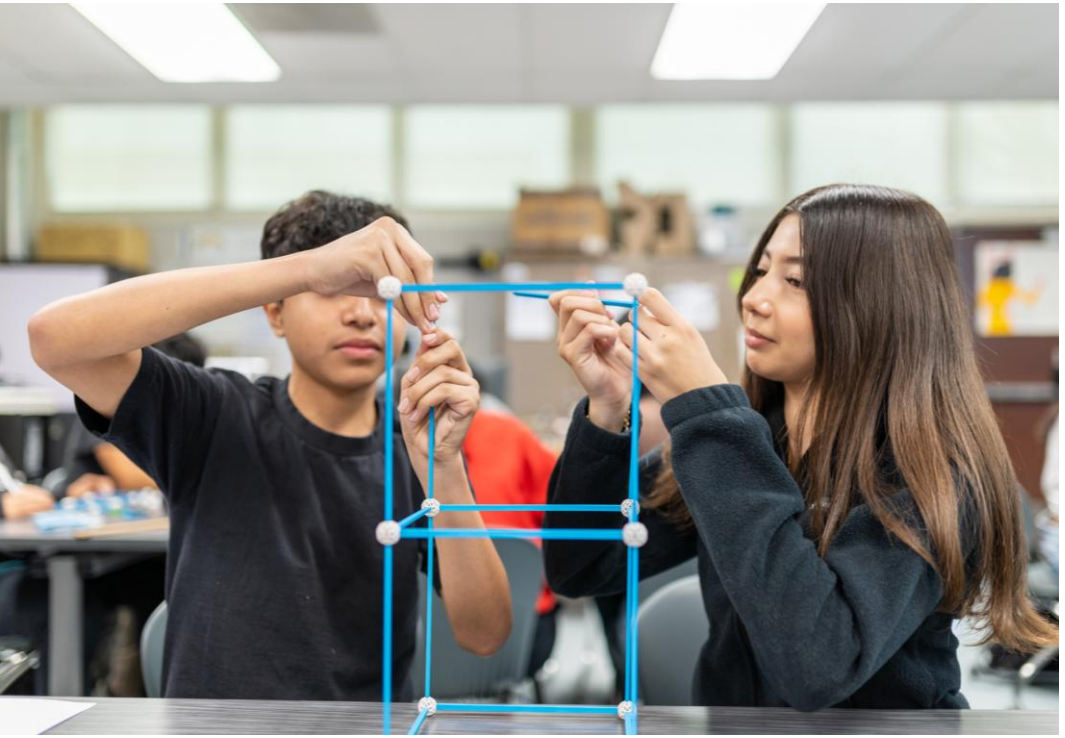
# PARAMOUNT USD

Empowering students in Paramount schools.

## Budget Advisory Committee
## Meeting #3
## October 29, 2026



# Mission & Vision

## Mission

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

## VISION

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



# PUSD – Strategic Priorities

## Goal 1

Elevate Deeper Learning and College, Career, and Life Readiness

## Goal 2

Implement Comprehensive Professional Learning, Leading to Effective Change

## Goal 3

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

## Goal 4

Enhance Family and Community Engagement

## Goal 5

Build an Inclusive and Equitable School District

# Learner Profile



- ✓ Purposeful Communicator
- ✓ Effective Collaborator
- ✓ Universal Advocate
- ✓ Empowered Learner
- ✓ Responsible and Empathic Citizen
- ✓ Competent Thinker
- ✓ Accomplished Learner

# Resources

- Presentation materials can be found on the District website
  - District → District Budget



# School Funding & Attendance

Average student funding = $17,034 per student

$17,034 / 180 school days = $94.63 per day per student

Enrollment = 10,882
ADA at 92% = 10,011
ADA at 95% = 10,338, difference of 327 (from 92%) x $17,034 = $5,570,118
ADA at 100% = difference of 871 (from 92%) x $17,034 = $14,836,614

92% x 180 school days equates to about 14 days of absence per student (almost 3 weeks of school)
95% x 180 school days equates to about 9 days of absence per student (almost 2 weeks of school)

