LCFF Budget Overview for Parents

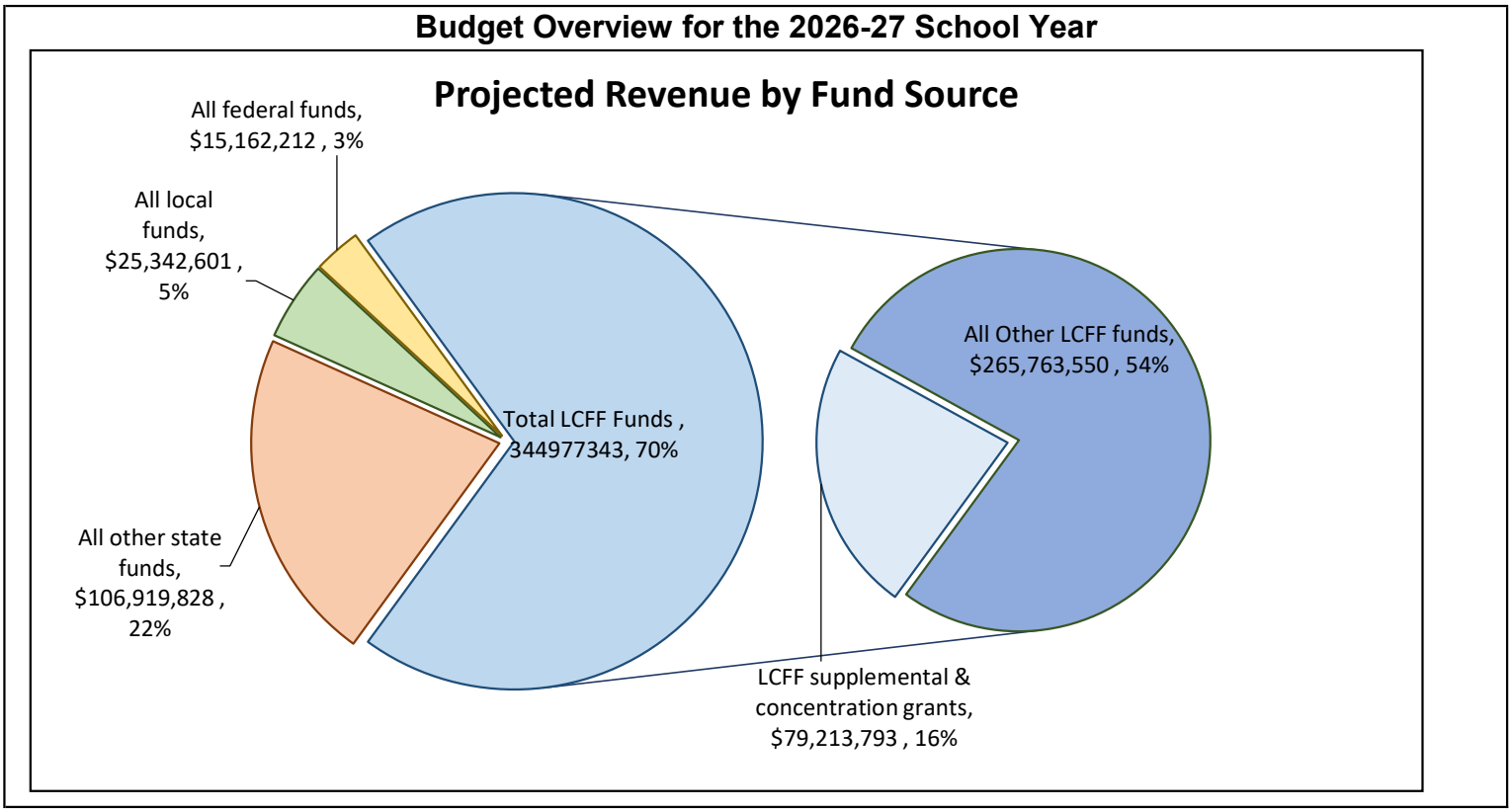
Local Educational Agency (LEA) Name: Downey Unified School District

CDS Code: 19 64451 0000000

School Year: 2026-27

LEA contact information: Michael Martinez - mimartinez@dusd.net / (562) 469-6621

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).

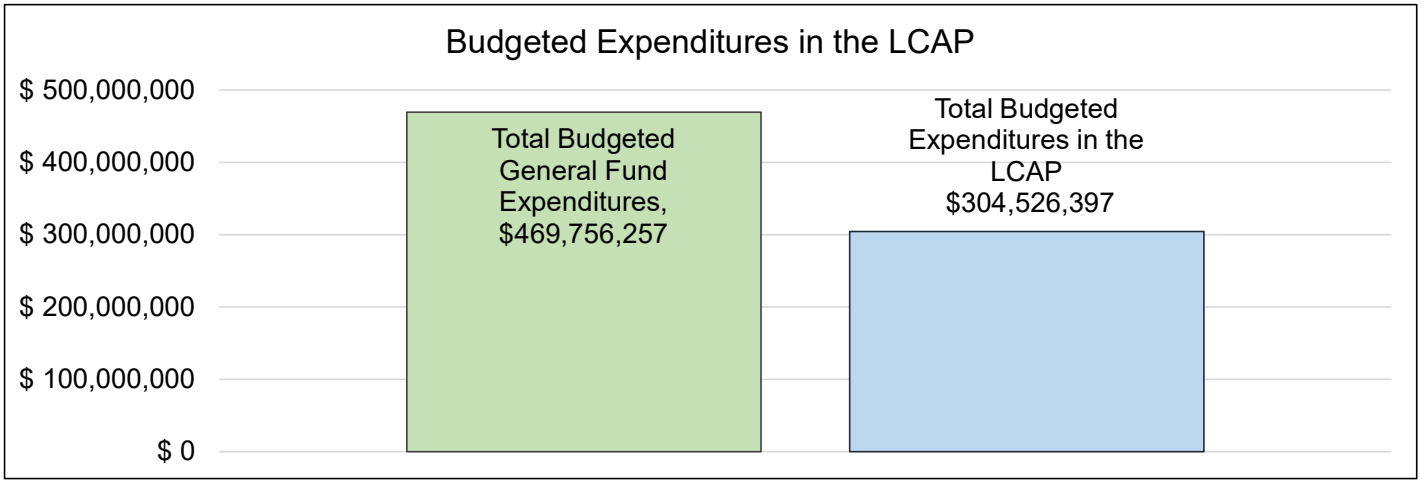


This chart shows the total general purpose revenue Downey Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Downey Unified School District is $492,401,984.00, of which $344,977,343.00 is Local Control Funding Formula (LCFF), $106,919,828.00 is other state funds, $25,342,601.00 is local funds, and $15,162,212.00 is federal funds. Of the $344,977,343.00 in LCFF Funds, $79,213,793.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



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

The text description of the above chart is as follows: Downey Unified School District plans to spend $469,756,257.00 for the 2026-27 school year. Of that amount, $304,526,397.00 is tied to actions/services in the LCAP and $165,229,860.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

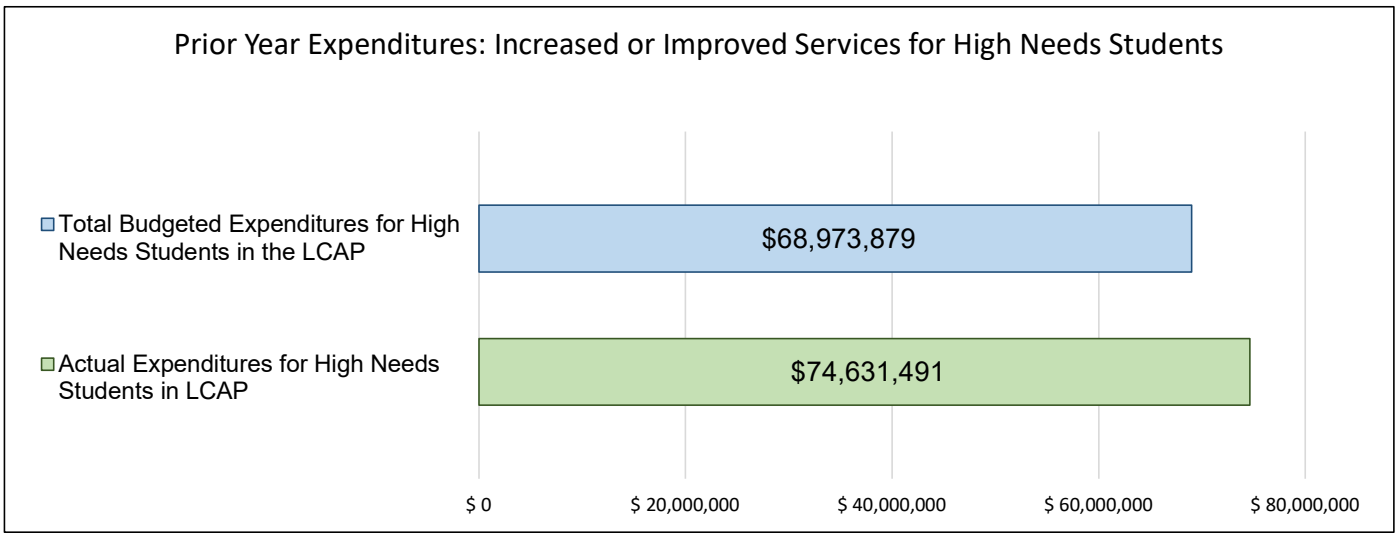
The District's core operational budget encompasses a wide range of costs that are not reflected within the LCAP. These include expenditures for salaries, benefits, utilities, supplies, and essential services. Salary and benefit costs support a broad range of staff, including custodians, instructional aides, interventionists, classroom teachers, administrators, office personnel, Special Education staff, and technology support teams.
Utility expenses continue to include trash services (Athens), water (City of Downey), electricity (Southern California Edison), natural gas (The Gas Company), and telecommunications services (Frontier, Verizon, Wessex, and Spectrum). Additional operational costs include facility maintenance, contracted services, and expanded learning programs such as ASES and ELO-P.
In addition, the District receives federal and restricted funding not included in the LCAP—such as Title I–IV and Special Education—which supplements core services and provides targeted support for student achievement, English learner programs, professional development, enrichment opportunities, and services for students with disabilities.

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

In 2026-27, Downey Unified School District is projecting it will receive $79,213,793.00 based on the enrollment of foster youth, English learner, and low-income students. Downey Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Downey Unified School District plans to spend $79,213,793.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Downey Unified School District's LCAP budgeted $68,973,879.00 for planned actions to increase or improve services for high needs students. Downey Unified School District actually spent $74,631,491.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downey Unified	Darryl Browning Assistant Superintendent of Certificated HR and Instructional Support Services	dbrowning@dusd.net 562-469-6541

Plan Summary 2026-2027

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.

