Year 2023-2024		All: 45% English Learner: 18% Foster Youth: 31% Socioeconomically Disadvantaged: 49%	All: 0.85% English Learner: -.09% Foster Youth: -2.14% Socioeconomically Disadvantaged: 1.03%
1.14	CAASPP Math Percent Met or Exceeded (All grades all students, DataQuest)	All: 21.58% English Learner: 8.17% Foster Youth: 2.78% Socioeconomically Disadvantaged: 20.74% School Year 2022-2023	All: 22.47% English Learner:9.05% Foster Youth: 17.14% Socioeconomically Disadvantaged: 21.86% School Year 2023-2024		All: 30% English Learner: 20% Foster Youth: 13% Socioeconomically Disadvantaged: 34%	All: 0.89% English Learner: .88% Foster Youth: 14.36% Socioeconomically Disadvantaged: 1.12%
1.15	California Science Test (CAST) Percent Met or Exceeded (DataQuest)	All: 17.61% English Learner: 2.32% Foster Youth: 8.77% Socioeconomically Disadvantaged: 19.32% School Year 2022-2023	All: 19.16% English Learner: 2.36% Foster Youth: 9.62%		All: 30% English Learner:12% Foster Youth: 20% Socioeconomically Disadvantaged: 30%	All: 1.55% English Learner:0.04% Foster Youth: 0.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 20.73% School Year 2023-2024			Socioeconomically Disadvantaged:1.41%
1.16	ELA Academic Indicator (California School Dashboard)	29.8 points below standard Maintained 0.4 Points Low Status (Orange) 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)	29.3 points below standard Maintained 0.6 Points 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)		Green English Learner: Yellow Foster Youth: Yellow Socioeconomically Disadvantaged: Green	.5 points English Learner:1.9 Points Foster Youth: Declined 11.5 Points Socioeconomically Disadvantaged: Maintained 0.8 Points
1.17	Math Academic Indicator (California School Dashboard)	81.9 points below standard Increased 6.4 Points Medium Status (Yellow)	78.3 points below standard Increased 3.6 Points Medium Status (Yellow)		Green English Learner: Yellow Foster Youth: Yellow	3.6 points English Learner: Increased 4.5 Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	English Learner: 100.8 points below standard Foster Youth: 102.4 points below standard Socioeconomically Disadvantaged: 80.7 points below standard School Year 2023-24 (CA School Dashboard Fall 2024)		Socioeconomically Disadvantaged: Green	Foster Youth: Increased 15.6 Points Socioeconomically Disadvantaged: Increased 3.4 Points
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		55% English Learner: 55% Foster Youth: 55% Socioeconomically Disadvantaged: 55%	All: 4% English Learner: 2% Foster Youth: 36% Socioeconomically Disadvantaged: 3%
1.19	i-Ready Percent meeting typical growth in Math	All: 44% English Learner: 41% Foster Youth: 42% Socioeconomically Disadvantaged: 43%	All: 46% English Learner: 46% Foster Youth: 47%		All: 50% English Learner: 50% Foster Youth: 50%	All: 3% English Learner: 5% Foster Youth: 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Spring Diagnostic n = 7222 School Year 2023-2024	Socioeconomically Disadvantaged: 46% Spring Diagnostic n = 7080 School Year 2024-2025		Socioeconomically Disadvantaged: 50%	Socioeconomically Disadvantaged: 3%
1.20	Title I/LCAP Parent Survey	Survey 97% agree that their child benefits from arts and music programming.	Survey 94% agree that their child benefits from arts and music programming.		100%	-3%
1.21	LCAP Staff/Teacher Survey	91% of teachers indicate that their students benefit from access to technology	89% of teachers indicate that their students benefit from access to technology		100%	-2%
1.22	iReady Beginning of Year Diagnostic - Reading Kindergarten	15% of all kindergartens enter school at grade level 6% of all kindergartens English Learners enter school at grade level School Year 2023-2024	14% of all kindergartens enter school at grade level 10% of all kindergartens English Learners School Year 2024-2025		All: 60% English Learners: 50%	All:-1% English Learners: 4%
1.23	iReady Beginning of Year Diagnostic - Math Kindergarten	9% of all kindergartens enter school at grade level	6% of all kindergartens		All: 50% English Learners: 40%	All: -3% English Learners: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6% of all kindergartens English Learners enter school at grade level School Year 2023-2024	enter school at grade level 5% of all kindergartens English Learners enter school at grade level School Year 2024-2025			
1.24	Desired Results Developmental Profile (DRDP) - TK Language and Literacy Domain (LLD) 2nd Assessment	Building Earlier	Building Middle LLD1 to LLD 4 Median 2nd Assessment TK General Ed		Building Later	Building Earlier to Building Middle
1.25	Desired Results Developmental Profile (DRDP) - TK Cognition, Including Math and Science 2nd Assessment	Exploring Later	Building Middle COG2-3, 4 Average Median 2nd Assessment TK General Ed		Building Later	Exploring Later to Building Middle
1.26	Teacher Connectedness LCAP Teacher Survey	School Climate: 48% favorable	School Climate: 48% favorable - Baseline		60% favorable	N/A

Goal Analysis [2024-25]

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 1 has been fully executed 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:
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 achieved notable successes in implementing this goal. A robust professional development calendar was developed, aligning with LCAP goals and supported through both LCAP and supplemental funding sources. Key initiatives included:

- Continued development of the Multi-Tiered System of Supports (MTSS) to address academic, behavioral, and social-emotional needs. Actions 1.1, 1.2, 1.3, 1.4, 1.5, and 1.8.
- Launch of a K–12 ELA curriculum pilot and accompanying professional development in preparation for a 2025–26 adoption, including ELD and early literacy tools. Actions 1.1, 1.2, and 1.8
- Formation of Instructional Learning Teams (ILTs) at every school to strengthen Tier I instruction and promote collaboration. Actions 1.1 and 1.2
- Two districtwide professional development days (October 2024 and March 2025) for both certificated and classified staff. Actions 1.1, 1.6, 1.8, and 1.9
- Ongoing support and training for Special Education staff, enhancing inclusive practices. Actions 1.1, 1.2, 1.8, and 1.9
- Reinstatement of Academic Coaches to support in-class instruction and collaborative teaching. Actions 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, and 1.9
- Regular site administrator coaching, professional development alignment with SPSA, and leadership support. Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, and 1.9
- Continued investment in school-specific professional development based on key instructional programs such as AVID, CTE, and Dual Language. Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, and 1.9
- Implementation of Designated and Integrated ELD (DELD and IELD) at all levels. Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, and 1.9
- Expansion of summer and after-school programs to improve academic achievement and student engagement. Actions 1.5
- Continued 1:1 device integration, including ongoing expansion to primary grades. Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.9
- Sustained offerings in college and career readiness programs, including AP, Dual Enrollment, and AVID K-12. Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.9

- Establishment of K–5 and secondary Curriculum Councils to guide curriculum pacing, assessment, and instructional planning. Actions 1.1
- Access to online platforms to review and monitor student grades and high school transcripts. Actions 1.3, 1.4, 1.5, and 1.8
- Partnerships with local two and four year colleges/universities that provide students and staff with college guidance/advising of programs students participate in after graduation from high school and supporting various career-based school club programs. Actions 1.4, and 1.6

Challenges:
Despite the full implementation of actions, the district encountered several ongoing challenges:

- Ensuring consistent and meaningful use of student achievement data to drive instructional decisions. Actions 1.1, 1.2, and 1.9
- Limited substitute coverage, which impacted teacher participation in both site-based and district-level professional development. Actions 1.1
- Coordinating funding alignment across multiple resources beyond LCAP to sustain and scale effective programs.
- Building systemwide coherence so that all educational partners understand how specific actions contribute to overall LCAP goals. Actions 1.4
- Completion of 1:1 device rollout for kindergarten students, which remains a target for the 2025–26 school year. Actions 1.6
- Instructional methodologies for the courses within the Special Education alternative pathway for a high school diploma. Actions 1.9
- Identification and use of College and Career planning platform. Actions 1.4 and 1.6
- Creation and use by students, parents, and school staff a thematic course pathway (core classes, A-G, and CTE) from 6th grade through college or career goal. Actions1.4
- Development of a district work experience program. Actions 1.4 and 1.6
- Expanding internships and job shadowing opportunities with local businesses due to high cost of insurance. Actions 1.4 and 1.6
- Expanding PLTW (STEM) curriculum and professional development into the elementary schools. Actions 1.4
- Summer School K-8 program did not include ELD support or differentiated support for students in the content areas of Math and English/Language Arts. Actions 1.8

The district remains committed to refining systems and addressing these implementation challenges. Paramount USD will continue leveraging data-informed practices, stakeholder 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.

Throughout the 2024–25 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, several material differences were noted between Budgeted and Estimated Actual Expenditures due to the strategic utilization of 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 1.1 – Strengthen Curriculum and Instructional Practices
Estimated actuals exceeded the budgeted amount due to the increased opportunities for professional development activities, conferences, professional development activities including conferences, Instructional Leadership Team (ILT) collaboration, Safe and Civil Schools training, and instructional planning.

Action 1.2 – Provide Targeted Student Support
Estimated actuals exceeded the budgeted amount due to Summer school services, tutorial services, Dual Language program, classroom intervention support, and ELD professional development.

Action 1.3 – Measure and Monitor Academic Progress
Expenditures for this action aligned closely with the budgeted amounts, resulting in no significant material differences. This resulted in a significant material difference, which will be addressed through internal budget realignments and the use of remaining one-time grant funds.

Action 1.4 – Promote College and Career Readiness at All Levels
Estimated actuals exceeded the budgeted amount due to expanded services including Advanced Placement, STEAM, CTE pathways, and interventions aligned to the College/Career Indicator. This resulted in a significant material difference, which will be addressed through internal budget realignments and the use of remaining one-time grant funds.

Action 1.5 – Provide Academic Enrichment Opportunities for Students
Estimated actuals exceeded the budgeted amount due to student field trips, TK–12 Visual and Performing Arts (VAPA) program expansion, and related professional development activities. Proposition 28 funds were used to support these expanded activities, which contributed to improved student engagement and access to VAPA programs.

Action 1.6 – Facilitate 21st Century Learning Strategies and Supports
Estimated actuals exceeded the budgeted amount due to additional needs for classroom technology and student device replacement. Continued investment is necessary, especially in Kinder classrooms that do not yet have 1:1 device access. These technology-related expenditures exceeded initial projections and will continue into the 2025–26 school year, which will be addressed through internal budget realignments and the use of remaining one-time grant funds.

Action 1.7 – Focus on Early Learning Initiatives
Budgeted and actual expenditures for early learning initiatives were closely aligned for the current year, with some material differences reported.