# Attendance Rates Impact Funding

| Description | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
|---|---|---|---|---|
| Total Revenue/Source at 92.25% ADA | 167,330,949 | 165,984,253 | 163,296,873 | 161,094,383 |
| Increase if 95.00% ADA | 133,979 | 1,836,448 | 3,582,877 | 5,344,688 |
| **Total Revenue/Source** | **167,464,928** | **167,820,701** | **166,879,750** | **166,439,071** |
| **Total Expenditure/Use** | **186,194,986** | **185,910,422** | **190,171,911** | **189,727,264** |
| Net Surplus (Deficit) | (18,730,058) | (18,089,721) | (23,292,161) | (23,288,193) |
| Beginning Fund Balance | 62,360,296 | 43,630,238 | 25,540,517 | 2,248,356 |
| **Ending Fund Balance** | **$ 43,630,238** | **$ 25,540,517** | **$ 2,248,356** | **$ (21,039,837)** |
| 3% and Other Reserve Needed | 9,099,689 | 9,023,805 | 8,908,195 | 8,896,164 |
| **Saving Needed for $0 EFB + Economic Uncertainties** | | | **(6,659,839)** | **(29,936,001)** |

# LCAP: Attendance Goals

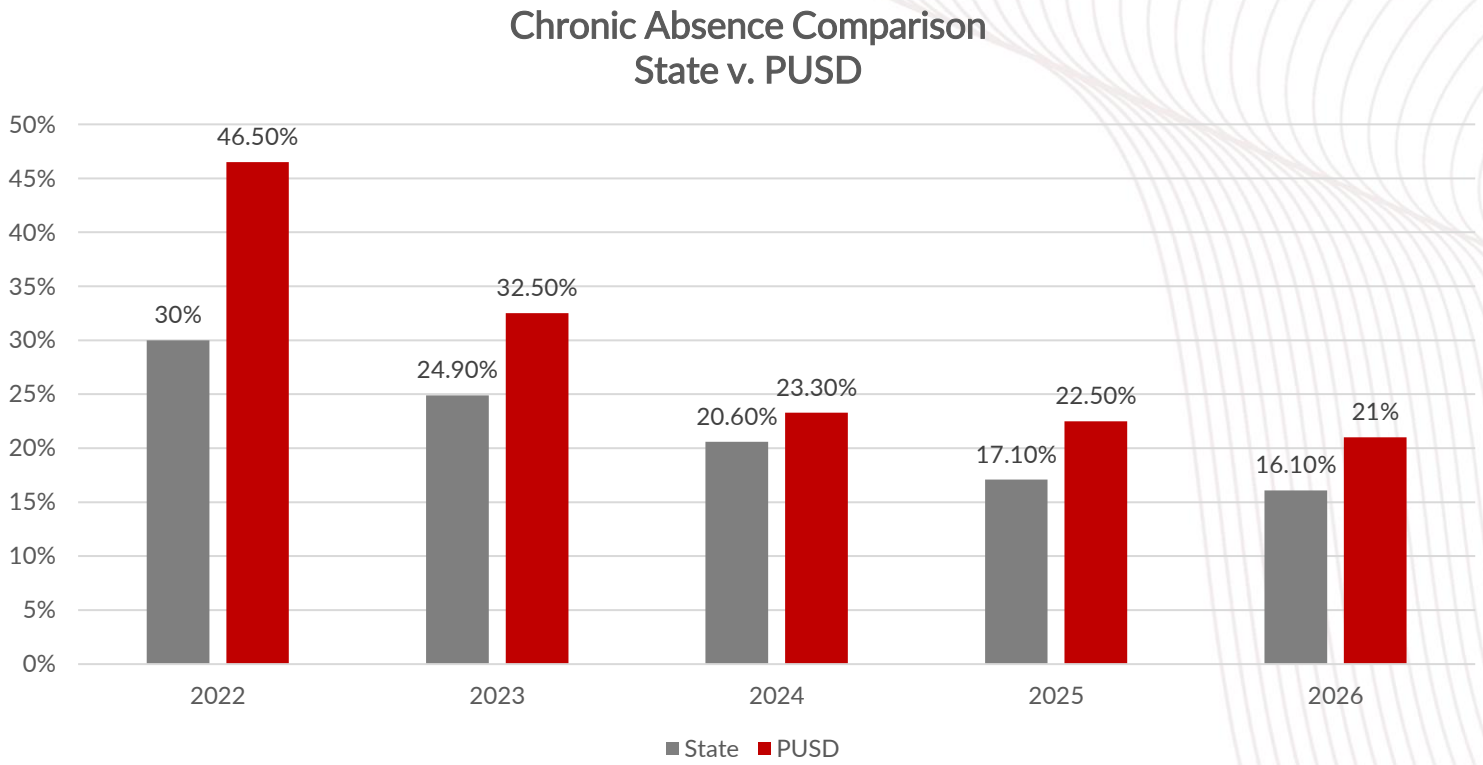
**1.** Chronic Absence Rate
LCAP Metric 3.1