The Downey Unified School District is in the city of Downey, California, and is approximately twelve miles southeast of Downtown Los Angeles. The city of Downey has an approximate population of 110,000 residents in an area of 12.6 square miles. Downey is a diverse community with 75.3% of residents identifying as Latino, 12.1% as Anglo/White, 7.4% as Asian, 3.7% as Black/African-American, and 22.2% who identify with two or more races. Within the city of Downey, 50.7% of housing units are owner-occupied. The median home is valued at $728,500 and the median household income is approximately $87,400. Downey has a 9.1% poverty rate.

The Downey Unified School District is comprised of the following:
-13 elementary schools
-4 middle schools
-2 comprehensive high schools
-1 continuation/community day school
-1 Early Learning Program for 3 year olds

We have a total of 22,462 enrolled students. Our student population is 88.6% Latino, 5.2% White, 2.7% African American, and 1.7% Asian. 12.9% are English Learners, less than 1% are foster youth, and 78.7% are socio-economically disadvantaged.

For decades, Downey Unified schools have enjoyed the reputation of being a part of a renowned school system, and the public recognizes our students and teachers for their achievements. The Downey Unified motto is “Our Kids Deserve the Best,” and we are continuously evolving to maximize learning opportunities for our students and community. All thirteen elementary schools and two of our middle schools are Apple Distinguished Schools. Four of our elementary schools offer dual immersion language programs. All elementary schools have innovation labs for students. Students in K-10 participate in the 1:1 iPad initiative. All schools offer opportunities for students to learn to code and participate in robotics. We have International Baccalaureate Programmes available to students in Kindergarten through eighth grade. The high schools offer twenty-three CTE pathways in ten industry sectors, which include engineering, welding, biotechnology, and game development. The vision for Downey Unified is for all students to graduate with a 21st Century education that ensures they are college and career-ready, globally competitive, and citizens of strong character. The 2023-2024 was a baseline year for multiple new programs: Early College, robust Dual Enrollment opportunities, JROTC, and International Baccalaureate (IB) at the secondary level. We are committed to developing all students to be initiative-taking learners and productive, responsible, and compassionate members of an ever-changing global society. Our highly qualified staff fosters

meaningful relationships with students, parents, and the community while providing a relevant and rigorous curriculum in world-class facilities that advance teaching and learning.

With the passage of our Measure O bond in 2014, Downey Unified renovated its schools, specifically focusing on our secondary schools. All secondary schools boast state-of-the-art facilities, and all of our schools offer robust technological resources for our students. On November 8, 2022, Downey residents passed Measure K, a 504-million-dollar bond measure that will focus on upgrading our elementary schools and improving student safety and campus security systems. Construction on the first four elementary campuses has began in the summer of 2025.

At the conclusion of the 2025 school year, Imperial Elementary was renamed Dr. John A. Garcia Jr. Elementary School in honor of our retired Superintendent.

The Downey Unified School District (DUSD) established eight goals for the 2024-2025 school year, aligning with the Eight State Priorities and forming the foundation of our Local Control Accountability Plan (LCAP). With the closure of our virtual academy at the end of the 2025 school year, the total number of goals was reduced to seven. These goals are designed to align with the intended use of Local Control Funding Formula (LCFF) supplemental and concentration funds.

LCAP programs and services support all Downey Unified students, with a particular focus on high-needs populations, including low-income students, English learners, and foster youth. Annual data-driven reviews and revisions of DUSD’s goals and expenditures are conducted with input from educational partners to ensure effectiveness and alignment with student needs.

The seven goals that have been established to support Downey USD's learners' needs include goals and actions that meet the requirements for Equity Multiplier funding for the following schools: Woodruff Academy and Columbus High School.

In addition to analyzing student performance data, the annual District LCAP process incorporates input from a diverse range of educational partners, including the executive cabinet, principals, parents, teachers, students, staff, certificated and classified union leaders, the District English Learner Advisory Committee, the Parent Advisory Committee, School Site Councils, the DUSD Board of Education, and community members. This valuable feedback helps shape LCAP goals, services, programs, and actions, ensuring they align with current priorities and effectively address the unique needs of Downey Unified School District students.

At Downey Unified, we believe that "Our Students Deserve the Best". We are committed to providing students with positive and rigorous learning environments that inspire them to reach their full potential and graduate prepared for college and career success.

Maintaining clean and safe learning environments is essential to fostering high engagement and academic achievement. To support this, Downey Unified recruits, trains, and retains highly qualified staff who uphold the highest ethical standards, demonstrate excellence in professional practices, and embody a passion for teaching and learning.

School leadership teams work collaboratively to cultivate positive school cultures where staff members foster mutual respect and understanding within the learning community. The primary goal at all school sites is to create supportive environments that promote students’ academic, social, emotional, and behavioral growth.

We believe in the power of strong, collaborative partnerships with families and the broader community to enhance student learning and development. By analyzing data from multiple sources, we engage in a continuous cycle of improvement, ensuring that our programs, supports, and interventions are of the highest quality. Our ultimate goal is to maximize student engagement and learning experiences, providing every student with the best opportunity for success.

Reflections: Annual Performance

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

Downey Unified School District utilizes a comprehensive approach to data analysis by examining information from the California School Dashboard, DataQuest, and a range of local and internal measures. These tools help identify both areas of success and opportunities for growth. The insights gained through this analysis are integral to making data-driven programmatic decisions that support student achievement.

One area of continued focus is College and Career Readiness, where we have observed measurable gains in certain areas while identifying others that require targeted

improvement. The district remains committed to ensuring every student is prepared for post-secondary success.

Downey Unified is proud of its consistently high graduation rate, which has steadily improved following the pandemic. Graduation rates increased from 94.2% in 2021–22 to 95.4% in 2022–23, to 95.8% in 2023–24 and further to 96.6% in 2024-2025. These gains reflect the effectiveness of our whole-child strategies aimed at mitigating learning loss and supporting academic recovery.

The district earned a “Standard Met” designation on the California School Dashboard for both the implementation of state standards and access to a broad course of study. This success is attributed to ongoing professional learning opportunities provided to educators, access to high-quality instructional resources, and the effective implementation of rigorous programs across all core content areas.
In Advanced Placement (AP) performance, Downey Unified has demonstrated sustained growth:
- AP exam pass rates (score of 3 or higher) increased from 35% in 2021–22 to 49% in 2022–23, and to 56% in 2023–24 and to 65% in 2024-2025.
- AP course enrollment among unduplicated students in grades 9–12 rose from 1,310 in 2021–22 to 1,613 in 2022–23, to 1,822 in 2023–24, and to 1913 in 2024-2025.

The district has expanded early college opportunities, now available at both comprehensive high schools. These include on-site college credit courses, ensuring broader access and increasing postsecondary readiness. DUSD also continues to promote multilingualism and has focused on supporting English Learners in earning the State Seal of Biliteracy; 15.2% of the Class of 2025 earned this distinction and significat increase from 9.85% in 2024.

Downey Unified is also committed to preparing students for a wide range of careers through Career Technical Education (CTE). In 2024–25, 3,044 students were enrolled in CTE pathways for at least one full year this increased to 3,207 in 2025-2026. Of the students who graduated in June 2025, 16.6% completed a full CTE pathway almost doubling the 8.46% completed in 2024.

Looking ahead, beginning with the 2026–27 school year, graduation requirements will be aligned more closely with A–G eligibility, requiring all high school students to pass A–G courses with a minimum GPA of 2.0. This change underscores the district’s commitment to increasing academic rigor and postsecondary readiness for all students.

DUSD’s Local LCAP survey data collected in Spring 2025 reflected strong approval from our educational partners in key areas, including school climate, parent engagement, and overall satisfaction with Downey Unified. In the area of school climate, 92% of students agree or strongly agree that their schools are safe an improvement of 2% from 2024. The same score of 97% of teachers agree or strongly agree that the staff treats students with respect. Eighty-five percent of parents agree that students treat each other with respect. In the area of school connectedness, 84% and improvement of 1% from 2024, all students feel connected to their school and believe their teachers recognize them when they do well. In the area of parent involvement, 86% of parents agree or strongly agree that their child’s school involves them when making decisions about school programs. The overall satisfaction with DUSD remains at 92% of all staff are satisfied as employees of DUSD in 2025.

Downey Unified attributes its continued academic progress to several foundational strategies: sustained emphasis on first best instruction aligned with California Common Core Standards, a commitment to equity and access for all students, robust professional development for certificated staff, and comprehensive access to technology for both students and educators.

On the 2023 Dashboard College/Career Indicators Columbus High School, performed in the Very Low category for All students, English Learners, Socioeconomically Disadvantaged, Students With Disabilities and Hispanic.

In the area of College and Career Readiness, the percentage of students identified as 'Prepared' increased from 42.7% for the Class of 2023 to 47.7% for the Class of 2024—a 5% improvement. An additional 19.3% of the Class of 2024 were identified as 'Approaching Prepared,' while 37.6% were 'Not Prepared.' Notably, no student groups in the district are currently performing at the 'Very Low' level for this indicator.

At Columbus High School, our model continuation high school, significant improvement was seen in several student groups in the College/Career indicator. While All Students, English Learners, and Long-Term English Learners performed in the 'Very Low' band on the 2024 Dashboard, there was measurable improvement compared to 2023. In 2023, Columbus High had several groups in the 'Very Low' category—including Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students—all of which moved out of that category in 2024. The school's graduation rate increased to 90% in 2024, a 1.5% rise from the previous year.

The Spring 2023 California Dashboard ELA Indicator revealed significant performance gaps among student groups. The homeless student group experienced a substantial decline, placing them in the Red performance level. Students with Disabilities also remained in the Red. Ten school sites had Students with Disabilities in the Red performance level, representing the district’s largest area of concern. While Gauldin and Rio Hondo Elementary schools showed minor gains, the remaining sites experienced declines:

Alameda, Old River, Rio San Gabriel, Unsworth, Ward, Griffiths, Sussman, and Downey High all showed increased gaps from the standard. Columbus, our Model Continuation High School, Socioeconomically Disadvantaged students performed in the lowest band

Spring 2024 CAASPP results in English Language Arts (ELA) reflect districtwide progress, with the percentage of students meeting or exceeding standards rising from 50.43% in 2023 to 52.46% in 2024. Disaggregated data shows noteworthy improvements among our most vulnerable populations. Homeless students improved from 87 points below standard in 2023 (red indicator) to 32.7 points below in 2024 (yellow indicator), marking a 54.3% improvement. Students with Disabilities moved from red to orange overall, improving by 4.8% (from 99.9 to 95.1 points below standard).