Action 1.8 – Improve English Learner Outcomes
Estimated actuals exceeded the budgeted amount due to the adoption and implementation of a new K–5 ELD curriculum. Additionally, the launch of Dual Language Immersion programs at two elementary schools required curriculum purchases and ongoing staff professional development. These costs were supported using the Arts and Music Block Grant and the Learning Recovery Grant.

Action 1.9 – Promote Personalized Learning and Differentiated Instruction

Expenditures came in under budget due to the availability and use of ending grant funds, including the MTSS Grant, A-G Grant, and the Arts/Music Block Grant. These grants covered many services originally budgeted under the LCAP.

1.10 – Implementation of Academic Standards
Budgeted and actual expenditures were closely aligned for the current year.

The variances in expenditures across several 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 in 2025–26, 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. Professional development efforts contributed to modest gains in student outcomes on the California Dashboard Math Academic Indicator. Specifically, English Learners improved by 4.5 points, Low-Income students by 3.4 points, and Foster Youth by 15.6 points (Metric #1.17). These improvements, while incremental, indicate a positive impact of enhanced instructional strategies, particularly for the most underserved student groups.

Action 1.2 Provide Targeted Student Support Interventions was somewhat effective. Targeted instructional interventions, including secondary-level intervention courses and universal access supports, yielded growth consistent with Action 1.1. Gains in the Math Academic Indicator were observed across English Learners (+4.5 points), Low-Income students (+3.4 points), and Foster Youth (+15.6 points) (Metric #1.17). While gains were modest, they reflect the importance of continuing and refining targeted supports.

Action 1.3 Measure and Monitor Academic Progress was minimally effective. A decline in key metrics indicates the need for more effective progress monitoring systems. The English Learner Reclassification Rate declined by 4% (Metric #1.11), while Kindergarten i-Ready diagnostic results showed a 1% decrease in reading (Metric #1.18) and a 2% decrease in math (Metric #1.19). These trends indicate that current monitoring practices are not sufficiently informing timely instructional adjustments.

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 6.3%, Low-Income students by 8.1%, and Foster Youth by 30%. Additionally, the overall student population improved by 7.9%, 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 A-G requirements: English Learners improved by 6.1%, Low-Income students by 3.2%, and Foster Youth showed a 60% increase (due to no prior baseline data) (Metric #1.4). These results highlight the effectiveness of equity-driven enrichment programs.

Action 1.6 Facilitate 21st Century Learning Strategies and Supports was somewhat effective, particularly in supporting college and career readiness through A-G and CTE completion (Metric #1.5). English Learners completing both pathways increased from 7 to 19 students (+171.43%), and Low-Income students increased from 146 to 178 students (+21.92%). However, no Foster Youth students met both criteria in 2024, indicating a persistent gap that requires targeted attention.

Action 1.7 Focus on Early Learning Initiatives was minimally effective. Although English Learner kindergarteners improved by 4% in i-Ready reading (Metric #1.22), i-Ready math scores declined by 1% (Metric #1.23). Additionally, Action 1.7 was not effective for Foster Youth and Low-Income students due to the lack of disaggregated i-Ready data for these student groups.

Action 1.8 Improve English Learner Outcomes was somewhat effective, with a 10.8% increase in the English Learner Proficiency Indicator (Metric #1.12). However, the 4% decline in Reclassification Rate (Metric #1.11) indicates mixed results and highlights the need for alignment between language development supports and reclassification criteria.

Action 1.9 Promote Personalized Learning and Differentiated Instruction was overall effective as reflected by rising graduation rates. English Learners improved by 4.6%, Low-Income students by 1.1%, and overall graduation rates increased by 0.9% from 2023 to 2024 (Metric #1.1). While no Foster Youth were identified in the 2024 cohort, the 100% graduation rate in 2023 remains a positive benchmark. These gains underscore the success of personalized approaches in fostering academic persistence and completion.

Non-Contributing Action
1.10 – Implementation of Academic Standards
Action 1.10, Implementation of Academic Standards, was somewhat effective. Growth was observed across student groups, with English Learners (+4.5 points), Low-Income students (+3.4 points), and Foster Youth (+15.6 points) improving on the Math Academic Indicator (Metric #1.17). Graduation rates also increased overall by 0.9%, with subgroup gains for English Learners (+6.1%), Low-Income students (+3.2%), and Foster Youth showing notable growth at 60% (Metric #1.1, #1.4).

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 1.5 and 1.6 will include metrics #1, #4, #7, #8, and #9 to ensure that it measures the achievement of our English Learners, Foster Youth, and Low-Income student groups. Action 1.7 Metric #22, #23, #24, #25 need to be expanded to ensure that there are data measures for English Learners, Foster Youth, and Low-Income kinder students. An additional action (Action 1.10) has been added to strengthen the implementation of a standards-based curriculum, based on reflections from prior practice and feedback indicating the need for more consistent access to high-quality, standards-aligned instruction. In addition, Action 1.2 has been updated to reflect the continued support provided through the Learning Recovery Emergency Block Grant (LREBG) funds, ensuring that academic interventions and learning acceleration efforts are sustained and effectively targeted. Teacher Connectedness was added to the LCAP Teacher Survey will now include metric #1.26.

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	The Assistant Superintendent of Educational Services and division 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, 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).	$3,347,345.00	Yes
1.2	Provide Targeted Student Support	LREBG Support Action The Assistant Superintendent of Educational Services and team will develop, implement, and monitor a Multi-Tiered System of Support (MTSS) that incorporates Tier II and Tier III methodologies, programs, and strategies designed to address the needs of English Learners, Foster Youth, and Low-Income students. The MTSS framework will use academic, social-emotional/behavioral, and college- and career-readiness data to identify and implement targeted Tier II and Tier III interventions that maximize achievement for these student groups. Metric Being Monitored: Goal 1 Metrics 1.1, 1.2, 1.3, 1.10, 1.11, 1.12, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.22, and 1.23 LREBG Funds Supporting the Action: $ 2,633,660	$3,137,502.00	Yes
1.3	Measure and monitor academic progress	The Educational Services team will create an assessment system and provide training to site and district administrators, teachers, counselors, and instructional assistants on implementing assessments, using student	$2,206,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.4	Promote college and career readiness at all levels	Assistant Superintendent of Educational Services will ensure that the MTSS domain of College and Career Readiness provides TK–12 Tier II and Tier III instructional supports, programs, and interventions for English Learners, Foster Youth, and Low-Income students.	$7,177,084.00	Yes
1.5	Provide academic enrichment opportunities for students	Assistant Superintendent of Educational Services 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.	$4,207,974.00	Yes
1.6	Facilitate 21st century learning strategies and supports	The Assistant Superintendent of Educational Services and the Director of Technology 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 Tier III academic, social-emotional, and college and career readiness programs for English Learners, Low-Income students, and Foster Youth.	$4,155,744.00	Yes
1.7	Focus on early learning initiatives	Transitional Kindergarten (TK) will be available to all four-year-old students to ensure that English Learners, Foster Youth, and Low-Income students receive Tier II and Tier III supports and programs necessary to build school readiness and meet academic benchmarks.	$2,794,503.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Improve English Learner outcomes	The Assistant Superintendent of Educational Services team will provide Tier II and Tier III academic and instructional professional development in language development strategies to support the instruction of English Learners through both designated and integrated ELD.	$1,312,960.00	Yes
1.9	Promote personalized learning and differentiated instruction	The Assistant Superintendent of Pupil and Personnel Services will develop staffing formulas that support small class sizes, enabling teachers to provide Tier II and Tier III differentiated instruction to address individual academic needs and provide targeted support for English Learners, Foster Youth, and Low-Income students.	$14,257,405.00	Yes
1.10	Implementation of Academic Standards	The Educational Services Department will ensure all students have access to rigorous standards-aligned instructional materials.	$1,447,750.00	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 stakeholders 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%	0%
2.2	Compliance in providing pupils access to standard aligned instructional materials (SARC)	100% Year 2022-2023	100% Year 2023-2024		100%	0%
2.3	Teacher assignment monitoring outcomes (CA School Dashboard Local Indicator)	87% Clear (% of teaching FTE) School Year 2021-2022 Pending release of School Year 2022-2023	88.1% Clear (% of teaching FTE) School Year 2022-2023 Pending release of School Year 2023-2024		93%	1.1%
2.4	Completion leadership programs (Attendance Sign-in Sheets)	Develop survey	18/21 (86%) Two in administrative positions next year		100%	Data collection shows a 86% completion in the first year.
2.5	I gained new skills or knowledge from this workshop, percent favorable.	Develop Survey	92% (Weighted average Oct. /March) 2024-2025		95%	Data collection shows 92% in the first year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Professional Development Feedback Survey)					
2.6	I can apply what I learned to my current role. percent favorable. (Professional Development Feedback Survey)	Develop Survey	93% (Weighted average Oct. /March) 2024-2025		95%	Data collection shows 93% in the first year.
2.7	Collaboration Teacher LCAP Panorama Survey	Develop Survey	65% 2024-2025		75%	Data collection shows 65% in the first year.
2.8	Conditions for effectiveness of the site's team. Task Focus Leadership. (Instructional Vision Survey 2025)	Develop Survey	Percent of responses rating proficient or advanced Team Focus - 66% Shared Leadership - 83%		Team Focus - 80% Shared Leadership - 100%	Data collection shows Team Focus - 66% Shared Leadership - 83% in the first year.

Goal Analysis [2024-25]

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. Action 2.1, 2.2, and 2.3.
- Establishment of 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.
- Formation of a K–12 Curriculum Council to support instructional planning, including pacing guides, common assessments, and course development. Action 2.1 and 2.3.
- Establishment of 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 2024 and March 2025 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
- Reinstatement of Academic Coaches 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:

- Adjusting the role of Academic Coaches to maintain a clear emphasis on instructional improvement, minimizing non-instructional responsibilities. Action 2.1 and 2.2.
- 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. 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 2024–25 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, several 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 may differ slightly from initial projections. However, the overall level of service was maintained or enhanced, and the District will continue to analyze these variances to inform future resource planning and ensure sustained support for student success.

Action 2.1 – Identify and Implement Leadership Development Programs
Estimated actual expenditures for this action closely aligned with budgeted amounts.

Action 2.2 – Design and Implement Holistic Training Programs
Expenditures for this action exceeded budgeted allocations due to the expansion of professional development activities. District-wide training days for both certificated and classified staff increased the need for additional presenters, materials, and support personnel. This resulted in a significant material difference, which will be addressed through internal budget adjustments and by allocating remaining one-time grant funds that are set to expire in the 2025–26 fiscal year.