Our Goal for the 2026-2027 school year: 19%

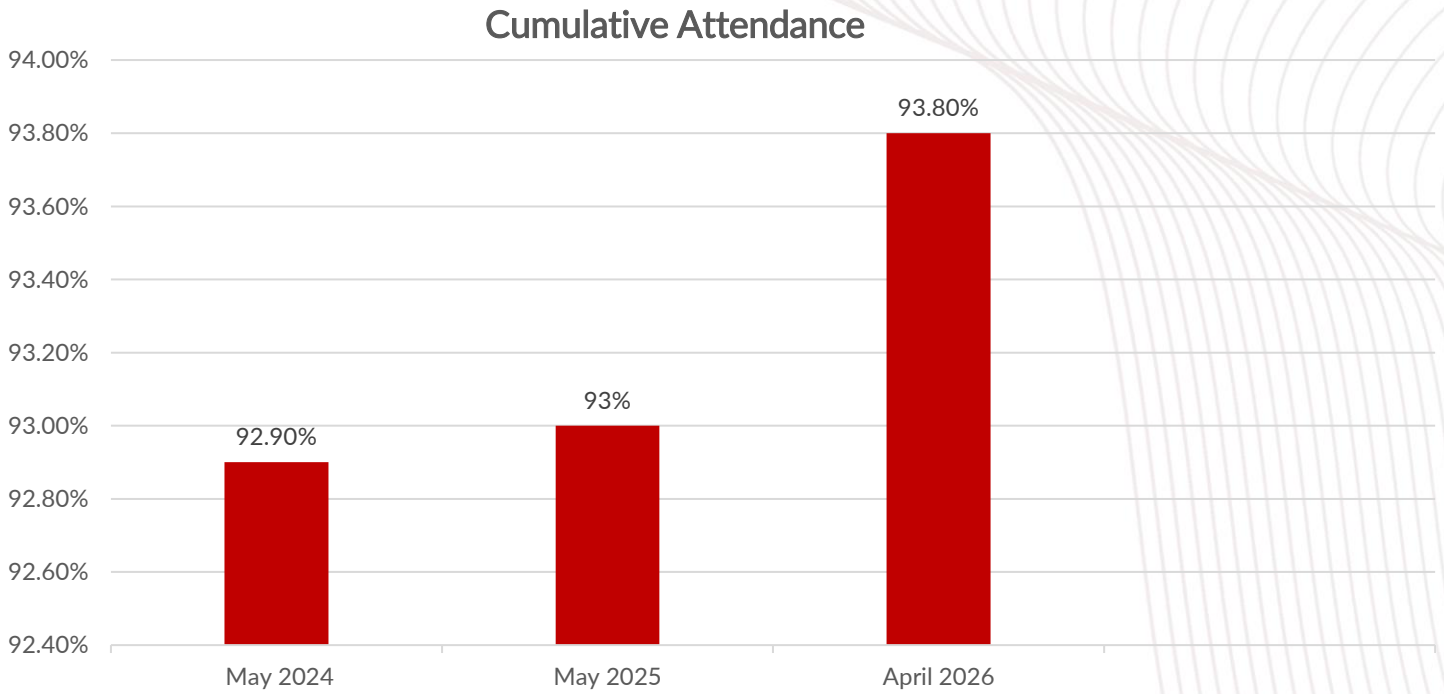
**2.** Cumulative Attendance
LCAP Metric 3.2