In 2023, ten school sites had Students with Disabilities below standard in ELA. In 2025 only three schools were in the red for SWD.
-Sussman Middle: 119.5 points below standard in 2025 moving back to the red from 117.9 points below in 2024 but still improving from 129.5 points below in 2023.
- Downey High School: 99.7 points below standard in 2025 dropping from to 67.7 points below in 2024 but still a slight improvement from 100.8 in 2023.
-Gallatin Elementary- 85.5 points below standard in 2025 dropping from 83.7 points below in 2024 and 79.9 points below in 2023.

Improved performance for (SWD) include:
- Gauldin Elementary: 86 points below standard in 2025. Improving from 110.5 points below standard in 2024 and 99.5 in 2023)currently in the orange.
- Rio Hondo Elementary: 72.7 points below standard in 2025 improving from 91.3 in 2024 and 82.1 in 2023 currently in the orange.
- Alameda Elementary: 98.3 points below standard improving from 106 in 2024 and 99.5 in 2023. Currently in the orange.
- Unsworth Elementary: 69.1 points below standard improving from 97.8 in 2024 and 77 in 2023. Currently in the yellow.
- Ward Elementary: 112.6 points below standard improving from 139.6 in 2024 and 114.3 in 2023. Currently in the orange.
- Griffiths MS: 100.4 points below standard improving from 110.3 in 2024 and 112.6 in 2023. Currently in the orange.
- Lewis Elementary: 96.9 points below standard improving from 104.4 points below in 2024. Currently in the orange.
Stauffer MS: 92.1 points below standard improving from 95.2 points below in 2024. Currently in the orange.

The following exited the red band on the 2024 Dashboard for SWD and remained out of the red in 2025:
- Old River Elementary: 82.4 points below standard in 2025 improved from 87.9 points below standard in 2024 (from 101.2 in 2023) Remained in the orange.
- Rio San Gabriel Elementary: 72.7 points below standard in 2025 improved from 98.6 in 2024 (from 106.4 in 2023) Remained in the orange.

Each of these schools will implement specific action plans and use data tracking tools. IEP reviews and data-informed instruction will be emphasized. The district is also rolling out an updated SST referral process, including multi-tiered academic interventions. An LCAP action item will address ELA needs among students with IEPs and those in the Pre-SST pipeline.

On the 2023 California Dashboard the following schools scored on the lowest performance band for ELA subgroup -English Learners at Doty Middle School, Griffiths Middle School, and Downey High School.

-Downey High is the only school in the red in 2025. They scored at 61.8 points below standard dropping from 58.1 in 2024 but improved from 90.1 in 2023.

Improvements were also seen among English Learners on the 2025 Dashboard:
- Doty MS improved to 50 points below standard improving from 63.4 in 2024 (from 72 in 2023), remaining in the yellow.
- Griffiths MS improved to 34.6 points below standard improving from 54.6 in 2024(from 72.6 in 2023), remaining in the yellow.
-Warren High School's English Learner group, which improved to 39.5 points below standard from 56.6 in 2023 and 66.9 points in 2024 below standard, moving out of the red into the yellow.

Continued challenges include Columbus HS saw a decline among Socioeconomically Disadvantaged students to 126.8 points below standard (from 103.2 in 2024 and 92.9 in 2023). They remain in the red.

Subgroups identified as red on the 2024 Dashboard for Long-Term English Learners (LTELs)— at the following sites:
- Stauffer MS: scored at 92.9 in 2025 dropping slightly from 91.9 points below standard in 2024 remained in the red.
- Sussman MS: improved to 82.3 points below standard in 2025 from 103.1 points below standard in 2024 moving into the orange.
- Warren HS: scored at 73.3 points below standard in 2025 improving slightly from 76.6 points below standard in 2024, remaining in the red.

To address these gaps, DUSD will set targeted goals, provide structured interventions, and ensure ongoing professional development for staff. Emphasis will be placed on best practices in language development, personalized instruction, and tracking English Learner progress over time.

Our 2023 mathematics performance data on the California Dashboard nine indicators remain in the Red at individual school sites, with the highest concentration involving Students with Disabilities. Schools with Red indicators include Gallatin Elementary, Rio San Gabriel Elementary, Ward Elementary, Griffiths Middle School, Sussman Middle School, and Downey High School. Additionally, Griffiths and Stauffer Middle Schools reported Red performance levels in math for English Learners, while Stauffer also had Red-level performance for African American students. Columbus High School's Hispanic student group also fell within the Red band.

In Mathematics, DUSD improved from 34.6% (2023) and 37.21% (2024) to 41.5% (2025) in the Met or Exceeded Standards. Our 2025 mathematics performance data on the Dashboard shows that we have improved overall to 27.6 points below standard (from 39.7 in 2024 and 45.3 points below standard in 2023).

While our overall performance in math has improved, we still find on the California Dashboard 10 indicators in the red for individual schools.

The highest concentration of which are for Students with Disabilities (SWD) on the Math CAASPP. Data for these schools is as follows for 2025:

-Alameda Elementary scored at 110.5 points below standard dropping from 103.6 in 2024 moving into the red.
-Doty Middle scored at 158 points below standard dropping from 153.7 in 2024 moving into the red.
-Downey High scored at 161.3 points below standard dropping from 158.9 in 2024 moving back into the red where they were in 2023 (at 185 points below standard).
-Gallatin Elementary scored at 107.3 points below standard dropping from 100.8 in 2024 and 100.7 points below in 2023 they remain in the red.
-Old River scored at 97.5 points below standard dropping from 91.8 points in 2024 moving into the red.
-Rio San Gabriel Elementary scored at 95.5 points below standard maintaining from 98 in 2024 from 119.8 points below standard in 2023, moving out of the orange back into the red for 2025.

Some improvements in SWD from 2024 include the following:
- In 2024 Gauldin Elementary was in the red but has improved to score 81.6 below standard in 2025 from 109.2 points below standard and 111.4 in 2023 they have moved out of the red into the yellow.
- In 2024 Lewis Elementary was in the red in but has improved to score 96.2 points below standard in 2025 from 116.4 points below standard and 94.9 points below standard in 2023. They have moved back to the orange from the red.
- In 2024 Ward Elementary was in the red but has improved to score 144.8 points below standard in 2025 from 154.5 points below standard and 139.9 points below standard in 2023. They moved from the red to the orange.
- In 2024 Griffiths middle school was in the red but has improved to score 129.5 points below standard in 2025 from 137.4 points below standard in 2024 and 139.4 points below standard in 2023. They moved from the red to the orange.
- In 2024 Warren High school was in the red but has improved to score 146.6 points below standard in 2025 from 172.4 points below standard in 2024 and 169.2 points below in 2023 moving from red to orange.
- In 2024 Sussman was in the orange but has improved to score 149.8 points below standard in 2025 from 159.6 points below standard in 2024 and 164.6 below standard in 2023. They remain in the orange.

In 2024 two of our middle schools had math achievement levels in the red for ELL students on the math CAASPP have improved and moved to yellow, but two new schools have fallen into the red as stated below.

In 2025 only one school has fallen into the red for our EL subgroup.
- In 2025 Downey High scored at 132.3 points below grade level, dropping from 133 points below in 2024 dropping from the orange to the red. (They were in the orange in 2023 with a score of 151.1 in 2023)

- In 2024 Griffiths Middle scored 89.9 points below standard, improving from 105.6 points below standard in 2023. In 2025 they remained in the yellow scoring at 57.1 points below.
- In 2024 Stauffer Middle scored 83.7 points below standard increasing from 100.4 points below standard in 2023. In 2025 they scored at 75.7 points below remaining in the yellow.
- In 2024 Doty Middle scored 113.2 points below standard in EL, decreasing from 109 points below standard in 2023 moving into the red level. In 2025 they scored at 101.4 points below moving into the orange from the red.

- In 2024 Warren High School scored 173.6 points below standard, decreasing from 148.5 points below standard in 2023 moving into the red level. In 2025 they scored at 119.5 points below moving into the orange from the red.

In addition, in 2024 Stauffer's African American students scored 120.2 points below standard decreasing from 104.6 points below standard 2023, but did not fall in the red because they now have only 24 students they have no performance color for 2024. There is no performance color for 2025 as well.

On the 2023 California Dashboard, the English Learner Progress Indicator (ELPI) places six of our thirteen elementary schools in the lowest performance band. Of these, three—Carpenter, Imperial, and Williams Elementary—served grades TK-3 at the time data was collected and all operate Dual Language Immersion programs. The remaining three—Price, Rio San Gabriel, and Ward Elementary—are TK-5 schools.

DUSD's English Learner Progress Indicators shows that we maintained a rate of 47.3 in 2025 from 48.5% in 2024 of all English Learner (EL) students who are making progress towards English language proficiency. The Summative ELPAC demonstrates that 46.8% in 2025 (from 47.8% 2024 and 46% in 2023) of ELs have progressed at least one ELPI level. In 2025 we improved slightly with 19.1% (19.3% in 2023 and in 2024) of ELs have decreased at least one ELPI level.

English Learner TOSAs support academic progress and strengthen the English Language acquisition of our ELs. At the secondary level, an EL TOSA supports Tier1 instruction. DUSD continues to make our multilingual learners a focus for the 25-26 school year and beyond.

The English Learner Proficiency Indicator places moved the seven elementary's into the red band for 2025, but four schools moved out the red band.

Of those schools moving into the red band in 2025:
- Carpenter Elementary progress rate was 42.7% a decrease from 59.8% in 2024 and an increase from 25.6% in 2023.
-Gallatin Elementary progress rate was 39.7% a decrease from 50.7% in 2024 and 49.3 in 2023.
-Imperial Elementary's progress rate was 35.5% a decrease from 46.7% in 2024, and from 37.3% in 2023.
-Lewis Elementary's progress rate was 32.2% a decrease from 51% in 2024 and 46.7% in 2023.
-Price Elementary's progress rate was 31% a decrease from 52.6% in 2024 and 30.01 in 2023.
-Rio San Gabriel Elementary progress rate was 42.9% a decrease from 62.9% and from 33.3% in 2023.
-Williams Elementary progress rate was 23.8% in 2025 a decrease from 42.9% and 43.1% in 2023.

School moving out of the red band in 2025 were:
- Columbus Continuation High school progress rate was 52.8% an increase from 33.3% in 2024 and from 38.9 in 2023. They moved to the green.
- Gauldin Elementary High School Progress rate was 43.2 an increase from 31.1% in 2024 and a decline from 50% in 2023. They moved to the yellow.
- Unsworth Elementary progress rate was 50.9% an increase from 42.3% in 2024 a decline from 54.7% in 2023. They moved into the green.
- Warren High school progress rate was 55.3% an increase from 36.5% in 2024 and from 47.9% in 2023. They moved into the blue.