Action 2.3 – Utilize a Distributed Leadership Model
While this action was fully implemented and expenditures aligned with core program goals, a significant portion of the originally budgeted LCAP funds was not expended. This was due to the intentional use of supplemental grant funding (e.g., A-G Completion, Learning Recovery, MTSS) to cover costs associated with leadership support structures. These alternate funding sources enabled the District to preserve LCAP funds while still meeting or exceeding intended service levels.

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

Contributing Actions:
To support effective instruction and whole staff development, the district implemented a comprehensive professional development plan for certificated and classified personnel (Actions 2.1: Identify and Implement Leadership Development Programs and 2.2: Design and Implement Holistic Training Programs) was somewhat effective. K–8 academic coaches continued to support classroom instruction and teacher collaboration, receiving ongoing training in adult learning theory and coaching strategies to strengthen teacher practice. This work is scheduled to expand to the high school level in the 2025–26 school year. The district successfully hosted two full-day professional development days in October 2024 and March 2025 for all staff (certificated and classified), along with annual professional development

activities throughout the school year. Professional Development days are aligned with instructional priorities and support Tier II and III curriculum implementation, academic interventions, community and customer service, and inclusive practices for our English Learners, Foster Youth, and Low-Income students. According to Metric #2.5, 92% of surveyed staff reported gaining new skills or knowledge from the workshops offered during these professional development activities.

From 2023 to 2024, teacher assignments improved by 1.1 percent (Metric #2.2). This improvement is reflected in growth on the California Dashboard Math Academic Indicator for English Learners (increase of 4.5 points, Metric #1.17), Low Income students (increase of 3.4 points, Metric #1.17), and Foster Youth (increase of 15.6 points, Metric #1.17). Low-Income students meeting the “met” or “exceed” standard on the CAASPP improved by 1.03 percent in ELA and 1.12 percent in Math (Metrics #5.20 and #5.21). However, English Learners declined by 0.09% in ELA (Metric #5.5) and by 0.88% in Math (Metric #5.6).

The district’s distributed leadership approach (Action 2.3: Utilize a Distributed Leadership Model) has been overall effective in promoting shared accountability and collaborative decision-making. Instructional Leadership Teams (ILTs), composed of site principals and teacher leaders, were established at each school to drive improvements in Tier II and Tier III instruction and to guide staff collaboration using student achievement data, school goals, and district priorities. English Learner Advisory Committees (ELACs) continued to meet annually to review data and provide input to School Site Councils on English learner needs, ensuring alignment with each site’s Single Plan for Student Achievement and LCAP goals. The District English Learner Advisory Committee (DELAC), which includes certificated and classified staff and parents, also met annually to offer feedback and guidance on programs and services for English learners, including those in the LCAP. Monthly meetings between site and district administrators focused on instructional leadership development, alignment of site-based programs to LCAP goals, and targeted Tier II and Tier III professional development for English Learners, Foster Youth, and Low Income students. Metric #2.8 shows that 83 percent of respondents reported their school had “shared leadership.”

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.

There are no planned changes to the targeted outcomes for metrics 2.1 and 2.3 for the coming year, as they remain aligned with district priorities and continue to address identified student needs. There is an addition of metrics 2.4, 2.5, 2.6, 2.7 2.8 as measurements. These metrics baseline data is in year 1. Action 2.2 has been updated to reflect the continued use of Learning Recovery Emergency Block Grant (LREBG) funds to support professional development and collaboration. This update ensures additional support for English Learners, foster youth, and low-income students by strengthening staff capacity to implement effective, data-informed instructional practices that promote equitable learning outcomes.

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	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.	$211,997.00	Yes
2.2	Design and Implement Holistic Training Programs	LREBG Supporting Action 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. Metric: Goal 2 Metrics 2.5, 2.6, and 2.7 LREBG Funds supporting Action: $ 2,452,030	$4,630,677.00	Yes
2.3	Utilize a Distributed Leadership Model	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.	$80,770.00	Yes

Action #	Title	Description	Total Funds	Contributing

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	All : 23.3% chronically absent English Learner: 20.2% chronically absent		All : 19% chronically absent English Learner: 19% chronically absent	All : -9.2% chronically absent English Learner: -9.5% chronically absent

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 26.8% chronically absent 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: 19% chronically absent Socioeconomically Disadvantaged: 19% chronically absent	Foster Youth: 1.5% chronically absent Socioeconomically Disadvantaged: -9.4% chronically absent
3.2	Cumulative attendance (Hoonuit Dashboard)	92.9% as of May 1, 2024	93% as of May 1, 2025		95%	0
3.3	CHKS Student-Caring adults in school (5th)	72% School Year 2023-2024 A6.4	74% School Year 2024-2025		80%	2%
3.4	CHKS Student-Caring adult relationships (7th)	All: 50% English Leaner:57% Foster Youth: ** Low Income:50% School Year 2023-2024 A6.4 Parent Ed level is "less than high graduate" is a proxy for	All: 55% English Leaner: 64% Foster Youth: ** Low Income:50% School Year 2024-2025		All: 75% English Leaner: 75% Foster Youth: ** Low Income:75%	All: 5% English Leaner: 7% Foster Youth: ** Low Income:0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	CHKS Student-Caring adult relationships (9th)	All: 53% English Leaner:53% Foster Youth: ** Low Income:49% School Year 2023-2024 A6.4 Parent Ed level is "less than high graduate" is a proxy for	All: 51% English Leaner: 56% Foster Youth: ** Low Income:50% School Year 2024-2025		All: 75% English Leaner: 75% Foster Youth: ** Low Income: 75%	All: 2% English Leaner: 3% Foster Youth: ** Low Income1%
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%		99% Staff Groups (Strongly Agree/Agree) Staff: 82% Teachers: 82%	0%
3.7	Parents: School environment is caring and supportive. (Agree/ Strongly Agree)	96% School Year 2023-2024	96% School Year 2024-2025		98%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Title I/LCAP Parent Survey)					
3.8	CHKS Student-Feel safe at school (5th grade)	72% School Year 2023-2024 A9.1	76% School Year 2024-2025 A9.1		80%	4%
3.9	CHKS Student-School perceived as very safe or safe (7th grade)	All: 49% English Leaner:58% Foster Youth: ** Low income: 49% School Year 2023-2024 A8.1 Parent Ed level is "less than high graduate" is a proxy for	All: 47% English Leaner:50% Foster Youth: ** Low income:33% School Year 2023-2024 A8.1		All: 75% English Leaner: 75% Foster Youth: ** Low income:75%	All: -2% English Leaner: -8% Foster Youth: ** Low income:-16%
3.10	CHKS Student-School perceived as very safe or safe (9th grade)	All: 57% English Leaner:59% Foster Youth: ** Low income:54% School Year 2023-2024 A8.1 Parent Ed level is "less than high graduate" is a proxy for	All: 55% English Leaner:65% Foster Youth: ** Low income:52% School Year 2024-2025		All: 75% English Leaner:75% Foster Youth: ** Low income:75%	All: -2% English Leaner: 6% Foster Youth: ** Low income:-2%
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		90%	4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		98%	-1%
3.13	School facilities in good or excellent repair (SARC).	100% Year 2022-2023	100% Year 2023-2024		100%	0
3.14	CHKS Student-Elementary School Connectedness (5th Grade)	70% School Year 2023-2024 A6.3	72% School Year 2024-2025		80%	2%
3.15	CHKS Student-Secondary School Connectedness (7th grade)	All: 48% English Leaner: 51% Foster Youth: ** Low income.:46% School Year 2023-2024 A6.4 Parent Ed level is "less than high graduate" is a proxy	All: 51% English Leaner:55% Foster Youth: ** Low income. : 38% School Year 2024-2025		All: 75% English Leaner:75% Foster Youth: ** Low income: 75%	All: 3% English Leaner: 4% Foster Youth: ** Low income. -8%
3.16	CHKS Student-Secondary School Connectedness (9th grade)	All: 53% English Leaner: 55% Foster Youth: ** Low income. 49% School Year 2023-2024 A6.4 Parent Ed level is "less than high graduate" is a proxy for	All: 52% English Leaner:47% Foster Youth: ** Low income. : 51% School Year 2024-2025		All: 75% English Leaner: 75% Foster Youth: ** Low income: 75%	All: -1% English Leaner: -8% Foster Youth: ** Low income. 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.17	Suspension Rate Indicator (CA School Dashboard)	All: 3.3% Orange status English Leaner: 3.2% Foster Youth: 10.1% Socioeconomically Disadvantaged:3.3% (CA School Dashboard Fall 2023) 2.2% as of March 31, 2024	All: 2.9% Green status English Leaner: 3.1%% Foster Youth: 9.3% Socioeconomically Disadvantaged:3% (CA Dashboard Fall 2024)		All: 2% or less English Leaner: 2% or less Foster Youth: 2% or less Socioeconomically Disadvantaged:2% or less	All: -.4% English Leaner: .1% Foster Youth: -.8% Socioeconomically Disadvantaged:-.3%
3.18	Expulsions (Pupil Services Survey)	0 as of May 31, 2024	2 as of May 31, 2025		0	2

Goal Analysis [2024-25]

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 - Partially Implemented
3.2 Promote Social-Emotional Development - Partially implemented
3.3 Implement Comprehensive Mental Health Support - Partially implemented
3.4 Improve Attendance and Reduce Chronic Absenteeism - Partially implemented

Successes:
The district has achieved notable successes in implementing this goal. Robust initiatives were developed and implemented, aligning with LCAP goals and supported through both LCAP and supplemental funding sources. Key initiatives included:

- Counselors have started the building and framing of the PUSD counseling framework to align with our MTSS model to support academic, social-emotional, and college and career readiness. Action 3.1, 3.2, and 3.4.
- K-5 Counselor collaboration to support and develop SEL lessons to promote consistency throughout the district as a Tier I support for all students. Action 3.1, 3.2, and 3.4.
- Culture and Climate teams to support and improve student behavior and engagement on campus. Action 3.1, 3.2, and 3.4.
- Monthly collaboration meetings with school resource offices, city manager, and high school safety teams to align practices, community safety, and school safety. Action 3.1.
- Crises prevention professional development for certificated and classified staff. Action 3.1, 3.2, and 3.3.
- Social workers and counselors provide additional counseling and mental health support for students. Action 3.1, 3.2, 3.3, and 3.4.
- Site based community closets were created that contained clothing, toiletries, and school supplies for students. Action 3.2, 3.3, and 3.4.
- MTSS Committee was established and meets annually throughout the year to help define the district model for Behavior/Social-Emotional, Academic, and College/Career readiness domains. Action 3.1, 3.2, 3.3, and 3.4.
- Board Certified Behavior Analysts (BCBA) were brought on board this year to support elementary general education and work alongside support providers. Action 3.1, 3.2, 3.3, and 3.4.
- Celebrations for attendance at the sites were held and Board presentation on attendance was completed in October 2024 and ongoing incentives and celebrations throughout the year for schools who maintained an 90% attendance rate. Action 3.4.