Our Goal for the 2026-2027 school year: 95%

# Chronic Absence Rate Comparison

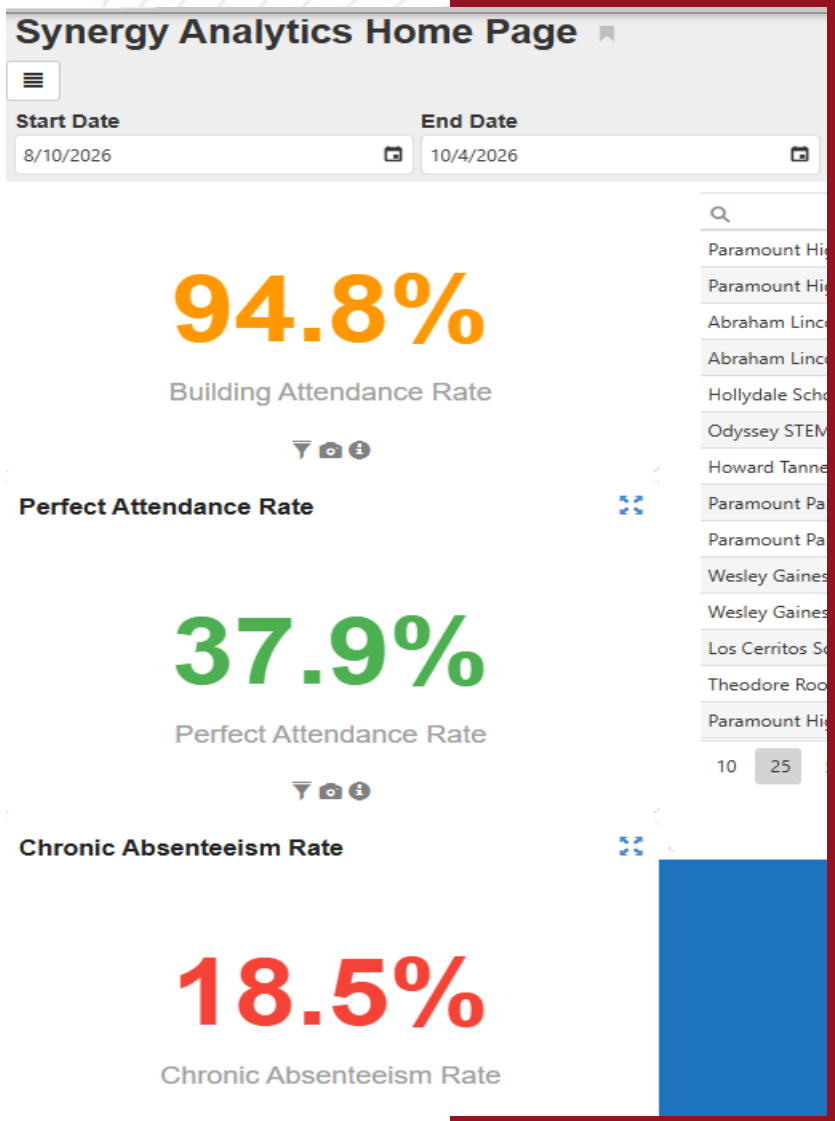


# Attendance Rate Trends



## Transition from Hoonuit to Synergy Analytics

- Helps turn student data into interactive dashboards
- Provides real-time insights that support data-driven decision making
- Can analyze trends over time
- Monitor student groups
- Identify areas of need



# Collective Responsibility

- Attendance is not one person's responsibility – the larger school community must take ownership in addressing the issue
- Our primary role is to engage students and their families, identify the underlying challenges and address the needs in a comprehensive way that supports social, emotional and behavioral success for all students



**Every day counts. Every student matters. Every adult makes a difference.**

# Team Approach to Attendance

## TEAMS SUCCESSFUL IN ATTENDANCE

- **Identifying** and **addressing** patterns of absenteeism at the preliminary stages, before patterns of poor attendance become deeply rooted
- Are intentional, data-driven, and monitor outcomes for students at various levels of absenteeism
- Focus on building and maintaining trusting relationships with students and families, serving as a resource and support system
- Use a long-term approach for sustainability