The following school moved out of the red in 2024 and remained out of the red in 2025.
-Ward Elementary performed at 51.5% a decrease in 57.1% in 2024 and an increase from 29.9% in 2023. They are currently in the orange.

To strengthen our intervention approach for all students, and focus on improving the latter outcomes discussed, DUSD has defined a district-wide Student Study Team process that implements a higher level of collaboration among teachers and specialists to maximize resources and support within the general education setting. At the secondary level, inclusive practices remain a focus area to strengthen universal teaching approaches that meet the needs of neurodiverse learners in the general education classroom. Co-teaching and push-in support professional development are on-going. Though low, our rates of students with IEPs and English Learners meeting the A-G criteria are steadily improving each year. All schools hired additional intervention teachers and offered expanded opportunities for tutoring and intervention. Each Elementary School received a ML Interventionist to focus on our EL population. Downey Unified also continued to offer an expanded summer session in the Summer of 2024 and 2025 to help with credit recovery and academic remediation. DUSD is planning for another robust Summer School offering in Summer 2026.

As a district our 2025 LTEL student group (542 students) fell in the red with 54.2% progressing toward goal an improvement from 40.6% making progress in 2024. There were three secondary schools who fell in the red for the LTEL subgroup on the 2024 Dashboard but there were no schools in the red or orange in 2025.
- Downey High School scored at 40.4% of LTEL students progressing toward goal improving from 34.9% in 2024. They moved into the yellow.
- Sussman Middle School scored at 67.6% of LTEL students progressing toward goal improving from 38.6% in 2024. They moved into the blue.
- Warren High School scored at 55.4% of LTEL students progressing toward goal improving from 31.1% in 2024. They moved into the blue.

In addition to the strategies in place for all EL students we started an AVID Excel program that is geared for LTEL middle school students specifically and targets critical reading skills as well as academic vocabulary development. LTELs are also offered a Summer Emerge program.

On the 2023 California Dashboard eight schools in the district had chronic absenteeism indicators in the red on the California Dashboard. At Alameda Elementary, English Learners showed an increase in absenteeism. Gallatin Elementary saw increases among English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and White students. At Imperial Elementary, both Students with Disabilities and White students experienced rising absenteeism rates. Price Elementary also saw increases among English Learners and White students, while Unsworth Elementary noted a rise among White students. At Williams Elementary, chronic absenteeism increased for English Learners. Doty Middle School saw increases among African American and White students, and Griffiths Middle School also saw a rise among White students. These site-specific trends emphasize the need for continued, focused strategies to support student attendance within these subgroups.

In the area of Academic Engagement on the 2025 Dashboard (Chronic Absenteeism), we have 19.2% (22.8% in 2024) students who are chronically absent. Our rate of chronic absenteeism declined 11.3%, which is improved when compared to 2023's rate of 30.5%.

Analyzing disaggregated data for student groups demonstrates that our Pacific Islander students had the highest chronic absenteeism rate of 43.2% (2023) and were in the red performance level, currently on the 2025 Dashboard 34.5% of PI students are chronic absentees; they improved by 8.7% from 2023. Due to a drop in population there is no color for our PI group in 2025.

The following four sub groups were placed in the red level on the 2024 Dashboard but improved in 2025.
- Asian subgroup had 15.7% chronically absent in 2024 increasing 3.2% from 12.5% in 2023. In 2025 they improved to 9.3% moving into the green.
- Foster Youth subgroup had 25.3% chronically absent in 2024 increasing by 0.8% from 24.5% in 2023. In 2025 they improved to 17.9% moving into the yellow.
- Long Term English Learners (LTELs) subgroup had 26.8% chronically absent in 2024 increasing by 0.6% in 2023. In 2025 they improved to 25% moving into the orange.
- Two or More Races subgroups had 25.6% chronically absent in 2024 increasing 2.8% from 22.9% in 2023. In 2025 they improved to 18.3% moving into the yellow.

The attendance rate for the 2024-2025 school year as of February 2025 is 94%. February 2024 had 93.6%. This is an increase of approximately 0.4%. We maintained our attendance but are still attempting to reach our 2019-20 base rate of 95.4%.

Our chronic absenteeism rate as of February 2024 shows a 1.3% decrease from the spring of 2024. The improvement has brought us into the “medium” range of achievement in this area with a 22.8% rate on the California Dashboard, a decrease of 7.8% from 2023. Four student groups performed below the medium range or with Chronic Absenteeism rates higher than the district average. At all six schools with the White group performing in the lowest performance band for 2023 chronic absenteeism have shown improvement. These schools developed a strategic plan including parent communication and education on the importance of school attendance, incentives to encourage students to come to school every day, and social-emotional wellness checks to ensure the schools are safe zones for our students. As a district, we will continue to disaggregate the data from our red subgroups to determine the distinct needs of these groups and offer incentives and education to address those needs.

In 2024 six of our schools had Dashboard indicators in the red for Chronic Absenteeism. In 2025 they are as follows:
- Doty Middle School, English Learners remained in the Red with 25.7% increasing from 23.8% in 2024 and from 24.1% in 2023. LTELs also remained in the red for 2025 with 28% increasing from 26.4% chronically absent in 2024. African American students moved from the red at 22.6% (2023) to no performance color (2024) with only 21 students in this category but they did decrease to 16% chronically absent in 2025 from 24.1% in 2024.

- Unsworth Elementary, students with disabilities group moved out of the red with a 31.1% rate improving from a 44% rate in 2024 that was maintained in 2023. The White group dropped to at 18.9% rate in 2025 which was 22% in 2023 and 20% in 2024 remaining in the yellow.

- Griffiths Middle School, moved out of the red for their LTEL subgroup who scored at 30.2% in 2025 improving from 32.9% in 2024. White students dropped to 15.7% in 2025 from the rate of 26.2% in 2023 to 17.9% in 2024 remaining in the yellow. The Homeless group moved into the red in 2025 increasing to 25.6% from 23.3% in 2024.

- Stauffer Middle School moved out of the red for several of their subgroups in 2025. Overall they improved from 21.7% in 2023 to 23.7% in 2024 and now 21.6% in 2026 moving into the orange. Their EL subgroup improved by 1.2% with a rate of 25.3% in 2025 from a rate of 26.5% in 2024 which was 21.5% in 2023. LTELs subgroup scored at 25.7% in 2025 improving from 30.4% in 2024. Socioeconomically disadvantaged improved to 23.9% in 2025 from a rate of 26.3% in 2024 and matching the 23.9% they scored in 2023. Students with disabilities improved to 31.4% in 2025 from a rate of 36.8 in 2024 and 35.6% 2023. The African American group has no color due to population number they did rise, however, to a rate of 34.5% from a rate of 29% in 2024 and from 26.3% 2023. The Hispanic group improved to a rate of 21.4% from a rate of 23.8 in 2024 and

21.6% in 2023. The white and homeless groups moved into the red in 2025. The white group scored at 25% in 2025 increasing from 23.1% in 2024 and 23.6% in 2023. The homeless group scored at 36.7% in 2025 increasing from 27.9% in 2024 (with no color level).

- Sussman Middle School moved into the red for the White group who rose 6.7% from a rate of 29.4% to 36.1% in 2024.

- Price Elementary, English Learners moved from a rate of 30.6% in 2023 to 17.4% in 2024 to 12.4% in 2025 remaining in the yellow and White students from a rate of 26.3% in 2023 to 14.5% in 2024 and to 13.2% in 2025 also remaining in the yellow. SWD dropped to 26.5% in 2025 from 23.7% in 2024 moving into the red this year.

The following schools were in the red in 2023 and have moved out for 2024 and remained out of the red in 2025.
-Alameda Elementary, English Learners moved out of the red in 2024 with 30.7% a 6.1% improvement from 36.8% in 2023. They scored at 24.1% in 2025 remaining in the yellow.
- Gallatin Elementary, English Learner rate dropped from 36.6% in 2023 to a rate of 25% in 2024 to 21.9% in 2025 remaining in the orange. Socioeconomically Disadvantaged went from 33.4% in 2023 to a rate of 24.9% in 2024 and 21.5% in 2025 remaining in the yellow band, Students with Disabilities went from 31.3% in 2023 to 25% in 2024 to 22.1 in 2025. White students went from 27.8% 2023 to 18.8 in 2024 to 14.5% in 2025 remaining in the yellow.
- Garcia (formally Imperial) Elementary, Students with Disabilities moved from a rate of 62.4% in 2023 to 39.5% in 2024 and to 25% in 2025 remaining in the orange, and White students moved from a rate of 35.9% in 2023 to 29.3% in 2024 to a rate of 21.4% in 2025 remaining in the orange.
- Williams Elementary, English Learners went from a rate of 43.7% in 2023 to 32.7% in 2024 and to 23% in 2025 remaining in the yellow.

On the 2023 California Dashboard for Suspension Rates, three schools were in the lowest performing group. Ward Elementary was in the red band for all students, with increases among Socioeconomically Disadvantaged and Hispanic groups, though mid-year data shows a significant decline in suspensions. At Sussman Middle School, both African American and White student groups fell into the lowest band with increased rates from the previous year, but mid-year data indicated substantial reductions. Downey High School's African American group also remained in the red for suspension rates, despite improvements at mid-year. Additionally, Columbus High School fell within the very low range for the College/Career indicator, with English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities identified as underprepared.

In the area of Conditions and Climate (Suspension Rate), DUSD had three groups in red on the 2023 Dashboard, African American, Foster Youth, and Homeless. Overall the district has improved with the rate 3% suspension in 2025 and in 2024 which improved by 0.5% from the 2023 (3.5%) school year. Our Foster Youth rates increased to 12.2% in 2025 from 9.8% in 2023 and a rate of 9.3% in 2024. Our homeless group improved from 9.6% in 2023 to 5.1% in 2025 but increased from a rate of 4.1% in 2024 moving into the orange. Student groups which have moved out of the red performance level. In analyzing the suspension rates for our racial/ethnic student groups, our African American students have dropped from the highest suspension rate at 9.4% to a rate of 6.1% in 2024 which is a 3.3% decrease from last school year and now falls in the yellow performance level.

- Griffiths Middle School moved out of the red into the yellow for SWD improving to 9.1% in 2025 from 11.3% in 2023 to 13.4% in 2024.

