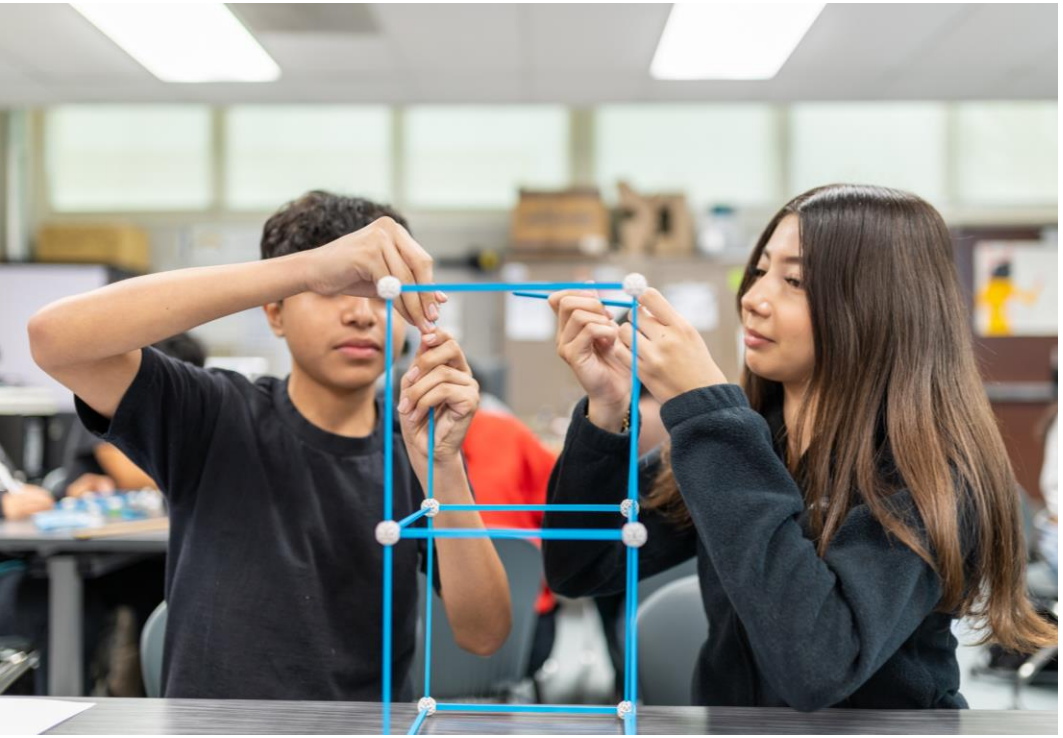
PARAMOUNT USD

Empowering students in Paramount schools.

Budget Advisory Committee
Meeting #4
November 5, 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

Topics

- Block Schedule
  - Data
  - Survey Results
  - Financial impacts of Block Scheduling
- Utilizing Grant Funds: Active vs. Expired

Survey Results

Themes Supporting Block Schedule	Concerns About the Block Schedule
Deeper Learning Opportunities • Longer periods allow for collaborative learning, labs, projects, performance-based courses, CTE instruction.	**Student Absenteeism is Amplified** • One absence = loss of two traditional periods • Chronically absent students struggle to recover.
Increased Course Opportunities • Allows for more electives, intervention classes, and participating in multiple pathways/programs.	**Student Retention Between Classes** • Students forget material between class meetings. • Core subjects require daily reinforcement, that they do not get with block schedule. • Math is a main area of concern in terms of daily exposure.
Improved Planning Time • Longer teacher prep periods; more time for lesson design and grading.	**Reduced Instructional Time** • 58 Minute Class Periods: 290 minutes/week • 84 Minute Blocks: 252 minutes/week (if there are 3 blocks, some weeks there are not resulting in 168 minutes/week)
Positive Impact on Student Engagement • Students have time to complete meaningful tasks, they benefit from reduced transitions and fewer interruptions.	**Eight-Period Structure** • High school students take classes they do not need. • Students are overwhelmed by 8 classes. • Teachers carry higher student loads.

Site Level Trends

Site	Concerns	Comments/Suggestions
PHS	• AP/Honors pacing • Loss of instructional minutes • Eight classes • Student retention • Attendance	• Traditional 6 period schedule • Six-Period Block / Hybrid
Alondra & Hollydale	• Overall supportive of block	• Positive: expanded elective offerings, intervention opportunities
Jackson	• Attention span of students • Retention of information • Long class periods	• Positive: enrichment, collaboration, extended learning opportunities
Zamboni	• Negative impact of absences • Harder to connect with students • Does not work for students who have academic challenges	• In favor of block, if students have math everyday • Positive: more class options
P. Park	• Lost instructional time impacts student achievement in Math	• In favor of block, if students have math everyday

Support of Block Schedule by Site

Site	Support		Neutral	Oppose	% Support
Alondra	24		2	6	75%
Hollydale	9		1	3	69%
Jackson	11		5	4	55%
Zamboni	12		1	5	67%
P. Park	4		3	4	36%
PHS	42		15	39	44%

PHS Graduation & UC/CSU Rate

Year	Grad Rate	UC/CSU Rate
2017-2018	91.3%	43.3%
2018-2019	91.8%	49.2%
2019-2020	92.8%	47.6%
2020-2021	88.4%	45.8%
2021-2022	93.0%	44.1%
2022-2023	92.2%	44.9%
2023-2024	94.0%	47.2%
2024-2025	92.4%	48.6%
2025-2026	93.5%	53.1%

Paramount USD Assessments

Year	English Language Arts (SBA) %Proficient/Adv	Mathematics (SBA) %Proficient/Adv	English Language Proficiency for English Learners (ELPAC) %Level 4
2017-2018	40.9%	29.8%	32.23%
2018-2019	41.3%	29.5%	10.86%
2019-2020*			
2020-2021*			
2021-2022	38.0%	18.1%	10.12%
2022-2023	39.2%	21.6%	16.44%
2023-2024	40.0%	22.5%	12.64%
2024-2025	43.4%	25.0%	12.69%
2025-2026	41.4%	26.5%	12.24%

2017-18 was the first year for ELPAC. Levels were adjusted for subsequent years.