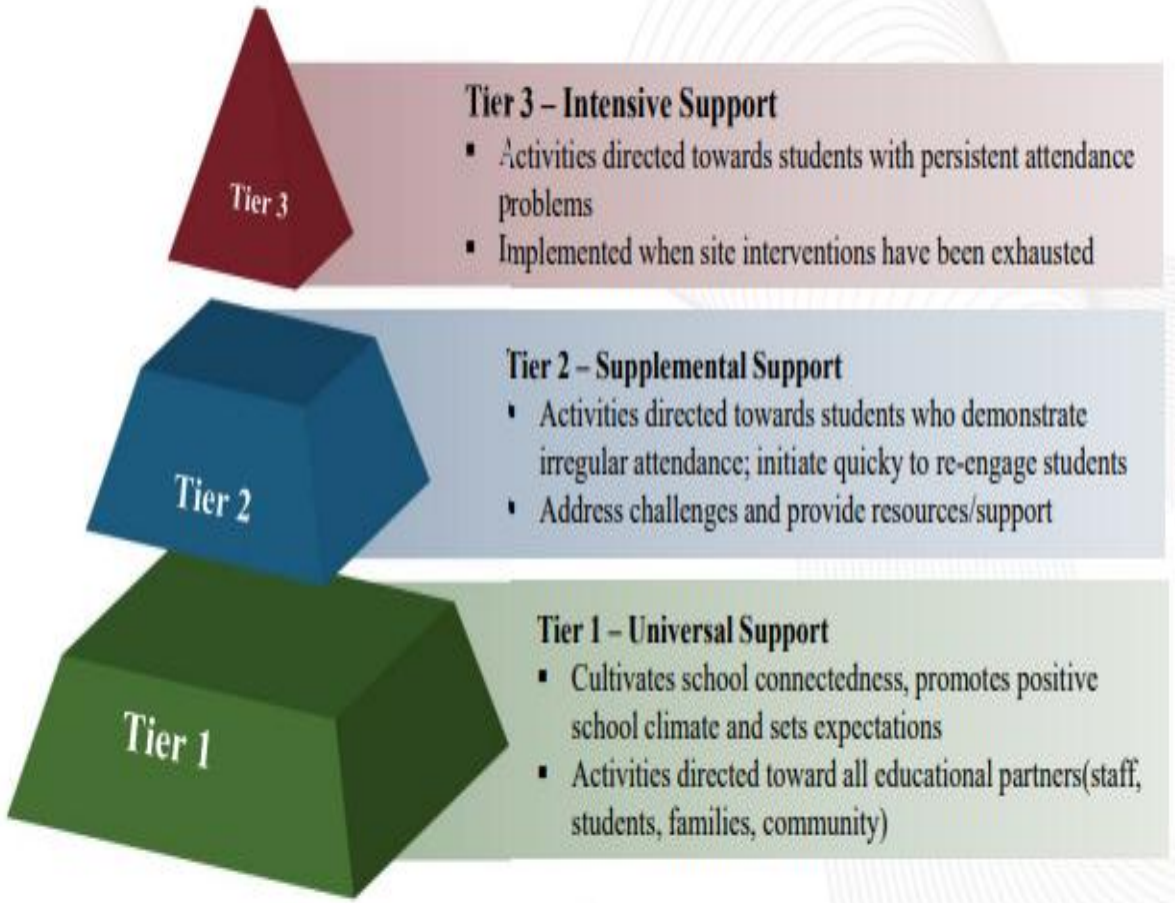
## TEAMS THAT STRUGGLE WITH ATTENDANCE

- Task one or two people with “fixing” attendance
- Convene only when a student has “fallen through the cracks” or focus solely on the most severe cases
- Simply “check the boxes” before referring a case to SARB