The following schools had groups performing in the lowest band for Suspention Rates in 2025:
-Doty Middle School scored in the red for EL increasing to 10.5% in 2025 from 6.3% in 2024. SWD also scored in the red increasing to 13.5% in 2025 from 9.3% in 2024.
- Stauffer Middle School scored in the red for two subgroups in 2024 and an additional three in 2025. LTELs scored at a rate of 14.1% in 2024 and that number increased to 19.4% in 2025. And African Americans increased from scored at 10.3% in 2025 from 7.5% in 2023 to 29% in 2024 there is no color level attached this year however. EL subgroup scored at 13.3% in 2025 increasing from 9.4% in 2024. The homeless group scored at 13.3% in 2025 increasing from 7.4% in 2024. The WH subgroup scored at 15.4% in 2025 increasing from 5.8% in 2024.
-Warren High School scored in the red under the AA subgroup scoring at 13.1% in 2025 increasing from 3.8% in 2024.
-Sussman Middle School's African American group moved back to the red in 2025 increasing to 19% in 2025 from 14% in 2024 and from the rate of 23.5% in 2023. The White Group improved as well moving to the green at 5.1% in 2025 compared to the yellow at a rate of 10.8% in 2024 and from the red 17.1% in 2023.

The following schools moved out of the red in 2024 Suspension Rate and remained out of the red in 2025.
-Ward Elementary School are in the orange band for all students with a rate of 2.9% (orange) in 2025 from 1.7% in 2024 from the previous rate of 4.2% in 2023. Socioeconomically Disadvantaged moved into the orange with a score of 3.3% in 2025 from 1.7% in 2024 an improvement from the previous rate of 4.6% in 2023. Hispanic group also moved into the orange with a rate of 2.8% in 2025 from 1.4% in 2024 from the previous rate of 4.1% in 2023.

-Downey High School had one group, African American, in the Red in 2023 with a Suspension Rate of 12.5% but they had moved to the yellow with a 9.8% suspension rate in 2024. In 2025 they have moved into the green with a rate of 5.6%.

The College/Career Indicator on the CA Dashboard showed that overall as a district we scored at a blue level showing the 59.1% of students were "prepared".
-Columbus High School moved into the Very Low range in 2025. The number of students "prepared" were 4.8% in 2025 compared to 3.7% in 2024 and compared to 1.3% of students the baseline year 2022-23. Students groups identified within the Red range in 2025 include SED, SWD and HI.

Foster Youth in DUSD have consistently experienced higher rates of chronic absenteeism and suspensions. In response, the district added a specific LCAP goal and corresponding actions in 2023 to address these areas. While there has been slight improvement in suspension rates, chronic absenteeism among this group has unfortunately increased to the highest level of concern.

To address these challenges, DUSD's Homeless and Foster Youth Program Specialists will continue to provide targeted support to ensure these students feel connected to their school communities and have access to the necessary resources to support academic success.

Additionally, the district will sustain its investment in outreach and support services through middle and high school counselors and mental health providers. These staff members will partner with families to address barriers to attendance and foster a supportive environment conducive to student engagement and learning.

DUSD's Diversity, Equity, and Inclusion (DEI) Teacher on Special Assignment (TOSA) continues to lead the implementation of the district's Equity Plan. A central component of this work includes providing culturally responsive training for all staff, alongside the development and implementation of strategies that promote equitable access to educational opportunities and improved outcomes for all students.

The district remains committed to fostering a safe, supportive, and inclusive learning environment. Wellness Centers have been established at every elementary and secondary school site to support student well-being, with a focus on mental health and social-emotional needs. Oversight of this work is provided by one Clinical School Therapist (CST) Program Administrator, who supervises 22 Clinical School Therapists and 10 paid CST interns, ensuring targeted and responsive mental health support is available to students. At the secondary level, Wellness Centers are further supported by a team of seven clerks, one at each site.

To promote student engagement and social-emotional learning, DUSD has implemented a range of professional development and curriculum initiatives. All elementary teachers have been trained in Kagan Cooperative Learning strategies, and the district has adopted the ReThinkEd curriculum to build staff capacity in understanding and addressing student needs. At the secondary level, all teachers received training in Capturing Kids' Hearts, a program that equips staff with tools to build strong, positive relationships with students.

Across all grade levels, Positive Behavioral Interventions and Supports (PBIS) are in place to provide a tiered approach to student behavior and discipline. The district will continue to expand staff training in key frameworks, including Trauma-Informed Practices, Restorative Practices, Culturally Responsive Practices, Character Counts!, ReThinkEd, and Capturing Kids' Hearts, ensuring a consistent, compassionate, and equity-focused approach to supporting the whole child.

Data continues to affirm the ongoing need to support students' emotional, social, academic, and behavioral development. In May 2024, the California Department of Education awarded Downey Unified School District (DUSD) the California Community Schools Partnership Program (CCSPP) Implementation Grant. This funding will support the development of Community Schools at sites with the highest needs.

Through these efforts, DUSD is committed to strengthening its Multi-Tiered System of Support (MTSS), ensuring students receive comprehensive academic, behavioral, and social-emotional resources and services.

The 21st Century Learning Communities Initiative remains a district priority. All thirteen elementary schools have been recognized as Apple Distinguished Schools, and the middle schools have begun the process to achieve this designation. Four elementary schools currently offer dual immersion language programs, with one additional schools expected to launch in the 2026-2027 academic year. Innovation labs are available at all elementary sites, and students in grades K–10 benefit from the district's 1:1 iPad initiative. The integration of technology continues to enhance academic achievement and engagement.

To support data-informed instruction, DUSD has invested in online assessment and data systems that aid formative assessment practices, allowing teachers to tailor instruction to meet student needs. Each school is equipped with additional staff who provide direct academic, behavioral, and emotional support to increase student success.

DUSD remains focused on continuous improvement for all students and utilizes both quantitative and qualitative data to inform decision-making and refine educational programs.

Learning Recovery and Emergency Block Grant
LREBG will not have any unexpended funds for the 2026-2027 school year.

Downey Unified School District anticipates the receipt of new 2026–27 LREBG funds and plans to strategically increase investments in several key areas identified through a comprehensive needs-assessment process. These investments are intentionally aligned with the California State Frameworks and the district's commitment to improving outcomes for student groups identified as "red" on the California School Dashboard.

Professional Development – LCAP Goal 1, Action 6 (Mathematics Focus)
The district will expand sustained, job-embedded professional development aligned with the California Mathematics Framework and research on effective educator learning. Evidence consistently shows that ongoing, collaborative professional learning tied to classroom practice improves instructional quality and student outcomes, particularly when focused on content-specific pedagogy and supported over time.

Consistent with the California Mathematics Framework, this investment supports instructional shifts toward conceptual understanding, reasoning, and mathematical discourse, while increasing equitable access to rigorous content. Professional development will emphasize instructional coherence, formative assessment practices, and differentiation strategies that promote cognitive engagement and address diverse learning needs. This approach is further supported by research indicating that teacher capacity-building is a critical lever for improving achievement among students performing below grade level, particularly when aligned to standards and reinforced through continuous cycles of practice and feedback.

Expanded Before- and After-School Tutoring – LCAP Goal 1, Action 7
Funding will be used to expand before- and after-school tutoring programs that provide targeted, high-impact academic support. Research on extended learning time and high-dosage tutoring demonstrates significant positive effects on student achievement, particularly when interventions are consistent, aligned to classroom instruction, and delivered in small-group or individualized settings.

This action aligns with the California Multi-Tiered System of Supports (MTSS) framework, which emphasizes early identification of student needs and timely, data-driven intervention. Expanded tutoring opportunities will provide students with additional time and structured support to reinforce core instruction, accelerate learning, and address skill gaps. This is particularly critical for students identified as needing additional academic support, as research shows that structured supplemental learning opportunities are most effective when embedded within a comprehensive system of tiered supports.

Elementary Interventionists for English Learners (ELs) and LTELs – LCAP Goal 1, Action 17
The district will fund 13 additional elementary interventionists to provide targeted support for English Learners (ELs) and students at risk of becoming Long-Term English Learners (LTELs). This investment is grounded in research and aligned with the California English Language Arts/English Language Development (ELA/ELD) Framework, which emphasizes the importance of early, systematic, and integrated language development.

Research supports that EL students benefit from explicit, structured language development alongside access to grade-level content, particularly when instruction includes both designated and integrated ELD. Interventionists will provide focused support in academic language, literacy development, and foundational skills, ensuring that students receive differentiated and scaffolded instruction tailored to their language proficiency levels.

This approach reflects strong evidence that early intervention and targeted language support prevent long-term academic challenges and reduce the likelihood of students becoming LTELs. By addressing language acquisition needs while maintaining access to rigorous instruction, this action supports equitable outcomes and aligns with the Framework's emphasis on closing achievement gaps and promoting full participation in academic learning.

Reflections: Technical Assistance

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

The district continues to prioritize improving attendance and has identified multiple areas for Differentiated Assistance. Under the 2024–2026 cycle, Long Term English Learners

(LTELs) are identified in the areas of ELPI and chronic absenteeism. Under the 2025–2027 cycle, African American student outcomes are identified in the areas of chronic absenteeism and suspension rates.

To address these needs, the district is working with LACOE's technical assistance team and is implementing a range of strategies such as expanding Saturday School opportunities to support students with ongoing attendance challenges, increasing parent communication through consistent outreach and follow up, and engaging families through PAC meetings—particularly those whose students fall within the mid-range attendance tier. The work underway are tied to actions 1.17 and 2.1.

Community School Liaisons are also playing a critical role by partnering with families to identify attendance barriers and connect them with needed resources. Efforts to reduce suspension rates center on sustaining PBIS implementation and emphasizing proactive, restorative, and supportive behavior interventions to strengthen school climate. Additionally, the district is enhancing supports for English Learners, with EL Interventionists assigned to all middle schools beginning in 2024 and expanded to all elementary schools in 2025. These targeted actions aim to accelerate EL progress, reduce the number of LTELs, and improve reclassification outcomes overall.

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.