Challenges:
Despite the full implementation of actions, the district encountered several ongoing challenges:

- Ongoing support and training for various school safety challenges (fights, gangs, social-media, and technology). Action 3.1, 3.2, 3.3, and 3.4.
- Supporting the evolution of counselor roles and responsibilities with our MTSS model. Action 3.1, 3.2, 3.3, and 3.4.
- Professional development on the various options to suspension within the compliance of the law while supporting student social-emotional, academic, and college/career readiness needs. Action 3.1, 3.2, 3.3, and 3.4.
- Some school sites continue to maintain high suspension rates and lack the consistent use of Teir II and III strategies for behavior. Action 3.1, 3.2, 3.3, and 3.4.
- The MTSS Committee focus has been on the Social-Emotional/Behavior domain as more work will need to continue in this area to i=address absenteeism, academic achievement, and suspension. Action 3.4.
- Tier I Academic/Instructional work is being performed via the Instructional Leadership Teams (ILT) and will need to eventually be combined into one MTSS model with all three domains. Action 3.1, 3.2, and 3.4.

The district remains committed to refining systems and addressing these implementation challenges. Paramount USD will continue leveraging data-informed practices, stakeholder 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 2024–25 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, several 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 3.1 – Enhance Physical Safety and Well-being
Expenditures for this action exceeded budgeted allocations due to an expanded scope of professional development activities and increased investment in student safety initiatives. This resulted in a significant material difference, which will be addressed through internal budget realignments and the use of remaining one-time grant funds scheduled to expire by the 2025–26 school year.

Action 3.2 – Promote Social-Emotional Development
Estimated actual expenditures for this action were closely aligned with budgeted amounts, reflecting effective implementation and resource management.

Action 3.3 – Implement Comprehensive Mental Health Support
This action was fully implemented; however, a significant portion of the originally budgeted LCAP funds remained unspent. This was due to the intentional use of alternative grant funding (including A-G Completion, Learning Recovery, and MTSS grants) to cover related costs. By utilizing these sources, the District was able to preserve LCFF funds while still meeting or exceeding service delivery goals.

Action 3.4 – Improve Attendance and Reduce Chronic Absenteeism
Estimated actual expenditures for this action also closely aligned with budgeted amounts, indicating consistency in implementation and cost control.

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

Contributing Actions:
Action 3.1 Enhancing Physical and Well-Being and Action 3.3 Implementing Comprehensive Mental Health Support was minimally effective. While Metric #15 reflects a 4% improvement for English Learners and Metric #3.10 indicates a 6% increase for English Learners, Low-Income students experienced an 8% decline in Metric #15 and a 2% decline in Metric #3.10. In addition, Metric #3.9 shows an 8% decline for English Learners and a 16% decline for Low-Income students. Furthermore, no students identified as Foster Youth within Metrics #3.9, #3.10, and #3.15, thereby limiting the district’s capacity to provide targeted Tier II and Tier III supports for this student group.

Action 3.2 Promote Social Emotional Development was somewhat effective. Data from Metric #3.4 show that English Learners in grade seven increased by 7%, while Low-Income students remained consistent with the baseline year. Metric #3.5 demonstrates a 3% increase for English Learners in grade nine and a 1% increase for Low-Income students. However, from 2023 to 2024, no Foster Youth were identified for Metrics #3.3, #3.4, #3.14, #3.15, and #3.16. As a result, the District is unable to determine whether Tier II and Tier III supports are being equitably provided to Foster Youth, thereby reducing the overall effectiveness of this action.

Action 3.4 Improving Attendance and Reducing Chronic Absenteeism was somewhat effective. Metric #3.1 indicates that the chronic absenteeism rate decreased by 9.5% for English Learners and 9.4% for Low-Income students, reflecting meaningful improvement for these student groups. However, chronic absenteeism among Foster Youth increased by 1.5%, indicating the need for more targeted Tier II and Tier III supports to address the needs of Foster Youth 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.

All Metrics for this goal will be reported with disaggregated data for Low-Income, Foster Youth, and English Learner students. This disaggregation will allow the district to determine whether appropriate Tier II and Tier III supports are being equitably implemented to reduce the achievement gap between these student groups and the overall student population.

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	Maintenance and Operations staff, site administrators, and school personnel will strategically utilize and enhance school facilities to provide targeted Tier II and Tier 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 and well-maintained facilities, 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. In addition, Maintenance and Operations will collaborate with community partners to design and implement both short-term and long-term facility projects tailored to the specific needs of	$6,332,234.00	Yes

Action #	Title	Description	Total Funds	Contributing
		these students and their families, ensuring additional layers of support that promote long-term success and opportunity.		
3.2	Promote Social-Emotional Development	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.	$4,544,828.00	Yes
3.3	Implement Comprehensive Mental Health Support	LREBG Supporting Action 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. LREBG Funds Supporting the Action: $60,000	$836,802.00	Yes
3.4	Improve Attendance and Reduce Chronic Absenteeism	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.	$2,996,881.00	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	$35,220,592.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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.	$8,204,801.00	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 2023-2024		99%	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	65% School Year 2023-2024	70% School Year 2024-2025		75%	5%
4.3	Families find school events relevant and engaging (Title I/LCAP Parent Survey)	98% average (4 or 5) as of April 30, 2024	97% average (4 or 5) as of April 17, 2025		99%	-1%
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		95%	-2%
4.5	Satisfied with District communications (Title I/LCAP Parent Survey)	TBD	82% are satisfied with District communications		90%	Data collection shows 82% in the first year.
4.6	Local Indicator: Rate the LEA's progress in creating welcoming environments for all families in the community.	Full Implementation English Leaners: TBD	Full Implementation English Learners: For DELAC participants ratings are two-way communication:4.7		Full Implementation and Sustainability English Learners: For DELAC participants ratings are two-way communication:5	Maintained Full Implementation English Learners: first year shows English Learners: For DELAC participants ratings are

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			advisory committees: 4.2 seek input: 4.5 5 is considered Full Implementation and Sustainability		advisory committees: 5 seek input: 5 5 is considered Full Implementation and Sustainability	two-way communication:4.7 advisory committees: 4.2 seek input: 4.5
4.7	Families report attending events (Title I/LCAP Parent Survey)	Open House Night (2410 parents) Back to School Night (2379 parents) Parent Education Classes (390 parents) volunteered (275 parents) School Year 2023-2024	Open House Night (2935 parents) Back to School Night (2964) Parent Education Class (501) Volunteered (344) School Year 2024-2025		4800 parents - Open House 4600 parents - Back to School Night 800 parents - Parent Education Classes 600 parents - volunteered	Open House Night (525 parents) Back to School Night (585 parents) Parent Education Classes (111 parents) volunteered (69 parents)
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: 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: 0% (7th grade), -2% (9th grade) FY:** English learner: -1% (7th grade), -7% (9th grade) Parent Ed level is "less than high graduate" is a proxy for Low income. -10% (7th grade),-7% (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			

Goal Analysis [2024-25]

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 4 has begun to be executed as planned. Each of the strategic actions—from strengthening instructional practices to Enhance family and community engagements—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:
4.1 Develop a Comprehensive communication and Marketing Strategy: Partially Implemented
4.2 Strengthen Community Partnerships and Resources: Partially Implemented
4.3 Improve home-school communication: Fully Implemented
4.4 Develop a Robust Parent Engagement and Education Program: Partially Implemented

Successes:
The district has achieved notable successes in implementing this goal. A robust calendar of activities was developed, aligning with LCAP goals and supported through both LCAP and supplemental funding sources. Key initiatives included:

- Open House and Back to School events are held during the school year to allow parents and community to come to their child campus, learn about various programs, expectations, and their student academic achievement. Action 4.1, 4.2, and 4.3.
- Materials and information provided to families are translated into Spanish our primary second language. Action 4.1, 4.2, and 4.3.
- District SIS system allows students and their parents/guardians to access their grades, attendance, and unofficial transcript online at any time. In addition, report cards are mailed directly home to parents every trimester for elementary schools and every quarter for secondary schools. Action 4.1, 4.2, and 4.3.
- Parents are invited to participate on various school and district communities including District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), African American Family Network, Pacific Islander/Southeast Asian Family Network, School Site Council, Special Education Parent Committee, and the Local Control Accountability Plan Committee (LCAC). Action 4.2.
- Several cultural community groups are available for students and parents to participate in including our annual Hispanic Heritage events, the African American Family Network and the Asian/Pacific Islander Family Network (which started this year). Action 4.2.

- College and career nights are hosted at the high schools including access to the college and career center to assist students and parents with post high school planning. Action 4.2.
- Counselors started to receive professional development to support and improve the district MTSS structures to support students' academic, social-emotional, and college/career readiness. Action 4.1, 4.2, 4.3 and 4.4.
- Parent messages via social media and phone messages. Action 4.1.
- Parent trainings that provides strategies to help their child to be successful in school and understand how to communicate with the school and school staff. Action 4.4.
- Expanded use of social media platforms, banners at all school sites, and mailers to the community to keep them informed of district programs and activities. Action 4.1.

Challenges:
Despite the full implementation of actions, the district encountered several ongoing challenges:

- Primary sources of communication to parents and community remain the same over the last several years. Action 4.1.
- District SIS system is not utilized to its full extent to keep students and parents informed about students' attendance, grades, and classes. Action 4.1, 4.2, and 4.3.
- Teachers utilize various programs to support students that lead to some confusion for their parents if the child has more than one teacher. Action 4.1, 4.2, and 4.3.
- Many of the district committees take place during the school day that makes access to them challenging for some parents. Action 4.1, 4.2, and 4.3.
- Increase the type of professional development, communication and understanding of district programs and activities for Special Education students with IEPs. Action 4.1, 4.2, and 4.3.
- After school meetings and events for families need to include childcare. Action 4.1, 4.2, 4.3 and 4.4.
- Comprehensive district parent education program needs to be identified and utilized throughout the school district. Action 4.4

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 2024–25 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, several 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 LCAP 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.

4.1 Develop a Comprehensive Communication and Marketing Strategy
Expenditures exceeded the budgeted allocation due to an expanded scope of professional services used to develop and promote district-wide communication strategies. These included multimedia campaigns, updated marketing materials, and community partner outreach initiatives. This resulted in a significant material difference, which will be addressed through internal budget realignments and the use of remaining one-time grant funds scheduled to expire by the 2025–26 school year.

4.2 Strengthen Community Partnerships and Resources
Estimated actual expenditures for this action were aligned with budgeted amounts, reflecting effective implementation and resource management.