# MTSS: Tiered System of Supports

| October | | Activities/Descriptions | PUSD Staff Leads | Tools/Materials |
|---|---|---|---|---|
| Tier 1 | *District Office* | Highlight attendance on district website (monthly) | Pupil Services; Supt.; Technology | Website; Certificates |
| | | Share attendance data/trends at principal meetings; highlight "bright spots" and recognize all school sites with the highest attendance at principal meetings (banner, financial prize) | Pupil Services | Certificates |
| | | Provide monthly updates for school site attendance teams; share during job-alike mtgs as well (principal, AP/Dean, counselors, SW meeting, data techs) | Pupil Services | Agenda; emails |
| | | Facilitate District Attendance Task Force Mtg | Pupil Services | Slides; Synergy |
| | | Encourage school sites to recognize students for good and improved attendance at end of first quarter and trimester; highlight quarter and trimester "Bright Spots" on district website | Pupil Services | Synergy |
| | | Highlight attendance at district-level parent meetings (LCAP, DELAC, etc.) | Pupil Services | Slides |
| | | Prepare handouts and talking points for school sites for parent/teacher conferences in November (including ChildNet or Guidance Center resources) | Pupil Services | Handouts (AW) |
| | | Develop messaging to families re: Thanksgiving Week (emails, texts, social media, district website, ParentSquare) and distribute messaging to school sites | Pupil Services | Sample language |
| | | Provide a visual calendar of holidays for families | Pupil Services | Calendar |
| | | Consider implementing attendance recovery programs | AT | |
| | | Remind school sites to submit attendance reports in a timely manner | Business Services | Reports |
| | *Sites* | ParentSquare attendance message; promote attendance on website & social media | AT | Message |
| | | Share attendance data with educational partners (staff, parents through ELAC, SSC, PTA, etc.) | AT | Slides |
| | | Provide incentives aimed at honoring both parents and students | AT | List of incentives |
| | | Host student recognition events for perfect, good and improved attendance (95%); conduct regular attendance shout-outs/celebrations | AT | Recognition supplies |
| | | Tie in attendance component to planned school activities (Red Ribbon Week, Anti-Bully Month) | AT | Handouts |
| | | Promote Red Ribbon Week activities – student engagement activities | AT | Handouts |
| | | Prepare handouts and talking points for school sites for parent/teacher conferences in November; provide attendance report to teachers for parent/teacher conferences | AT | Handouts |
| | | Review messaging related to upcoming Thanksgiving and Winter Breaks; send out Calendar of Events to families | AT | Messaging |
| | | Pull data on students with excessive absences during the Thanksgiving and Winter Breaks; conduct outreach to the families to encourage them to schedule vacations around the district calendar | AT; data techs/ attendance clerk | Synergy |
| | | Submit monthly attendance reports to DO | Data techs/ attendance clerk | Synergy |
| Tier 2 | *District Office* | Pull, review and analyze districtwide attendance data on a biweekly or monthly basis; share outcomes with DATF members | Pupil Services; RASI | Synergy |
| | | Provide lists of chronic absentees to appropriate district staff for awareness, monitoring and support (FY, HY, SPED, EL, Health Services, etc.) | Pupil Services; RASI | Synergy |
| | | Monitor school sites for Tier 2 early identification and interventions (reports, SARTs) | Pupil Services | Synergy |
| | | Push school site attendance data out to school site attendance teams | Pupil Services; RASI | Synergy |
| | *Si* | Convene an Attendance Team/Culture and Climate meeting | Admin | Agenda |

| | | | | |
|---|---|---|---|---|
| | | Encourage teachers to connect with counselors/support staff for students with extended absences (early warning) | AT | |
| | | Review and analyze attendance data; identify students who are chronically absent or on the cusp | AT | Synergy |
| | | Inform students/parents when trending chronic to raise awareness | AT | |
| | | Implement appropriate interventions (calls, texts, emails, notifications, "check and connect", home visits) and determine the underlying attendance challenges; document in Synergy | AT | Protocols; tracking sheet; Synergy |
| | | Schedule and conduct SART meetings for students who do not respond to initial early interventions; document in Synergy | AT | Calendars/ SART Contracts |
| | | Conduct check-ins with students on SART contracts | AT | Synergy |
| | | Build relationships with families and link families to support services within the PUSD and through community partnerships; consider mailing postcards or sending ParentSquare message to recognize good attendance | AT | LEA & community resources |
| | | Refer cases to SARB based on attendance data and reports; ensure that site interventions have been exhausted prior to referral | SARB Designee | Referral |
| Tier 3 | *District Office* | Complete SARB Certification through LACOE | Pupil Services | Certificate |
| | | Screen SARB referrals; determine if additional interventions are needed | Pupil Services | SARB Referrals |
| | | Calendar SARB cases; outreach to families to help ensure attendance at SARB meeting | Pupil Services | SARB Calendar |
| | | Participate in SARB meetings with BUSD; communicate outcomes with school sites | Pupil Services | Agenda |
| | | Recognize improvements following SARB mtg (phone calls, letters, certificates) | Pupil Services | Recognition materials |
| | | Monitor outcomes of SARB cases; determine if cases need to proceed for legal recourse | Pupil Services | Referral to DA |
| | *Sites* | Reach out to all students and families on a SARB contract | AT | Tracking sheet |
| | | Connect SARB families to services as needed | AT/social worker | LEA & community resources |
| | | Coordinate with Pupil Services on SARB referrals and representation at SARB meetings | SARB Designee | Referrals |



**Tier 1: Prevention (All Students)**

Focus on creating a positive school culture and promoting attendance.