Monitoring and Evaluating Effectiveness

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

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
DUSD Instructional Cabinet	The Instructional Cabinet meets regularly to assess ongoing needs and develop solutions to support schools. In instances where the full team does not convene, subgroups within Instructional Leadership collaborate on specific areas, including first-best instruction, A-G requirements, English Learner support, intervention strategies, social-emotional learning, health and safety, and equity. The Instructional Cabinet systematically analyzes district data to identify instructional gaps and areas for improvement, providing informed solutions and feedback on initiatives and their implementation. When specific data was required to support LCAP actions, targeted meetings were held with relevant staff to evaluate current implementation and determine necessary adjustments to better meet student needs. Throughout the year, the Instructional Cabinet engaged in continuous reflection on the successes and challenges of implementing LCAP-related actions and other district initiatives. Insights and feedback gathered from these discussions informed the revisions of the 2024-27 LCAP.
Principals and Co-Administrators	Despite significant progress and positive developments since the pandemic, many students continue to demonstrate elevated emotional, behavioral, and academic needs. In response, DUSD prioritized first-best instruction, staff support, inclusivity, and social-emotional learning. To foster collaboration and strategic planning, DUSD convened Principals and Co-administrators from all 23 school sites monthly from July 2025 through June 2026. All Principals and Co-administrators participated in the Combined Principals' Meetings, where they reviewed data, discussed district-wide initiatives, engaged in vertical articulation, provided feedback on key topics, and received targeted training. In addition to the combined meetings, site administrators also met monthly in segment-specific groups (elementary and secondary). These meetings focused on the unique needs of each level while maintaining alignment with DUSD's commitment to high-quality instruction and comprehensive student support. The discussions, data, and insights gathered from both the combined and segment-specific meetings served as the foundation for the development and refinement of the LCAP.
Site Educational Outreach	Each school has a School Site Council (SSC) responsible for analyzing school data, reviewing the school plan, and providing input on activities, programs, and expenditures. During the 2025-56 school year, all elementary and middle schools held a minimum of four SSC meetings to discuss school needs and expenditures. These meetings included needs assessments and discussions of specific data. Each school to presents information about the Local Control and Accountability Plan (LCAP) and gather school-specific feedback and parent and staff feedback.
Bargaining Units	District Leadership met with the leaders from both Certificated and Classified bargaining units. DUSD met with the Downey Education Association (DEA) to solicit its feedback on our district initiatives to gather their feedback and support. The Assistant Superintendent and the site leaders representing the negotiating team frequently met with DEA and CSEA Units 1 & 2 to continuously communicate, collaborate, and remain transparent during the school year. After meeting with the teacher's union,district leadership met consistently with the classified unions to ensure they communicated and gathered their feedback. All information obtained from these various meetings was included in the LCAP document.
Teachers and Staff	All schools conduct teacher and staff meetings two to three times per month. These meetings provide a platform for school leaders to discuss relevant topics and gather staff feedback. Principals then share insights from these meetings during district principals' meetings to identify trends and assess overall needs.
Parents and Guardians	DUSD provides parents with multiple opportunities to provide feedback and become engaged with schools. All schools hold various meetings throughout the year, where parents have the opportunity to gain experience on new strategies to support their students' success. During these meetings, all parents have an opportunity to ask questions and provide feedback on the assorted topics. The data and feedback from these meetings are reviewed for general trends and incorporated into the LCAP development.
Students	The Superintendent established the Superintendent's Council in 2021, consisting of 10th-12th grade students, to provide feedback on key topics affecting their educational experience. In the 2025-2026 school year, the council convened approximately six times, focusing on issues related to equity and strategies for fostering more inclusive school environments within DUSD. While individual discussions

	remain confidential, overarching feedback and identified trends are analyzed and integrated into the development of the Local Control and Accountability Plan (LCAP).
Online Surveys - Students, Staff, and Parents/Community	In addition to gathering data and input from the aforementioned meetings, Downey Unified School District (DUSD) administers an online survey to its three largest educational partner groups: teachers and staff, parents, and students. The teacher and staff survey assesses overall satisfaction and solicits perspectives on students and schools. The parent survey gathers insights on student needs, engagement, and opportunities for college and career readiness. The student survey evaluates student engagement, school climate, and the extent to which the adopted Local Control and Accountability Plan (LCAP) reflects feedback from educational partners. DUSD remains committed to an extensive and collaborative approach to gathering and incorporating educational partner input. This process fosters an inclusive dialogue about the district's vision and strategic direction for student success, aligning instructional initiatives with resource allocation. Guided by its vision that "All students graduate with a 21st-century education that ensures they are college and career ready, globally competitive, and citizens of strong character," DUSD continues to prioritize meaningful engagement with its educational partners. The LCAP outlines the strategies and resources necessary to advance this vision, ensuring alignment with stakeholder feedback. To maximize participation, DUSD widely promoted the surveys: The parent survey was made available on the district's homepage, with regular reminders sent from each school. Teachers and staff received survey access and reminders through their respective school sites. Students completed the online survey during the school day. Consistent reminders and communication efforts were implemented from February 2, 2026, through April 1, 2026 to encourage participation across all groups. The LCAP surveys officially closed on April 1, 2026.
Parent Advisory Committee (PAC)	This committee serves as a formal mechanism for parental involvement in district decision-making. The Parent Advisory Committee (PAC) consists of over 40 representatives, including 2-3 parents from each school site, nine districtwide parent representatives (representing low-income students, English Learners, Foster Youth, and Special Education students), a certificated staff member, and a classified staff member. The PAC meets five times per year to provide input on key district initiatives. For the 2025-2026 school year, PAC meetings were held on September 17, 2025; November 5, 2025; January 28, 2026; March 18, 2026; and May 6, 2026. During the May 6th meeting, DUSD presented the draft 2026-2027 Local Control and Accountability Plan (LCAP) for review and feedback. Throughout the year, PAC activities included reviewing LCAP goals and metrics, discussing the Parent Engagement Policy, evaluating school site educational partner input, and exploring capacity-building opportunities for PAC representatives. Additionally, members engaged in presentations on State Testing, School policies (such as cell phone usage), Attendance rates, Community Schools, while also providing feedback on LCAP actions and the budget. DUSD remains committed to fostering meaningful collaboration with parents and stakeholders to ensure that district policies and programs reflect the needs of all students.
DELAC	The DELAC reviews stakeholder data for each group and specifically reviews English Learners Programs within the LCAP. This committee also serves as an advisory committee for the LCAP. The DELAC met four times throughout the 2025-2026 school year. The DELAC voiced their input on how to enhance and expand EL programs. The District Representatives were present for all meetings, and they were able to respond to comments and questions posed by DELAC members. DUSD presented the DELAC with an opportunity to provide feedback on our LCAP on March 20, 2026 and May 8, 2026.
District Personnel	The Superintendent invites district personnel (both classified and certificated) to attend four yearly meetings with the Superintendent called "What's Happening in the District." During these meetings, the Superintendent provided general district data and then asks for specific feedback. The District analyzed this feedback and incorporated it into our LCAP document.
Public/Other Community Members	DUSD notified members of the public of the School Board meetings on June 9, 2026, and June 23, 2026. The agenda for each meeting included a designated time for public comment. The draft LCAP update was posted on the district website from June 9 to June 23, 2026. The district notified the public of opportunities to submit written comments regarding specific actions and expenditures on the LCAP. Notifications were posted on the district website in English and Spanish.
SELPA	The Assistant Superintendent of Elementary Education and the Director of Special Education had regularly scheduled meetings with the

	SELPA Director. These meetings included LCAP input, and this information was shared with the District Instructional Leadership Team for further discussion.
Equity Multiplier Schools	A meeting was held with the instructional leadership at Columbus HS and Woodruff Academy to gather input and information regarding goals and relevant metrics. School Site Council meetings were also used to ask for input from parents on multiple occasion. This information in coordination with information gathered from the Instructional Cabinet was used to create Equity Multiplier Goals and Actions.

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

DUSD Stakeholder input collected during Year 2—including feedback from parents, students, staff, advisory committees, bargaining units, and community partners—directly informed refinements to the Local Control and Accountability Plan (LCAP). Educational partners expressed broad support for the LCAP's priorities, while emphasizing the importance of sustaining and strengthening key programs. The following areas reflect how stakeholder feedback influenced LCAP actions and priorities.

Technology Access and Integration
Stakeholders underscored the ongoing need for reliable student access to technology and broader instructional use of digital resources. In response, the LCAP maintains investments in updated student devices, expanded internet access, and staffing supports, including Instructional Technology Coaches and Intermediate Media Technicians (IMTs) at both elementary and middle school sites. Together, these actions strengthen technology systems, enhance classroom integration, and support college- and career-readiness.

Mental Health and Wellness Support
Educational partners consistently identified student mental health, social-emotional learning (SEL), and trauma-informed practices as critical priorities. The LCAP addresses this feedback through continued funding for Wellness Centers at all secondary schools, Wellness Spaces at elementary sites, and full-time Clinical School Therapists across the district. Additional actions support SEL curriculum implementation, professional learning, and behavior intervention services.

Academic Intervention and Equity
Stakeholders called for increased access to academic interventions, particularly in mathematics, and additional targeting of supports for Multilingual Learners experiencing learning gaps. The LCAP sustains funding for academic interventionists, summer learning opportunities, and targeted supports designed to ensure equitable access for all students, including Homeless Youth and Foster Youth.

Professional Development and Instructional Support
Teachers and staff emphasized the importance of continuous professional learning and instructional support to effectively implement the California State Standards and the English Language Development (ELD) Framework. In response, the LCAP continues funding for professional development, instructional coaching through Teacher Specialists, updated instructional materials, and guidance from English Learner Coordinators to strengthen instructional practices and service delivery.

Parent Engagement
Members of the Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) highlighted the value of sustained and expanded parent education opportunities. The LCAP includes actions to provide districtwide and site-based parent workshops focused on student mental health, academic support strategies, attendance, and social media awareness.

School Climate and Safety
Feedback from administrators and bargaining units reinforced the importance of maintaining safe, inclusive, and supportive school environments. The LCAP responds through increased staffing for Campus Monitors and Security personnel, implementation of Positive Behavioral Interventions and Supports (PBIS) and Character Counts! programs, and professional learning focused on fostering positive school climates.

College and Career Readiness
Stakeholders expressed strong support for programs that strengthen college and career pathways. The LCAP continues to invest in A–G course access, Career Technical Education (CTE) pathway development, and initiatives that promote a strong college-going culture across school sites.

Equity Multiplier

Consultation with educational partners at Columbus High School and Woodruff Academy directly informed refinements to the Equity Multiplier goal. Based on feedback from the Spring 2026 Parent, Student, and Staff Survey, the California Healthy Kids Survey, and consultation meetings, existing actions will remain in place. These actions continue to support additional site administration, a parent liaison, and enhanced intervention services to address identified student needs.

Overall, stakeholder engagement confirmed strong alignment with the district's LCAP priorities. Survey results reflected high satisfaction with communication, support services, and professional learning. Educational partners emphasized the importance of sustaining effective programs while thoughtfully enhancing supports to respond to emerging student needs.

Through this inclusive and collaborative process, stakeholders played a vital role in shaping Year 3 LCAP actions and resource decisions. Their input ensures continued alignment to the district's vision that all students graduate prepared with a 21st-century education, ready for college and career success, global competitiveness, and responsible citizenship.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Downey USD will ensure that all students have access and the opportunity to graduate college and career ready. We will equip students with the 21st Century learning skills of creativity, communication, collaboration, critical thinking and civic responsibility. We will ensure that all students experience equitable academic progress and success.	Broad Goal

State priorities addressed by this goal.

2, 4, 1, 7, 8

An explanation of why the LEA has developed this goal.