4.3 Improve home-school communication
Expenditures for this action exceeded budgeted allocations due to increased professional service costs related to producing and disseminating communication materials. The expanded outreach included translations, digital platforms, and printed materials for key district initiatives and events. This resulted in a significant material difference, which will be addressed through internal budget realignments and the use of remaining one-time grant funds scheduled to expire by the 2025–26 school year.

4.4 Develop a Robust Parent Engagement and Education Program
Expenditures for this action did not require the entire use of the budgeted allocation due to the use of grant funds that will expire by the end of the 2025–26 school year.

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

Contributing Actions:
Actions 4.1 (Comprehensive Communication and Marketing Strategy) and 4.4 (Parent Engagement and Education Program) have not been effective to date in meeting the needs of targeted student groups. According to Metric #4.8, student outcomes reflect declines rather than improvements:

- English Learners: decreased by 1% in seventh grade and 7% in ninth grade
- Low-Income Students: decreased by 10% in seventh grade and 7% in ninth grade
- Foster Youth: no students self-identified on the California Healthy Kids Survey, leaving the district unable to assess whether Tier II and Tier III supports are effective for this student group

These data indicate that current strategies are not sufficiently improving engagement and outcomes for English Learners and Low-Income students, and they highlight a significant gap in measuring impact for Foster Youth.

Actions 4.2 (Strengthen Community Partnerships and Resources) and 4.3 (Improve Home-School Communication) have been minimally successful. According to Metric #4.6, English Learner parents reported modest gains:

- Two-way communication a 4.2% increase

- Seeking input a 4.5% increase
- Participation on committees a 4.7% increase

While these increases demonstrate some progress in parent engagement for English Learners, the lack of data for Low-Income and Foster Youth parents prevents the District from evaluating whether these actions are effectively addressing the needs of these student groups. Without measurable participation and feedback from all targeted populations, the impact of these actions remains limited.

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.

Based on reflections on prior practice, the District will refine Metrics 4.1 through 4.8 by strengthening data collection methods to more accurately capture participation and outcomes for Low-Income and Foster Youth families, expanding targeted parent engagement strategies through flexible and culturally responsive communication, and deepening partnerships with community organizations to connect families with Tier II and Tier III supports. These refinements are designed to ensure that parent engagement actions are more inclusive, measurable, and effective in improving outcomes across all student groups.

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 Superintendent, Board members, executive cabinet, and community members will develop communication and marketing strategies aimed at our English Learners, Foster Youth, and Low-income families. The information provided will include Tier II and III strategies that convey key details to these students and parents about district and school operations, programs, and funding that can help support student achievement.	$643,702.00	Yes
4.2	Strengthen Community Partnerships and Resources	Under the Superintendent's leadership, the district will allocate targeted resources to meet the Tier II and Tier III needs of English Learners, Foster Youth, and Low-Income families, ensuring their success in academics, social-emotional/behavioral development, and college and career readiness.	$487,217.00	Yes
4.3	Improve home-school communication	The Assistant Superintendent of Educational Services will support staff in developing targeted Tier II and Tier III strategies to establish an effective	$143,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. With this in mind, 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. Metrics Being Monitored: Goal 4 Metrics 4.4, and 4.8		
4.4	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 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.	$26,234.00	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	All students: 39.19% African American: 26.39%	All students: 40.04%		All students: 45% African American: 35%	All students: 0.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	African American student group (Dataquest)	School Year 2022-2023	African American: 27.46% School Year 2023-2024			African American: 1.07%
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: 30% African American: 22%	All students: 0.89% African American: 2.09%
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: 45% Hispanic: 49%	All students: 0.85% Hispanic: .96%
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: 30% Hispanic: 34%	All students: 0.89% Hispanic: 1.01%
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: 45% English Learners: 18%	All students: 0.85% English Learners: -.09%
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		All students: 30% English Learners: 20%	All students: 0.89% English Learners: .88%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2023-2024			
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% School Year 2023-2024		All students: 45% Students with Disabilities: 20%	All students: 0.85% Students with Disabilities: -.42%
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: 30% Students with Disabilities: 20%	All students: 0.89% Students with Disabilities: .18%
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: 55% African American: 55%	All: 4% African American: 1%
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		All: 50% African American: 50%	All: 3% African American: 1%
5.11	i-Ready Typical Growth in ELA for Hispanic student group	All: 50% Hispanic: 50% Reading Diagnostic 3	All: 54% Hispanic: 54% Reading		All: 55% Hispanic: 55%	All: 4% Hispanic: 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		n = 6292 School Year 2023-2024	Diagnostic 3 n = 6250 School Year 2024-2025			
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 School Year 2024-2025		All: 50% Hispanic: 50%	All: 3% Hispanic: 4%
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: 55% English Learners: 55%	All: 4% English Leaners: 3%
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: 50% English Learners:50%	All: 3% 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	All: 54% Students with Disabilities: 46% Reading Diagnostic 3 n = 947		All: 55% Students with Disabilities:55%	All: 4% Students with Disabilities: 1%

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			
5.16	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: 50% Students with Disabilities: 50%	All: 3% Students with Disabilities: 0%
5.17	Student Groups with measures in Red in CA School Dashboard	Mathematics African American English Learners Homeless Pacific Islander	Mathematics Long-Term English Learners Homeless White		Zero groups in Red	Added Long-Term English Learners and White Removed English Learners, African American, Pacific Islander
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: 45% Foster Youth: 31%	All students: 0.85% Foster Youth: -2.14%
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: 30% Foster Youth: 13%	All students: 0.89% Foster Youth: 14.36%
5.20	CAASPP Percent Met or Exceeded in ELA for	All students: 39.19% Low income: 38.38%	All students: 40.04%		All students: 45% Low income: 49%	All students: 0.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Socioeconomically Disadvantaged student group (Dataquest)	School Year 2022-2023	Low income: 39.41% School Year 2023-2024			Low income: 1.03%
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: 30% Socioeconomically Disadvantaged: 34%	All students: 0.89% Socioeconomically Disadvantaged: 1.12%
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: 45% Long Term English Learner: 15%	All students: 0.85% Long Term English Learner: -.24%
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: 30% Long Term English Learner: 12%	All students: 0.89% Long Term English Learner: -1.23%
5.24	Current staffing 2023 CALPADS	White 46% Hispanic 40.7% African American: 6.5%	White 29.2% Hispanic 46.6% African American 6.9% SY 24-25 CALPADS 4.4		White 36% Hispanic 45.7% African American:11.5%	White -16.8% Hispanic 5.9% African American .4%
5.25	Local Indicator::	Full Implementation	Full Implementation		Full Implementation	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					
5.26	CHKS Student - Elementary School Connectedness (5th Grade) for student groups	Overall: 70% African American: 69% Hispanic: 70% English Learners: N/A Students with an IEP: N/A School Year 2023-24 (A6.3, A14.1)	Overall: 72% African American: 70% Hispanic: 71% English Learners: N/A Students with an IEP: N/A School Year 2024-25 (A6.3, A14.1)		Overall: 80% African American: 80% Hispanic: 80% English Learners: N/A Students with an IEP: N/A	Overall: 2% African American: 1% Hispanic: 1% 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: 75% African American: 75% Hispanic: 75% English Learners: 75% Students with an IEP: 75%	Overall: 3% African American: -7% Hispanic: 2% English Learners: 4% Students with an IEP: -2%
5.28	CHKS Student - Secondary School Connectedness (9th Grade) for student groups	Overall: 53% African American: 43% Hispanic: 54% English Learners: 55%	Overall: 52% African American: 64% Hispanic: 51%		Overall: 75% African American: 75% Hispanic: 75%	Overall: -1% African American: 21% Hispanic: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with an IEP: 55% School Year 2023-24 (CA School Dashboard, A15.1)	English Learners: 47% Students with an IEP: 61% School Year 2024-25 (A6.8, A12.1, A15.1, A17.1)		English Learners: 75% Students with an IEP: 75%	English Learners: -8% Students with an IEP: 6%
5.29						

Goal Analysis [2024-25]

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.

The implementation of actions under Goal 5 is progressing as planned. Strategic efforts including the strengthening of instructional practices, the expansion of college and career readiness opportunities, and the promotion of equity have been initiated and are either fully operational or actively underway. The district remains committed to ongoing, data-informed decision-making to ensure these initiatives effectively address the diverse needs of all learners.

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

Successes:
Several key successes have marked the implementation of Goal 5:

- Developed a robust professional development calendar aligned with LCAP priorities and supported by both LCAP and supplemental funding sources. Action 5.2, 5.3, and 5.4.
- Launched targeted professional development programs addressing the socioeconomic and cultural diversity of the district's students and community. Action 5.2, 5.3, and 5.4.
- Collaboratively developed an Equity Action Plan with input from both district and community stakeholders; key components have been integrated into the LCAP and school site SPSAs. Action 5.2, 5.3, and 5.4.

- Established a comprehensive counseling framework that incorporates social-emotional learning and equitable practices to support academic achievement. Action 5.1, 5.3, and 5.4.
- Sustained and expanded middle school athletics and activities programs to promote student engagement and school connectedness. Action 5.2.
- Reinvested in K–12 Visual and Performing Arts (VAPA) programs by acquiring updated equipment, materials, and offering professional development. Action 5.2.
- Aligned elementary-level VAPA offerings with Proposition 28 to expand access to visual arts education. Action 5.2.
- Upgraded high school athletic programs with new equipment and resources to improve student participation and outcomes. Action 5.2.
- Utilized the Extended Learning Opportunities Program (ELOP) to provide STEAM activities, athletics, field trips, social-emotional learning, and academic supports beyond the regular school day. Action 5.2, 5.3, and 5.4.
- Strengthened hiring practices to attract and retain a diverse, culturally responsive workforce. Action 5.1.
- Misassignments are down to only employees that are needed long term substitutes due to leaves. Action 5.1.
- PUSD was 100% staffed for the 24-25 school year with no open positions (other than subs for employees on leaves). Action 5.1.
- Personnel Services department attended 5 employment fairs for specific, hard to fill jobs like Speech Language Pathologists and Special Educators. In addition, the department created a recruitment video that is linked to Edjoin and ran on social media. Action 5.1.

Challenges:
Despite this progress, the district continues to face the following implementation challenges:

- Developing a dedicated Special Education social-emotional and behavioral support team to deliver both classroom instruction supports and IEP-aligned services. Action 5.3 and 5.4.
- Achieving full alignment between instructional and non-instructional supports under the Multi-Tiered System of Supports (MTSS) framework and the Equity Action Plan. Action 5.3 and 5.4.
- Addressing persistent disparities in student achievement data, which highlight the need for more targeted and equity-focused interventions. Action 5.3 and 5.4.
- Fully integrating and sustaining the district's counseling framework across all school sites. Action 5.3 and 5.4.
- Expanding the availability of equipment and materials to further support middle school athletics and activities. Action 5.2, 5.3 and 5.4.
- Scaling up secondary-level Visual and Performing Arts programs to reach all middle and high schools. Action 5.2.
- Providing additional professional development on Cultural Proficiency to improve student achievement, social-emotional supports, and college/career readiness. Action 5.3 and 5.4.