Impact of Block Schedule on Staffing

Current Gen Ed Middle School Staffing Block Schedule	Current Gen Ed Middle School Staffing - NO BLOCK
106.5 FTE	≈90 FTE

Current Gen Ed PHS School Staffing Block Schedule	Current Gen Ed PHS Staffing - NO BLOCK
136 FTE	≈115 FTE *Considerations should be made for students who need (or want) to take an additional class like a 0 period or 7th period.*

	Avg Teacher Salary	Middle Schools	Middle & High Schools
FTE		16.5	37.5
Savings	$ 177,700	$ 2,932,050	$ 6,663,750

Block Scheduling: Budget Scenarios

No Block - MS	2025-26	2026-27	2027-28	2028-29	2029-30
Total Revenue/Source	**174,304,844**	**167,330,949**	**165,984,253**	**163,296,873**	**161,094,383**
Total Expenditure/Use	**192,365,807**	**186,194,986**	**185,910,422**	**190,171,911**	**189,727,264**
No Block - MS			**(2,932,050)**	**(2,932,050)**	**(2,932,050)**
Net Surplus (Deficit)	(18,060,963)	(18,864,037)	(16,994,119)	(23,942,988)	(25,700,831)
Beginning Fund Balance	80,421,259	62,360,296	43,496,259	26,502,140	2,559,152
Ending Fund Balance	**$ 62,360,296**	**$ 43,496,259**	**$ 26,502,140**	**$ 2,559,152**	**$ (23,141,679)**
3% and Other Reserve Needed	9,154,816	9,099,689	8,935,843	8,820,233	8,808,202

No Block - MS & HS	2025-26	2026-27	2027-28	2028-29	2029-30
Total Revenue/Source	**174,304,844**	**167,330,949**	**165,984,253**	**163,296,873**	**161,094,383**
Total Expenditure/Use	**192,365,807**	**186,194,986**	**185,910,422**	**190,171,911**	**189,727,264**
No Block - MS & HS			**(6,663,750)**	**(6,663,750)**	**(6,663,750)**
Net Surplus (Deficit)	(18,060,963)	(18,864,037)	(13,262,419)	(20,211,288)	(21,969,131)
Beginning Fund Balance	80,421,259	62,360,296	43,496,259	30,233,840	10,022,552
Ending Fund Balance	**$ 62,360,296**	**$ 43,496,259**	**$ 30,233,840**	**$ 10,022,552**	**$ (11,946,579)**
3% and Other Reserve Needed	9,154,816	9,099,689	8,823,892	8,708,282	8,696,251

Expired Grants

One-Time Grants	Entitlement Amount	Major Expenditures	Expiration
ESSER I	$5,160,686	- Facility repairs & improvements to reduce health risks and support student wellness such as personal protective equipment (PPE), sanitizing supplies, test kits, shade structure - No payroll used	9/30/2022
ESSER II	$19,052,346	- HVAC projects to improve the indoor air quality - Testing kits, testing service, classroom upgrades - One-time Year End Bonus $1k in 21-22 and $2k in 22-23	9/30/2023
ESSER III	$41,137,385	- 35 Counselors; 22 Intervention Teachers; 11 Social Workers - Partially funded Nurses & SHOTS; Noon-Duty Aides	9/30/2024
Arts Music Instructional Materials Block Grant	$ 7,342,648	- ELA Curriculum Adoption - i-Ready; PaperEd; Playworks; PS Arts - Instrument cleaning & maintenance	6/30/2026
Educator Effectiveness Grant	$3,525,032	- Districtwide Professional Development Days	6/30/2026
Stronger Connections	$8,850,000	- 19 Social Workers	9/30/2026
Scale Up Multi-Tiered Systems of Support Statewide Project	$1,365,000	- MTSS stipends. Site based	7/31/2026

One Time - Active Grants

One-Time Grants	Entitlement Amount	Major Expenditures	Expiration
Learning Recovery Block Grant	$23,446,362	- 15 Intervention Teachers - 10 Social Workers - Math Curriculum Adoption & PD - HMH Literature, English 3D	6/30/2028
Student Support & Professional Development Block Grant (2025-26 Award)	$3,390,248	- Math professional development and substitutes - Safe and Civil training and substitutes	1/31/2030
Student Support & Professional Development Block Grant (2026-27 Award)	$9,723,953	- 10 Social Workers (to be continued after 2028)	9/30/2032

Federal Programs (Restricted Funds)

Program	Entitlement Amount	Major Expenditures
Title I	$5,361,822	Purpose: Support students at risk of failing and close achievement gaps. • 15 Intervention Teachers • 26 Classroom Instructional Aides
Title II	$576,526	Purpose: Improve teacher and principal quality and effectiveness. • Professional development and substitutes
Title III	$303,169	Purpose: Support English learners and immigrant students' language acquisition and academic achievement. • 1 Academic Coach
Title IV	$402,012	Purpose: Provide well-rounded education, safe/healthy schools, and effective use of technology. • 1 Academic Coach

Table Discussion

- Old News – What did you already know?
- New News – What did you learn?
- Questions

Next Steps

- Budget Advisory Committee continues
- Block Schedule Committee meetings at sites and District
  - Next meeting on November 10th
- 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: December 10, 2026
Location: Board Room ~ 4 pm

Thank you