Educational Partners' input and student outcome data demonstrate the need to strengthen all student performance outcomes that will encompass: the implementation of the Common Core State Standards, support services to extend learning opportunities, professional development for teacher/staff, maximize opportunities for individualized learning, provide intervention & supports, and fostering a college-going culture from TK to 12th grades. The metrics for each action will gauge the effectiveness of our progress towards the goal within all student groups to ensure equity and access. The 2024 dashboard showed growth in CAASPP in both ELA and math, overall. We saw an improvement in CAST scores. No band was in red for all of ELA and Math test scores. We will continue to watch SWD and add Long-Term EL students as both are in the Orange on the dashboard for CAASPP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CTE Pathway Completion Rate	CTE Pathway Completion Rate (2022-23): 11%	CTE Pathway Completion Rate for 2023-2024: 13.1%	CTE Pathway Completion Rate for 2024-2025: 16.6%	CTE Pathway Completion Rate (2027): 20%	5.6% increase from baseline.
2	CCI Academic Performance	Academic Perf-CCI (all students, 22-23): 42.7% Academic Perf-CCI (low income, 22-23): 38.4%	Acad. Perf-CCI (all students, 23-24): 47.7% Acad. Perf-CCI (low Income, 23-24): 44.6%	Acad. Perf-CCI (all students, 24-25): 59.1% Acad. Perf-CCI (low Income, 24-25): 56.4%	Academic Perf-CCI (all students): 47% Academic Perf-CCI (low income): 42%	All students: 16.4% increase from Baseline. Low income: 18% increase from Baseline.
3	A-G & CTE Completion Rate	A-G & CTE Completion Rate (all graduates, 2022-23): 9.6% A-G & CTE Completion Rate (Socioeconomically Disadvantaged, 2022-23): 8.1%	A-G & CTE Completion Rate (all graduates, 2023-24): 9.6% A-G & CTE Completion Rate (Socioeconomically Disadvantaged, 2023-24): 8.9%	A-G & CTE Completion Rate (all graduates, 2024-25): 11.6% A-G & CTE Completion Rate (Socioeconomically Disadvantaged, 2024-25): 11.4%	A-G & CTE Completion Rate (all): 15% A-G & CTE Completion Rate (Socioeconomically Disadvantaged): 12%	All graduates: 2% increase from baseline SED: 3.3% increase from baseline.
4	Graduation Rates	Graduation Rates (2022-23): All: 95.3% Multilingual Learners (EL): 84% Students With Disabilities (SWD): 84.2% Socioeconomic Disadvantaged (SED): 95.6%	Graduation Rates (2023-2024): All: 95.8% ML: 86% SWD: 86.9% SED: 95.6%	Graduation Rates (2024-2025): All: 96.6% ML: 85.8% SWD: 88.1% SED: 96.7%	Graduation Rates: All: 98% Multilingual Learners (EL): 86% Students With Disabilities (SWD): 86% Socioeconomic Disadvantaged (SED): 96%	All: 1.3% increase from baseline. ML: 1.8% increase from baseline. SWD: 3.9% increase from baseline. SED: 1.1% increase from baseline.
5	CSU/UC Eligible Graduates	CSU/UC Eligible Graduates (2022-23): All: 50.9% Multilingual Learners (EL): 18.2% Students With Disabilities (SWD): 12.8% Socioeconomically Disadvantaged (SED): 46.7%	All students 50.2% for 23-24 Multilingual Learners: 20.3% for 23-24 SWD: 17.7% for 23-24 SED: 46.8% for 23-24	All students 59.7% for 24-25 Multilingual Learners: 30% for 24-25 SWD: 17.2% for 24-25 SED: 56.3% for 24-25	CSU/UC Eligible Graduates (2027): All: 60% Multilingual Learners (EL): 25% Students With Disabilities (SWD): 20% Socioeconomically Disadvantaged (SED): 55%	All: An increase of 8.8% ML: An increase of 11.8% SWD: an increase of 4.4% SED: an increase of 9.6%

6	Early Assessment Program (EAP)	EAP ELA: 62.23% (scores 3 & 4 combined, 2022-23) EAP Math: 25.05% (scores 3 & 4 combined, 2022-23)	EAP ELA: 64.2% for 23-24 EAP Math: 24.58% for 23-24	EAP ELA: 65.25% for 24-25 EAP Math: 35.03% for 24-25	EAP ELA: 75% (scores 3 & 4 combined) EAP Math: 35% (scores 3 & 4 combined)	ELA increased by 3.02% Math increased by 9.98%
7	AP Exam Pass Rates	AP Exam Pass Rates (ALL, duplicated, 2022-23): 49% Socioeconomically Disadvantaged duplicated (passed 1 or more exam): 48%	All: 56% AP pass rate for 23-24 SED: 53% passed 1 or more exam in 23-24.	All: 65.% AP pass rate for 24-25 SED: 64% passed 1 or more exam in 24-25	AP Exam Pass Rates (All, duplicated, 2025-26): 70% Socioeconomically Disadvantaged duplicated (passed 1 or more exam): 57%	All: Increased by 16% SED: Increased by 16%
8	AVID Program- CSU/UC Eligible Graduates	AVID Program- CSU/UC Eligible Graduates (2022-23): All AVID students: 53% SED AVID students: 46.7%	CSU/UC Eligible Graduates for 23-24. All AVID students: 89% SED AVID students: 88%	CSU/UC Eligible Graduates for 24-25 All AVID students: 95.85% SED AVID students: 95%	AVID Program- CSU/UC Eligible Graduates (2026-27): 70% all AVID students 65% SED AVID students	All students increased by 42.85%. SED AVID students increased by 48.3%.

9	State Academic Performance (CAASPP ELA, Math)	2022-23: DASHBOARD ELA (all, Grade 3-8): 4.2 points below standard (2022-23) DASHBOARD Math (all, Grade 3-8): 45.3 points below standard (2022-23) CAASPP ELA - All Students Met/Exceeded Standard: 50.43% (2022-23) CAASPP Math -All Students Met/Exceeded Standard: 34.45% (2022-23) SED CAASPP ELA Met/Exceeded Standard: 45.83% (2022-23) SED CAASPP Math Met/Exceeded Standard: 30.01% (2022-23) SWD CAASPP ELA Met/Exceeded Standard: 13.5% (2022-23) SWD CAASPP Math Met/Exceeded Standard: 9.52% (2022-23) African-American, CAASPP ELA: 36.74% Met/Exceeded(2022-23) African-American, CAASPP Math: 20% Met/Exceeded (2022-23) CA Science Test (CAST), 28.63% Met/Exceeded (2022-23)	DASHBOARD CAASPP ELA All (gr. 3-8): .3 above standard for 23-24. DASHBOARD CAASPP Math All (gr. 3-8): 39.7 below standar for 23-24. CAASPP ELA Met/Exceeded Standard: 52.56% for 23-24. CAASPP Math Met/Exceeded Standard: 37.81% for 23-24 SED CAASPP ELA Met/Exceeded Standard: 48.48% for 23-24 SED CAASPP Math Met/Exceeded Standard: 33.34% for 23-24 SWD CAASPP ELA Met/Exceeded Standard: 14.57% for 23-24. SWD CAASPP Math Met/Exceeded Standard: 10.48% for 23-24. African-American, CAASPP ELA: 41.78% Met/Exceeded for 23-24 African-American, CAASPP Math: 25% Met/Exceeded for 23-24 CA Science Test (CAST), 30.7 % Met/Exceeded for 23-24	DASHBOARD CAASPP ELA All (gr. 3-8): 8.4 points above standard for 24-25. DASHBOARD CAASPP Math All (gr. 3-8): 27.6 points below standard for 24-25 CAASPP ELA Met/Exceeded Standard: 55.28% for 24-25. CAASPP Math Met/Exceeded Standard: 41.5% for 24-25. SED CAASPP ELA Met/Exceeded Standard: 51.7% for 24-25. SED CAASPP Math Met/Exceeded Standard: 37.56% for 24-25. SWD CAASPP ELA Met/Exceeded Standard: 16.89% for 24-25. SWD CAASPP Math Met/Exceeded Standard: 12.95% for 24-25. African-American, CAASPP ELA: 48.57% Met/Exceeded for 24-25. African-American, CAASPP Math: 30.47% Met/Exceeded for 24-25. CA Science Test (CAST), 32.52% Met/Exceeded for 24-25.	DASHBOARD ELA (Grade 3-8): 0 pts below standard (2025-26) DASHBOARD Math (Grade 3-8): 30 pts below standard (2025-26) CAASPP ELA- All Students Met/Exceeded Standard: 60% (2025-26) CAASPP Math- All Students Met/Exceeded Standard: 44% (2025-26) SED CAASPP ELA: 53% (2025-26) SED CAASPP Math: 40% (2025-26) SWD CAASPP ELA: 18% (2025-26) SWD CAASPP Math: 15% (2025-26) African-American, CAASPP ELA: 40% Met/Exceeded African-American, CAASPP Math: 30% Met/Exceeded CA Science Test (CAST) Met/Exceeded Standard: 35%	DASHBOARD ELA All (gr. 3-8): improved by 12.6 points DASHBOARD Math All (gr. 3-8): improved by 18 points CAASPP ELA Met/Exceeded Standard: improved by 4.85% CAASPP Math Met/Exceeded Standard: improved by 7.05% SED CAASPP ELA Met/Exceeded Standard: improved by 5.87% SED CAASPP Math Met/Exceeded Standard: improved by 7.55% SWD CAASPP ELA Met/Exceeded Standard: improved by 3.39% SWD CAASPP Math Met/Exceeded Standard: improved by 3.43% African-American, CAASPP ELA: improved by 11.83% African-American, CAASPP Math: improved by 10.47% CA Science Test (CAST): improved by 3.89%

10	Reclassification Rate	Reclassification Rate: 15.3% (2022-23)	23-24 reclass rate: 17.3%	24-25 reclass rate: 19%	Reclassification Rate: 20%	24-25 Reclass Rate Improved by 3.7%
11	Multilingual Learner (ML, aka English Learner (EL)) CAASPP	Multilingual Learner (aka, EL) CAASPP ELA 16.32% (2022-23) Multilingual Learner (aka, EL) CAASPP Math: 12.43% (2022-23)	Multilingual Learner CAASPP ELA 18.2% (23-24) Multilingual Learner CAASPP Math: 14.44% (23-24)	Multilingual Learner CAASPP ELA 17.54% (24-25) Multilingual Learner CAASPP Math: 18.10% (24-25)	Multilingual Leaners (EL) CAASPP ELA: 20%, Multilingual Learners (EL) CAASPP Math: 20%	ELA improved by 1.22% Math improved by 5.67%
12	Multilingual Learner (aka, EL) Progress Indicator- ELPI CA Dashboard	ELPI 47.2% (2023 DASHBOARD)	ELPI 48.5% (2024 Dashboard)	ELPI 47.3% (2025 Dashboard)	ELPI 48% 2026 Dashboard	Improved by .1%
13	Kindergarten Academic Development- % of classes supported with Interventionist	Supported Kindergarten Classrooms: 100% (Spring 2024)	100% (Spring 2025)	100% (Spring 2026)	Supported Kindergarten Classrooms: 100%	Maintained