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 stakeholder 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 2024–25, 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, several 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
Costs surpassed the budgeted allocation as the District expanded support for K–12 athletics, arts, and student enrichment activities to enhance school connectedness both during and after the school day. These expanded offerings contributed positively to student engagement and inclusivity. This resulted in a significant material difference, which will be addressed through internal budget realignments and the use of remaining one-time grant funds scheduled to expire by the 2025–26 school year.

5.2 Implement Extra-curricular Programs to Promote School Connectedness
Expenditures exceeded the budgeted allocation due to an expanded scope of activities to support the recruitment and retention of a diverse workforce. This resulted in a significant material difference, which will be addressed through internal budget realignments and the use of remaining one-time grant funds scheduled to expire by the 2025–26 school year.

5.3 Promote Cultural Proficiency throughout the School Community
Estimated actual expenditures for this action were aligned with budgeted amounts, reflecting effective implementation and resource management.

5.4 Fully Implement District's Equity Action Plan
Estimated actual expenditures for this action were under the identified threshold due to the supplementing from the MTSS grant.

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

Contributing Actions:
Action 5.1 Strengthen Diversity in Staff and Leadership was somewhat effective. English Learners improved by 5% in i-Ready Math and 3% in i-Ready ELA (Metric #5.14) and moved out of the “Red” indicator on the Dashboard from 2022 to 2023. Foster Youth improved in Math CAASPP by 14.36% (Metric #5.19), and Low-Income students increased by 1.03% in both Math and ELA (Metrics #5.20 & #5.21). However, Long-Term English Learners declined in Math (-1.23%) and ELA (-0.24%) (Metric #5.22), and Foster Youth declined in ELA (-2.14%) (Metric #5.18). Staff diversity improved, with Hispanic staff increasing from 40.7% to 46.6% and African American staff from 6.5% to 6.9% (Metric #5.24). Retention challenges remain due to declining enrollment and regional competition.

Action 5.2 Implement Extracurricular Programs to Promote School Connectedness was somewhat effective. English Learners improved by 5% in i-Ready Math (Metric #5.14) and 1% in i-Ready ELA (Metric #5.15). The Extended Learning Opportunity Program (ELOP) expanded access to STEAM, athletics, academic support, and social-emotional learning at the elementary level. Investments in Visual and Performing Arts (VAPA) supported K–12 students with materials, transportation, and professional development. Continued focus is needed on sustaining resources and ensuring vertical alignment into high school.

Action 5.3 Promote Cultural Proficiency Throughout the School Community and Action 5.4 Fully Implement the District's Equity Action Plan was somewhat effective. A counseling framework was established to provide Tier II/III SEL, academic/behavior supports, and college/career readiness services. Equity goals were embedded into planning, professional development, and funding. English Learners improved in CAASPP Math (+1.01%) and ELA (+0.88%) (Metrics #5.4, #5.5, #5.6) and gained +3% in i-Ready ELA and 5% in i-Ready Math (Metrics #5.13 & #5.14). From 2022–2024, student group improvements were noted in Math and Science for English Learners, Foster Youth, and Low-Income students. However, Metric #5.13 ELA CAASPP declined for English Learners by .09% and Foster Youth by 7. 86%, showing that some achievement gaps persist.

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 5.25, 5.26, 5.27, and 5.28 were added to reflect State Priority 6. The description for Action 5.1 has been updated to reflect the activities aimed at strengthening diversity among staff and leadership to increase student achievement. Additionally, Action 5.1, 5.2, and 5.3 will have additional metrics to ensure the additional supports for Foster Youth, English Learners, and Low-Income students are monitored based on the internal assessments and State assessments. Additionally, a new action (Action 5.5) has been introduced. This action focuses on ensuring that all teaching staff are fully credentialed and appropriately assigned, reinforcing the district's commitment to maintaining high-quality instruction and equitable access to effective educators for all students.

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 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.	$42,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Implement Extra-curricular Programs to Promote School Connectedness	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.	$686,194.00	Yes
5.3	Promote Cultural Proficiency throughout the School Community	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.	$20,000.00	Yes
5.4	Fully Implement the District's Equity Action Plan	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.	$20,000.00	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.	$55,537,154.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	At Buena Vista High School, the goal is to reduce the percentage of students identified as chronically absent from 78.5% in 2023 to 40% by 2026. At Paramount Community Day School, the goal is to reduce the percentage of students identified as chronically absent from 66.7% in the 2023 school year. For both schools, chronic absenteeism has been one of the most significant barriers to academic achievement and graduation, and addressing this issue requires a comprehensive and collaborative approach. Each school community—including students, parents, staff, district support teams, and local partners—will work together to strengthen attendance and create a culture of belonging. To achieve these goals, both campuses have implemented a Multi-Tiered System of Support (MTSS) that includes weekly attendance and mobility tracking, tiered interventions tailored to student needs, and consistent communication with families. Parents will also be provided resources and supports to support consistent attendance, while students will benefit from expanded access to social-emotional supports, counseling, and wellness programs. Positive reinforcement will be used to celebrate improvements and foster motivation and connection to school. Additionally, staff will receive professional development and training focused on reducing absenteeism and implementing effective support strategies, while community partnerships will extend additional resources to students and families. Beginning with the 2025 school year, Paramount Community Day School will close to consolidate resources, with students transitioning to Buena Vista High School where stronger supports will be provided. Through these coordinated actions, Buena Vista High School is expected to increase overall attendance rates, significantly reduce chronic absenteeism, and ensure that all students are motivated, supported, and prepared to graduate ready for college, career, and life success.	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.

Three PUSD schools qualified for the Equity Multiplier: Buena Vista High School, Paramount Virtual High School, and Paramount Community Day School. Paramount Virtual High School had no students in attendance for the 2024-2025 school year. Based on the 2024 California Dashboard and community partner collaboration, improving student attendance and engagement is an ongoing need. Engaging and empowering students and families supports attendance and is essential for student success. Good attendance combined with meaningful

engagement leads to many positive outcomes, including better performance on academic measures, higher self-esteem, improved social skills, and higher high school graduation rates.

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 Community Day School (Dataquest/CALPADS)	All: 66.7% English Learners: ** Foster Youth:** Low Income:65.5% Dataquest 65% as of March 31,2024	All: 90.0%% English Learners: ** Foster Youth:** Low Income:65.5% CALPADS 14.1 90% as of March 31, 2025		N/A	+23.3%
6.2	Chronic absenteeism at Paramount Buena Vista High School (Dataquest/CALPADS)	All: 78.5% English Learners: 80.0% Foster Youth:** Low Income:78.5% Dataquest 53% as of March 31,2024	All:76.4% English Learners:74.6% Foster Youth:** Low Income:76.7% CALPADS 14.1 46% as of March 31, 2025		All: 40% English Learners:40% Foster Youth:40% Low Income:40%	All: -2.1% English Learners:-5.4% Foster Youth:** Low Income:-1.8%

Goal Analysis [2024-25]

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.
- Monthly "Coffee/Tea with Classified Staff" events to foster staff engagement and communication. Action 6.1.
- 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 2025 includes the first group of 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.

In 2024–25, Paramount Unified School District fully implemented all Action Items under Goal 6, the Equity Multiplier. While the majority of expenditures aligned with initial budget projections, several material differences were observed due to the strategic use of time-limited state and federal funding sources. The District effectively leveraged external grants, including the A–G Completion Grant, Learning Recovery Emergency Block Grant, Multi-Tiered System of Supports (MTSS) Grant, Arts, Music, and Instructional Materials Discretionary Block Grant,

and Proposition 28, to supplement and enhance services that were originally intended to be funded through LCAP. The use of one-time supplemental grants in place of LCAP funds resulted in lower-than-anticipated expenditures for Goal 6 under the LCAP. However, this strategic decision enabled Paramount USD to broaden access to critical services and ensure continuous improvement in outcomes for unduplicated students. The District will continue to closely monitor expenditure patterns and service impacts to inform future Local Control Accountability Plan (LCAP) development and ensure alignment with long-term equity goals.

Action 6.1: Increase Family Engagement
While this action was carried out in full, a significant portion of the budgeted Equity Multiplier funds remained unspent. The District intentionally redirected funding responsibilities to the A–G Completion Grant, Learning Recovery Block Grant, and MTSS Grant. These external sources supported parent outreach efforts, workshops, and engagement events, ensuring that service delivery goals were met or surpassed.

Action 6.2: Provide Enrichment and Social Emotional Learning Opportunities
This action was fully implemented; however, a substantial portion of the Equity Multiplier allocation was not expended because enrichment programs, professional development in Social-Emotional Learning (SEL), and extended learning activities were supported through the Learning Recovery Emergency Block Grant, A–G Completion Grant, and MTSS Grant. This shift allowed the District to enhance service offerings and maintain a high level of support for student wellness and engagement.

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

Contributing Actions:

Paramount Community Day School
Action 6.1 was not effective as demonstrated by Metric #6.1 in which students who become Chronically absent increase from 65% to 90%. Beginning in the 2025–26 school year, students in this program will be moved to Buena Vista High School to address the chronic absenteeism challenges.

Action 6.2 Provide Enrichment and Social Emotional Learning Opportunities was mostly effective. 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, 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. Metric #6.2 shows that chronic absenteeism for Buena Vista High School declined from 53% to 46%. Although the actual percentage of improved services for unduplicated students may vary slightly from original projections due to shifts in funding sources, the intended impact and equity-focused outcomes are starting to be realized for Foster Youth, English Learners, and Low-Income students at this school.

While notable progress has been made at Buena Vista High School in reducing chronic absenteeism, challenges remain. Paramount Virtual Academy, the third Equity Multiplier school, did not have any students enrolled during the 2024–25 school year. In addition, to consolidate resources and better serve Tier II and Tier III Low-Income, English Learner, and Foster Youth students in the Educational Options programs, Paramount Community Day School students will attend Buena Vista High School beginning in the 2025–26 school year. Efforts to clarify and

streamline the identification and placement process for credit-deficient students within the Educational Option program are ongoing to ensure Tier II and III supports are appropriate. Paramount USD acknowledges these areas for growth and remains committed to refining strategies and partnerships to ensure sustained progress toward the goal of increased engagement and support 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.

Next year, Buena Vista will be the only Equity Multiplier-qualified school. Paramount Virtual Academy will continue not to have students, and the Community Day school services will be moved to Buena Vista, as the "Metric" will no longer apply due to these changes.