Examples: ✅ Positive relationships

✅ Welcoming school environment

✅ Attendance awareness campaigns

✅ Family communication

✅ Student recognition and incentives

✅ Engaging instruction and activities

**Tier 2: Early Intervention (Some Students)**

Provide support when attendance concerns begin to emerge.

Examples: ✅ Attendance Team meetings

✅ Check & Connect

✅ Parent conferences

✅ SART interventions

✅ Attendance contracts

✅ Regular attendance monitoring

**Tier 3: Intensive Support (Few Students)**

Provide individualized interventions for students with significant attendance concerns.

Examples: ✅ SARB referrals

✅ Community agency partnerships

✅ Intensive case management

✅ Individual attendance plans

✅ Wraparound supports

**The goal is to provide support before attendance problems become chronic.**

## PARAMOUNT HIGH SCHOOL

**EVERY DAY COUNTS. EVERY PIRATE MATTERS.**

*Showing PRIDE Through Attendance*

**At Paramount High School, every day counts and every Pirate matters. When students come to school each day, they demonstrate PRIDE - our schoolwide behavior expectations that promote positive student behavior. Being present allows students to build meaningful relationships, maximize every learning opportunity, and prepare for their future.**

### ⭐ Show Your PRIDE Every Day

| | |
|---|---|
| **P — Productive** | Students attend school daily, arrive on time, and actively participate in learning. |
| **R — Respectful** | Students demonstrate respect for themselves, their classmates, and their teachers by valuing every minute of instructional time. |
| **I — Integrity** | Students and families communicate honestly regarding absences and follow attendance procedures. |
| **D — Dedicated** | Consistent attendance builds strong habits, improves achievement, and keeps students on the path toward graduation. |
| **E — Empathetic** | Paramount High School understands that challenges may arise and will partner with families to remove barriers to attendance. |

### 📈 Why Attendance Matters

Missing just 2 days each month can lead to chronic absenteeism and may impact:

- Academic achievement
- Grades and credit completion
- Graduation progress
- Connections with teachers, peers, and activities

### ⚖️ Attendance Expectations

| | |
|---|---|
| **California Law** | Education Code §48200 requires all students ages 6–18 to attend school. Students are expected to be present and on time for every class period, every day school is in session. |
| **Chronic Absenteeism** | Missing 10% or more of the school year (about 18 days), excused or unexcused, makes a student chronically absent. Just two missed days a month can put a student at risk. |
| **Truancy** | California law declares a student truant after 3 unexcused absences, 3 tardies/absences over 30 minutes, or any combination of these within a single school year. |

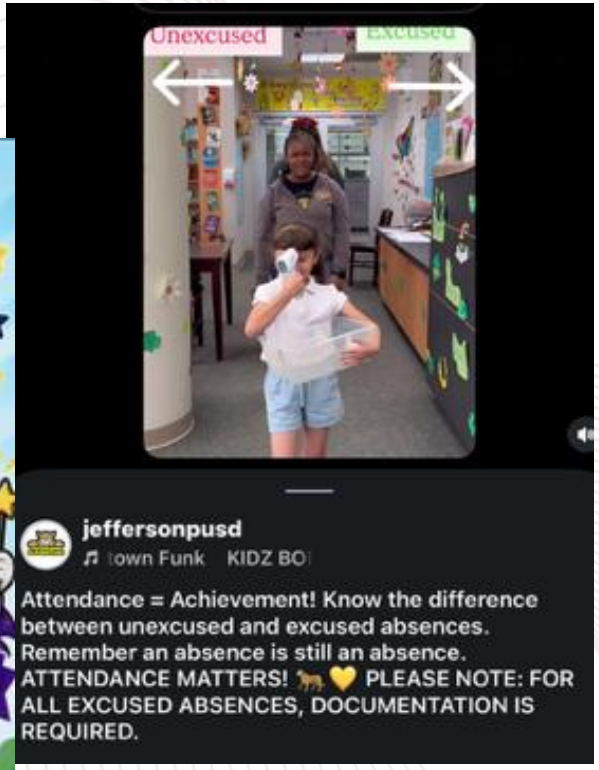















**Zamboni MS Attendance Supports**

At Zamboni, we have focused on creating a strong sense of belonging for students while also providing targeted interventions for students with attendance concerns. Our approach combines student engagement, positive school culture, family partnerships, and individualized supports to promote regular attendance.