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 Paramount Community Day 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 to 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.	$64,628.00	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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$58,800,271	$7,860,474

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
45.065%	0.000%	$0.00	45.065%

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 Assistant Superintendent of Educational Services and division 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.	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: English Learners 63.7 points below standard (PBS) Foster Youth 52.8 PBS Low-income students 31.9 PBS Math: 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 are able to meet grade level standards. **Scope:** LEA-wide	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, 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 being provided on an LEA-wide basis because all students will benefit from improved teaching practices.	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
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: English Learners 63.7 points below standard (PBS)	The Assistant Superintendent of Educational Services and team will develop, implement, and monitor a Multi-Tiered System of Support (MTSS) that incorporates Tier II and Tier III methodologies, programs, and strategies designed to address the needs of English Learners, Foster Youth, and Low-Income students. The MTSS framework will use academic, social-emotional/behavioral, and college- and career-readiness data to identify and implement targeted Tier II and Tier III interventions that maximize achievement for these student groups.	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 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 52.8 PBS Low-income students 31.9 PBS Math: 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 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	This action will be implemented LEA-wide, as all teachers will receive MTSS training, and the targeted intervention program will provide benefits to all students.	Goal 1 Metric #11, #13, #14, #15, #16, #17, #18, #19 Goal 5 Metric #5, #6, #13, #14, #18, #19, #20, #21
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: English Learners 63.7 points below standard (PBS) Foster Youth 52.8 PBS Low-income students 31.9 PBS Math: English Learners 105.3 PBS	The Educational Services team will create an 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 will be implemented LEA-wide, as all students will participate in the assessment process and benefit from the program.	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
	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		
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: English Learners: 19.4% prepared – LOW Foster Youth: 21.4% prepared – NO PERFORMANCE LEVEL AVAILABLE Low-income: 41.3% prepared – MEDIUM 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):	The Assistant Superintendent of Educational Services will ensure the MTSS domain of College and Career Readiness provides targeted Tier II and Tier III supports for English Learners, Foster Youth, and Low-Income students across TK–12. These increased services include specialized language development and academic interventions for English Learners, personalized tutoring and wraparound supports for Foster Youth, and expanded access to AP, Dual Enrollment, CTE pathways, and AVID for Low-Income students. By emphasizing literacy, numeracy, and STEAM, this action increases the percentage of UDP students meeting the College and Career Indicator (CCI), while also improving A–G completion, AP participation and pass rates, and postsecondary readiness. Delivered on an LEA-wide and schoolwide basis, these expanded opportunities provide equitable access while addressing the unique barriers faced by these 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
	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): 11.8% All Students: 11.8 English Learners: 1.68% Foster Youth: N/A Low income: 11.35% College and Career Indicator: 41.7% Prepared (medium status) 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	This action will be implemented LEA-wide, as all students must graduate from PUSD prepared for college and career success.	
1.5	**Action:** Provide academic enrichment opportunities for students **Need:** 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 Assistant Superintendent of Educational Services will ensure a comprehensive enrichment program that expands learning beyond the school day and year, including STEAM, visual and performing arts, college and career readiness field trips, athletics, activities, and advanced coursework. These opportunities are specifically designed to increase services for English Learners, Foster Youth, and Low-Income students by addressing academic, social-emotional, and college/career readiness needs.	We will monitor the effectiveness of our enrichment program through our Title I LCAP Survey. Metrics related to measuring this action: Goal 1 Metric #1, #4, #7, #8, #9, #20

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	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. These services will be offered on a LEA-wide basis because all students will benefit from programs and activities that promote success both inside and outside the classroom.	
1.6	**Action:** Facilitate 21st century learning strategies and supports **Need:** 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	The Assistant Superintendent of Educational Services and the Director of Technology will expand digital supports by providing 1:1 devices, hot spots, digital tools, and resources, along with professional development for staff to integrate technology effectively. Modernized classrooms, libraries, and learning centers will be equipped to strengthen Tier II and Tier III interventions, creating equitable access to high-quality digital learning environments. 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 disruptions caused by mobility; and Low-Income students will gain equitable access to devices, online resources, and enrichment opportunities	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, #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
	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	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. These services will be implemented LEA-wide, as closing the digital divide and integrating technology effectively benefits all students and supports improved achievement.	
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: 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:	Transitional Kindergarten (TK) will be offered to all four-year-old students, with targeted Tier II and Tier III supports designed to increase services for English Learners, Foster Youth, and Low-Income students. The program emphasizes early literacy, numeracy, and social-emotional development, ensuring students are equipped with the foundational skills needed for long-term academic success. For English Learners, TK provides early access to structured language development and vocabulary-building experiences that accelerate English proficiency. Foster Youth benefit from consistent school readiness supports, stability, and early intervention to address gaps caused by school transitions. 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 all three student groups enter kindergarten better prepared to meet benchmarks and thrive in a TK–12 pathway.	We will monitor incoming TK data through the beginning of the year iReady diagnostic in Kindergarten and the DRDP 2nd Assessment. 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
	“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 English Learner, Foster Youth and 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 2023: 6% of all kindergartens English Learners enter school at grade level **Scope:** LEA-wide	This initiative will be implemented LEA-wide, as all students benefit from early learning programs that prepare them to enter kindergarten with the skills needed for school success.	
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	The Assistant Superintendent of Educational Services team will provide Tier II and Tier III academic and instructional professional development focused on evidence-based language development strategies. This training will build teacher capacity to deliver both designated and integrated English Language Development (ELD) with greater consistency and effectiveness across all grade levels.	We will monitor academic outcomes through: CA School Dashboard English language proficiency indicator Reclassification Rate for English Learners Long Term English Learner numbers

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
	Learners (LTEL), and 305 are At-Risk of becoming LTEL (DataQuest). Discussions with our DELAC and ELAC revealed an ongoing need to improve the 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	These increased services directly benefit 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 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. 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.	Metrics related to measuring this action: Goal 1 Metric #11, #12 Goal 5 Metric #22, #23
1.9	**Action:** Promote personalized learning and differentiated instruction **Need:** CALPADS - average class size is 24.26 students CA School Dashboard Graduation Rate: English Learners: 82% graduated	The Assistant Superintendent of Pupil and Personnel Services will develop staffing formulas that support small class sizes, enabling teachers to provide Tier II and Tier III differentiated instruction to address individual academic needs and provide targeted support for English Learners, Foster Youth, and Low-Income students. This action will be implemented LEA-wide, as all students benefit from smaller class sizes.	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

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: 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:** LEA-wide		
1.10	**Action:** Implementation of Academic Standards **Need:** The 2024 California School Dashboard indicates a “Very Low” or “Low” range for English Language Arts. Specifically, Wirtz, Hollydale, Jefferson, Los Cerritos, Keppel, and Gaines elementary schools are placed in the Very Low category. English Language Arts metric is in the "Yellow" performance level, with students scoring 39.5 points below the standard. The implementation of rigorous, standards-aligned instruction is vital to ensuring that all students, especially those in underserved subgroups such as English Learners	The Educational Services Department will ensure all students have access to rigorous standards-aligned instructional materials.	We will monitor academic outcomes through: CA School Dashboard indicators. Metrics related to measuring this action: #1, #4, #5, #13, #14, #15, #17, #18, #19

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
	(approximately 20.8 percent of the district's student population) and socioeconomically disadvantaged students (over 94 percent at Paramount High School), have equitable access to academic success. **Scope:**		
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: English Learners 63.7 points below standard (PBS) Foster Youth 52.8 PBS Low-income students 31.9 PBS Math: 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	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 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
	key to ensuring quality programs and instruction for these students **Scope:** LEA-wide		
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: English Learners 63.7 points below standard (PBS) Foster Youth 52.8 PBS Low-income students 31.9 PBS Math: 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'	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
	association and classified association we will implement dedicated days for professional development. **Scope:** 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: English Learners 63.7 points below standard (PBS) Foster Youth 52.8 PBS Low-income students 31.9 PBS Math: 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.	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. 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

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		
3.1	**Action:** Enhance Physical Safety and Well-being **Need:** CA School Dashboard Suspension Rate: 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	Maintenance and Operations staff, site administrators, and school personnel will strategically enhance and utilize school facilities to 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.	We will monitor suspension rates for English Learners, Foster 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 , #8, #9, #10, #13, #14, #15, #16
3.2	**Action:** Promote Social-Emotional Development	The Assistant Superintendent of Educational Services will develop and monitor a robust Tier II	We will monitor this action through the CA Healthy

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 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:** LEA-wide	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. These actions are being provided on an LEA-wide basis because all our students can benefit from the social-emotional support.	Kids Survey Connectedness measure. Metrics related to measuring this action: Goal 3 Metric #3, #4, #5, #14, #15, #16
3.3	**Action:** Implement Comprehensive Mental Health Support **Need:** CA Healthy Kids Survey: 72% of 5th grade students feel safe at 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.	We will implement, monitor, and analyze data from the CA Healthy Kids Surveys. Metrics related to measuring this action:

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
	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 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	These actions are being provided on an LEA-wide basis because all our students can benefit from mental health and trauma-related services.	Goal 3 Metric #1, #2, #8, #9, #10, #14, #15, #16
3.4	**Action:** Improve Attendance and Reduce Chronic Absenteeism **Need:** CA School Dashboard Chronic Absenteeism English Learners: 29.7% Chronically Absent Foster Youth: 26.8% Chronically Absent Low-income: 33.2% Chronically Absent Through outreach with our parents and their teachers we learned there are many and varied reasons for chronic absenteeism in our	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 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
	community, and we will require a multi-pronged approach to address this issue. **Scope:** LEA-wide		Goal 3 Metric #1, #2
4.1	**Action:** Develop a Comprehensive Communication and Marketing Strategy **Need:** 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” 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)	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 #4.8

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: 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		
4.2	**Action:** Strengthen Community Partnerships and Resources **Need:** 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	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 #4.6

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	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.	
4.3	**Action:** Improve home-school communication **Need:** 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	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 #4.6

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
	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 **Need:** 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)	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 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	We will monitor this through our Title I LCAP Survey Metrics related to measuring this action: Goal 4 Metric #8

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
	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) 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	academic success, graduation, and college and career readiness for all students.	
5.1	**Action:** Strengthen Diversity in Staff and Leadership **Need:** Our staffing data indicates we can improve on our diversity to better match our student population. All staff: White 46%	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.	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
	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	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.	
5.2	**Action:** Implement Extra-curricular Programs to Promote School Connectedness **Need:** 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)	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. This action will be implemented LEA-wide, as all students benefit from access to enrichment opportunities.	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
	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. **Scope:** LEA-wide		
5.3	**Action:** Promote Cultural Proficiency throughout the School Community **Need:** 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 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	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 #5, #6, #13, #14, #17, #18, #19, #20, #21, #22, #23, #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
	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 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.	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 #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
	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 staff will be maintained to 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.

2025-26 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	130,480,208	58,800,271	45.065%	0.000%	45.065%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$159,564,610.00	$5,220,318.00	$0.00	$0.00	$164,784,928.00	$135,663,860.00	$29,121,068.00

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	$3,189,606.00	$157,739.00	$3,347,345.00				$3,347,345.00	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	$2,749,251.00	$388,251.00	$503,842.00	$2,633,660.00			$3,137,502.00	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	$2,119,150.00	$87,200.00	$2,206,350.00				$2,206,350.00	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	$4,943,766.00	$2,233,318.00	$7,177,084.00				$7,177,084.00	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	$3,698,019.00	$509,955.00	$4,207,974.00				$4,207,974.00	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	$1,638,777.00	$2,516,967.00	$4,155,744.00				$4,155,744.00	0
1	1.7	Focus on early learning initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All elementary schools Transitional Kindergar	Ongoing	$2,728,172.00	$66,331.00	$2,794,503.00				$2,794,503.00	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
							ten									
1	1.8	Improve English Learner outcomes	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$999,592.00	$313,368.00	$1,312,960.00				$1,312,960.00	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	$14,257,405.00	$0.00	$14,257,405.00				$14,257,405.00	0
1	1.10	Implementation of Academic Standards	All	No				Ongoing	$0.00	$1,447,750.00	$1,447,750.00				$1,447,750.00	
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	$211,997.00	$211,997.00				$211,997.00	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	$4,630,677.00	$2,178,647.00	$2,452,030.00			$4,630,677.00	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	$80,770.00	$80,770.00				$80,770.00	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	$5,534,679.00	$797,555.00	$6,332,234.00				$6,332,234.00	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	$4,486,443.00	$58,385.00	$4,544,828.00				$4,544,828.00	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	$776,802.00	$60,000.00	$776,802.00	$60,000.00			$836,802.00	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	$1,059,038.00	$1,937,843.00	$2,996,881.00				$2,996,881.00	0
3	3.5	IEP Implementation	Students with Disabilities	No			All Schools	Ongoing	$25,968,229.00	$9,252,363.00	$35,220,592.00				$35,220,592.00	
3	3.6	Repair and Maintenance Program	All	No			All Schools	Ongoing	$4,945,333.00	$3,259,468.00	$8,204,801.00				$8,204,801.00	

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
4	4.1	Develop a Comprehensive Communication and Marketing Strategy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$488,702.00	$155,000.00	$643,702.00				$643,702.00	0
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	$469,114.00	$18,103.00	$487,217.00				$487,217.00	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	$143,400.00	$143,400.00				$143,400.00	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	$26,234.00	$26,234.00				$26,234.00	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	$42,200.00	$42,200.00				$42,200.00	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	$686,194.00	$686,194.00				$686,194.00	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	$20,000.00	$20,000.00				$20,000.00	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	$20,000.00	$20,000.00				$20,000.00	0
5	5.5	Qualified and appropriately assigned teachers	All	No			All Schools	Ongoing	$55,537,154.00	$0.00	$55,537,154.00				$55,537,154.00	
6	6.1	Chronic absenteeism at Paramount Community Day School	All	No			Specific Schools: Buena Vista High School	Ongoing	$64,628.00	$0.00		$64,628.00			$64,628.00	0
6	6.2	Provide Enrichment and Social Emotional Learning Opportunities.	All	No			Specific Schools: Paramount Communi	Ongoing	$10,000.00	$0.00		$10,000.00			$10,000.00	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
							ty Day School									

2025-26 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
130,480,208	58,800,271	45.065%	0.000%	45.065%	$59,154,313.00	0.000%	45.336 %	**Total:**	$59,154,313.00
								LEA-wide Total:	$59,154,313.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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	$3,347,345.00	0
1	**1.2**	Provide Targeted Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$503,842.00	0
1	**1.3**	Measure and monitor academic progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,206,350.00	0
1	**1.4**	Promote college and career readiness at all levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,177,084.00	0
1	**1.5**	Provide academic enrichment opportunities for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,207,974.00	0
1	**1.6**	Facilitate 21st century learning strategies and supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,155,744.00	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	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All elementary schools Transitional Kindergarten	$2,794,503.00	0
1	1.8	Improve English Learner outcomes	Yes	LEA-wide	English Learners	All Schools	$1,312,960.00	0
1	1.9	Promote personalized learning and differentiated instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,257,405.00	0
2	2.1	Identify and Implement Leadership Development Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$211,997.00	0
2	2.2	Design and Implement Holistic Training Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,178,647.00	0
2	2.3	Utilize a Distributed Leadership Model	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,770.00	0
3	3.1	Enhance Physical Safety and Well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,332,234.00	0
3	3.2	Promote Social-Emotional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,544,828.00	0
3	3.3	Implement Comprehensive Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$776,802.00	0
3	3.4	Improve Attendance and Reduce Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,996,881.00	0
4	4.1	Develop a Comprehensive Communication and Marketing Strategy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$643,702.00	0
4	4.2	Strengthen Community Partnerships and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$487,217.00	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 (%)
4	4.3	Improve home-school communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$143,400.00	0
4	4.4	Develop a Robust Parent Engagement and Education Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,234.00	0
5	5.1	Strengthen Diversity in Staff and Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,200.00	0
5	5.2	Implement Extra-curricular Programs to Promote School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$686,194.00	0
5	5.3	Promote Cultural Proficiency throughout the School Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	0
5	5.4	Fully Implement the District's Equity Action Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$59,606,342.00	$60,617,142.00

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	$2,585,072.00	3,313,960
1	**1.2**	Provide Targeted Student Support	Yes	$2,229,958.00	501,925
1	**1.3**	Measure and monitor academic progress	Yes	$2,359,949.00	2,348,139
1	**1.4**	Promote college and career readiness at all levels	Yes	$6,632,622.00	7,137,978
1	**1.5**	Provide academic enrichment opportunities for students	Yes	$3,727,166.00	4,057,018
1	**1.6**	Facilitate 21st century learning strategies and supports	Yes	$2,640,821.00	4,683,250
1	**1.7**	Focus on early learning initiatives	Yes	$2,568,282.00	2,755,226
1	**1.8**	Improve English Learner outcomes	Yes	$552,022.00	1,371,519
1	**1.9**	Promote personalized learning and differentiated instruction	Yes	$16,436,176.00	14,207,996
2	**2.1**	Identify and Implement Leadership Development Programs	Yes	$234,000.00	211,967
2	**2.2**	Design and Implement Holistic Training Programs	Yes	$675,662.00	2,194,291

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	2.3	Utilize a Distributed Leadership Model	Yes	$696,465.00	80,770
3	3.1	Enhance Physical Safety and Well-being	Yes	$4,951,573.00	6,330,484
3	3.2	Promote Social-Emotional Development	Yes	$4,628,616.00	4,520,275
3	3.3	Implement Comprehensive Mental Health Support	Yes	$4,092,256.00	1,726,032
3	3.4	Improve Attendance and Reduce Chronic Absenteeism	Yes	$2,789,153.00	2,910,774
4	4.1	Develop a Comprehensive Communication and Marketing Strategy	Yes	$417,985.00	603,076
4	4.2	Strengthen Community Partnerships and Resources	Yes	$478,327.00	482,156
4	4.3	Improve home-school communication	Yes	$104,526.00	148,666
4	4.4	Develop a Robust Parent Engagement and Education Program	Yes	$43,613.00	34,972
5	5.1	Strengthen Diversity in Staff and Leadership	Yes	$10,000.00	52,146
5	5.2	Implement Extra-curricular Programs to Promote School Connectedness	Yes	$320,000.00	823,304
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

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)
6	6.1	Increase Family Engagement		$342,098.00	81,218
6	6.2	Provide Enrichment and Social Emotional Learning Opportunities		$50,000.00	0

2024-25 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)
60,433,128	$59,214,244.00	$60,535,924.00	($1,321,680.00)	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	$2,585,072.00	3,313,960	0	
1	1.2	Provide Targeted Student Support	Yes	$2,229,958.00	501,925	0	
1	1.3	Measure and monitor academic progress	Yes	$2,359,949.00	2,348,139	0	
1	1.4	Promote college and career readiness at all levels	Yes	$6,632,622.00	7,137,978	0	
1	1.5	Provide academic enrichment opportunities for students	Yes	$3,727,166.00	4,057,018	0	
1	1.6	Facilitate 21st century learning strategies and supports	Yes	$2,640,821.00	4,683,250	0	
1	1.7	Focus on early learning initiatives	Yes	$2,568,282.00	2,755,226	0	
1	1.8	Improve English Learner outcomes	Yes	$552,022.00	1,371,519	0	
1	1.9	Promote personalized learning and differentiated instruction	Yes	$16,436,176.00	14,207,996	0	
2	2.1	Identify and Implement Leadership Development Programs	Yes	$234,000.00	211,967	0	
2	2.2	Design and Implement Holistic Training Programs	Yes	$675,662.00	2,194,291	0	
2	2.3	Utilize a Distributed Leadership Model	Yes	$696,465.00	80,770	0	
3	3.1	Enhance Physical Safety and Well-being	Yes	$4,951,573.00	6,330,484	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	$4,628,616.00	4,520,275	0	
3	3.3	Implement Comprehensive Mental Health Support	Yes	$4,092,256.00	1,726,032	0	
3	3.4	Improve Attendance and Reduce Chronic Absenteeism	Yes	$2,789,153.00	2,910,774	0	
4	4.1	Develop a Comprehensive Communication and Marketing Strategy	Yes	$417,985.00	603,076	0	
4	4.2	Strengthen Community Partnerships and Resources	Yes	$478,327.00	482,156	0	
4	4.3	Improve home-school communication	Yes	$104,526.00	148,666	0	
4	4.4	Develop a Robust Parent Engagement and Education Program	Yes	$43,613.00	34,972	0	
5	5.1	Strengthen Diversity in Staff and Leadership	Yes	$10,000.00	52,146	0	
5	5.2	Implement Extra-curricular Programs to Promote School Connectedness	Yes	$320,000.00	823,304	0	
5	5.3	Promote Cultural Proficiency throughout the School Community	Yes	$20,000.00	20,000	0	
5	5.4	Fully Implement the District's Equity Action Plan	Yes	$20,000.00	20,000	0	

2024-25 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)
134,348,224	60,433,128	0	44.982%	$60,535,924.00	0.000%	45.059%	$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 2025-26, 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 32526(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 32526(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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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 32526(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 32526(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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