**Schoolwide Prevention and Engagement**

- **Attendance Incentives** (monthly and quarterly recognition for strong attendance and improved attendance)
  - Certificates, prizes, raffles, and recognition opportunities
  - Grade-level competitions and schoolwide celebrations
- **Spirit Days and Spirit Weeks**
  - Encourage student participation and school connectedness
  - Build excitement and increase students' desire to be present at school
- **Friday Lunchtime Activities**
  - Games, clubs, music, and organized activities during lunch
  - Provide students with positive incentives and opportunities to connect with peers and staff
- **Student Connectedness Through ELOP**
  - After-school clubs
  - Sports programs
  - Field trips and enrichment opportunities
  - Additional opportunities for students to feel connected to school and involved beyond the classroom

**Attendance Monitoring and Early Intervention**

- **Regular Attendance Reviews**
  - Ongoing monitoring of attendance data to identify attendance concerns early
  - Review of chronic absenteeism trends and targeted outreach to families
- **Parent Communication**
  - Attendance reminder calls, meetings, and individualized outreach
  - Partnering with families to identify barriers and provide support
- **Collaboration Across Departments**
  - Administration, counselors, social worker, office staff, teachers, and support staff work together to monitor attendance and support students and families

**Tier 2 Supports**

- **Chronic Absenteeism Check-Ins**
  - Regular monitoring and attendance conversations for students approaching chronic absenteeism
  - Goal-setting and attendance improvement plans
- **SART Meetings**
  - Collaboration with families to identify attendance barriers and develop support strategies
- **Counseling Services**
  - Individual and small-group support for students whose attendance may be impacted by social-emotional concerns
- **Social Worker Support**
  - Family outreach and connection to community resources
  - Assistance addressing barriers such as housing, transportation, mental health, and family needs that may impact attendance
- **Parent Support and Resource Referrals**
  - Connecting families with school, district, and community resources to improve student attendance and overall well-being

**Tier 3 Supports**

- **Individualized Student Support**
  - Intensive monitoring and case management for students with significant attendance concerns
- **Home Visits**
  - Conducted by administration, counselors, and/or the social worker when appropriate
  - Opportunity to build relationships with families, identify barriers, and re-engage students who are chronically absent
- **Intensive Family Support**
  - Ongoing collaboration between administration, counselors, social worker, and families to develop individualized attendance plans
- **IEP Team Collaboration**
  - Attendance concerns addressed through the IEP process when applicable
- **Administrative Interventions**
  - Continued SART follow-up, family conferences, attendance contracts, and individualized support plans

**Additional Practices**

- Positive staff-to-student relationship building
- Student recognition through announcements and assemblies
- Ongoing communication with families regarding attendance expectations and supports
- Collaboration between administration, counselors, social worker, office staff, teachers, and families to support student success.

**Key Focus:** Our overall attendance strategy centers on making school a place where students feel connected, valued, and engaged while providing proactive, tiered interventions and family support to address attendance concerns before they become chronic.

# Action Steps for 2026-2027

- Continue SPSA & Safety Plan Attendance Goals
- Continue School Attendance Teams
- Continue using Multi-tiered System of Supports
- Continue District Attendance Task Force Meetings
- Continue schoolwide Tier 1 activities/celebrations
- Meet individually with school site Attendance Teams
- Dive deeper into attendance data and Tier II and III supports
- Monitor student groups
- Create Attendance Action Plans

**Every day counts. Every student matters.**
**Every adult makes a difference.**



# Next Steps

- Budget Advisory Committee continues
- Block Schedule Committee meetings at sites and District
  - Next meeting is November 10, 2026
- High School Reunification Meetings
  - Next meeting is November 3, 2026
- Meetings/Negotiations with Classified Association regarding reunification – Ongoing
- Site based Budget Info Sessions – presentations on staffing and budget at each school site throughout the fall for full transparency for staff.

Next Meeting: November 5, 2026
Location: Board Room ~ 4 pm

# Thank you