14	iReady Kindergarten Reading and Math -	Spring 2024 All Students: Reading- % of Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 68% Math- % of Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 47% Low Income: Reading- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 66.13% Math- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 43.80% Spring 2024 iReady Growth: Reading End of Year Met Typical Growth All Kdg: 29% Math End of Year Met Typical Growth All Kdg: 27%	Spring 2025 All Students: Reading- % of Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 73% Math- % of Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 58% Low Income: Reading- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 70 % Math- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 54% Spring 2025 iReady Growth: Reading End of Year Met Typical Growth All Kdg: 46% Math End of Year Met Typical Growth All Kdg: 45%	Spring 2026 All Students: Reading- % of Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 76% Math- % of Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 62% Low Income: Reading- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 77% Math- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 54% Spring 2026 iReady Growth: Reading End of Year Met Typical Growth All Kdg: 43% Math End of Year Met Typical Growth All Kdg: 47%	All Students: Reading- % of Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 78% Math- % of Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 57% Low Income: Reading- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 76% Math- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 54% iReady: Reading End of Year Met Typical Growth All Kdg: 39% Math End of Year Met Typical Growth All Kdg: 37%	All Students iReady Score: Reading- increased by 8% Math- increased by 15% Low Income: Reading- SED increased by 10.87% Math- SED increased by 10.2% Spring 2026 iReady Growth: Reading End of Year Met Typical Growth All Kdg: 14% increase Math End of Year Met Typical Growth All Kdg: 20% increase
15	Fully Credentialed and Appropriately Assigned Teachers	Fully Credentialed and Appropriately Assigned Teachers: 99% (2023-2024)	97% (24-25)	97% (25-26)	Fully Credentialed and Appropriately Assigned Teachers: 95%	2% decrease

16	VAPA enrollment (metric for Broad Course of Study)	VAPA enrollment: 100% (elementary, May 2024) VAPA enrollment: 44% (secondary, May 2024)	VAPA enrollement in elementary 100% (April 2025) VAPA enrollement in secondary 52.9% (April 2025)	VAPA enrollement in elementary 100% (April 2026) VAPA enrollement in secondary 46% (April 2026)	VAPA enrollment: 100% (elementary) VAPA enrollment: 50% (secondary)	Elementary - maintained Secondary - 2% increased
17	College Credit Course Enrollments and Pass Rate	College Credit Courses (2023-24 SY, Semester 1) DUSD Unduplicated: 394 (all), Pass Rate (C or higher): 94.9% DUSD Duplicated: 441 (all), Pass rate (Grade C or higher): 93% DUSD Unduplicated: 245 (SED), Pass Rate (C or higher): 93.5% DUSD Duplicated: 292 (SED), Pass rate (Grade C or higher): 91%	College Credit Courses (2024-25 SY, Semester 1) DUSD Unduplicated: 638 (all), Pass Rate (C or higher): 96.9% DUSD Duplicated: 812 (all), Pass rate (Grade C or higher): 95.9% DUSD Unduplicated: 470 (SED), Pass Rate (C or higher): 96.6% DUSD Duplicated: 609 (SED), Pass rate (Grade C or higher): 95%	College Credit Courses (2025-26 SY, Semester 1) DUSD Unduplicated: 830 (all), Pass Rate (C or higher): 87% DUSD Duplicated: 1137 (all), Pass rate (Grade C or higher): 89% DUSD Unduplicated: 620 (SED), Pass Rate (C or higher): 85% DUSD Duplicated: 851 (SED), Pass rate (Grade C or higher): 88%	College Credit Courses (2026-27) SY, Semester 1) DUSD Unduplicated: 400 (all), Pass Rate (C or higher): 96% DUSD Duplicated: 450 (all), Pass rate (Grade C or higher): 94% DUSD Unduplicated: 300 (SED), Pass Rate (C or higher): 94.5% DUSD Duplicated: 350 (SED), Pass rate (Grade C or higher): 92%	DUSD Unduplicated: (all) 436 more students , Pass Rate dropped by 7.9% DUSD Duplicated: (all) 696 more students , Pass Rate dropped by 4% DUSD Unduplicated: (SED) 375 more students , Pass Rate dropped by 8.5% DUSD Duplicated: (SED) 559 more students , Pass Rate dropped by 3%

18	Long Term English Learners (LTELs) Dashboard, CAASPP and ELPAC	Long Term English Learners for ELA 2023-24 : DASHBOARD ELA Baseline for 23-24: 94.6 points below standard. CAASPP 9.89% met or exceeded standard. Long Term English Learners for Math 2023-24: DASHBOARD Math Baseline for 23-24: 148.6 points below standard. CAASPP 2.48% met or exceed standard. ELPAC Percentage of students scoring a 4 (Well-Developed) is 23.84%	Baseline	LTEL Dashboard ELA for 24-25: 79.9 points below standard CAASPP ELA: 7.9% met or exceeded standard Dashboard Math for 24-25: 129.3 points below standard CAASPP Math: 6.35% met or exceeded standard ELPAC percentage scoring a 4: 23.5%	Long Term EL 2026-27 DASHBOARD ELA: 70 points below standard CAASPP ELA: 10% met or exceeded standard DASHBOARD Math: 90 points below standard CAASPP Math: 8% met or exceeded standard ELPAC Percentage of students scoring a 4 (Well-Developed): 25%	LTEL Dashboard ELA for 24-25: improved 14.7 points CAASPP ELA: decreased 1.99% from baseline Dashboard Math for 24-25: improved 19.3 points from baseline CAASPP Math: increased 3.87% from baseline ELPAC percentage scoring a 4: decreased .34% from baseline

Goal Analysis for 2025-2026

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 district demonstrated a high level of fidelity in implementing all planned actions outlined in the LCAP. In nearly all cases, strategies were executed as scheduled with minimal substantive deviation from the original plan. Consequently, the district made notable progress in several key areas, including improving student achievement, expanding access to academic programs, and advancing equity across student groups. The following summary highlights the implementation status of each action, with emphasis on successes, identified challenges, and any differences between planned and actual implementation.

Action 1 – CTE Pathways & STEAM
This action was implemented with fidelity, with all strategies carried out as planned. Implementation contributed to increased student engagement and enhanced readiness for college and career pathways. No substantive deviations were identified.

Action 2 – Equitable Access to A–G
Implementation was successful, with planned strategies to improve A–G access delivered on schedule. Positive progress was observed, and no deviations from the action plan were noted.

Action 3 – AP Testing Cost

This action was implemented as intended, expanding access to AP testing for students. All strategies were executed with fidelity, with no challenges or deviations reported.

Action 4 – AVID Expansion
AVID expansion progressed according to the original plan and produced positive outcomes. Implementation was consistent, and no significant obstacles were encountered.

Action 5 – Extended Library Access
This action was successfully implemented at all school sites. Strategies were carried out as scheduled, and increased library usage reflected strong implementation. No substantive changes were required.

Action 6 – CA State Standards–Aligned Instruction
Implementation aligned fully with the action plan. Districtwide instructional practices remained consistent with California State Standards, with no deviations reported. Although LREBG funds were added there were no substantive differences in implementation.

Action 7 – Multi-Tiered System of Support (MTSS)
MTSS strategies were implemented as planned across the district, supporting early intervention and improving student outcomes. No significant implementation challenges were reported. Although LREBG funds were added there were no substantive differences in implementation.

Action 8 – English Learners
This action was implemented with fidelity and exceeded its three-year target. The successful execution of all strategies resulted in measurable improvements in services and outcomes for English Learner students.

Action 9 – Summer Enrichment
Implementation was successful, with positive outcomes observed across all CAASPP student groups. No deviations from the original strategies were identified.

Action 10 – Dual Immersion
This action was implemented as planned and produced strong results, particularly in student reclassification rates. No substantive deviations occurred.

Action 11 – Technology Accessibility and Assistance
The action was carried out as scheduled, resulting in improved technology access for students and staff. Implementation met expectations, with no significant differences from the plan.

Action 12 – Kindergarten Intervention
All strategies were implemented as intended, resulting in positive progress in early intervention efforts and foundational skills development.

Action 13 – Site LCFF
This action maintained full alignment with its original objectives. Implementation was consistent across all school sites, with no variances from the plan.

Actions 14 & 15 – Human Resources and Teacher Credentialing
While implementation remained aligned with planned strategies, the percentage of fully credentialed teachers declined slightly from 99% to 97%. This minor shortfall represented the primary implementation challenge. In response, Human Resources has taken proactive steps to support remaining staff in completing credential requirements and ensuring continued progress toward full credentialing.

Action 16 – College Credit Courses
Implementation was consistent with the original plan, with increased participation and improved student success in college credit courses. No deviations were noted.

Action 17 - Long Term English Learners
Implentation was carried out with some positive outcomes. Some challenges included finding bilingual interventionist to fill all positions available. LREBG funds were swapped in this action.

Overall, the district maintained a high level of fidelity in implementing LCAP actions, with most initiatives executed as originally planned. These collective efforts resulted in measurable progress, particularly for targeted student groups. Although implementation was largely successful, minor challenges—such as the credentialing gap—were addressed proactively. Moving forward, continued emphasis on college readiness, mathematics achievement, and equity-focused interventions will inform ongoing refinement and improvement efforts.

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.

Action 1.2 – Equitable Access to A-G
This action was fully implemented and was overspent by approximately $93,898. The variance was primarily due to increased costs associated with academic software licenses, college readiness events, and other educational subscriptions intended to support students' access to A-G courses. These resources are vital to ensuring that all students, particularly those from historically underserved backgrounds, are prepared for postsecondary success. The overage reflects the district's responsive investment in tools and experiences that facilitate college and career readiness.

Action 1.5 Extended Library Access
This action was fully implemented and saw a budget increase of $50,000 due to additional time given for extra duty pay.

Action 1.6 – California State Standards Aligned Instruction
This action was also fully implemented and $500,000 LREBG funds were included in this action. These supports were essential to maintaining the quality and consistency of standards-aligned instruction and ensuring that students received the necessary academic reinforcement both during and beyond the school day. The increased investment underscores the district's commitment to high-quality instruction and student achievement.

Action 1.7- Multi-Tiered Systems of Support
This action was fully implemented and $673,251 LREBG funds were added in this action plus and additonal $252,376. Additional funding expanded before, during, and after-school tutoring or support to provide targeted, high-impact interventions in mathematics and core academic areas. Aligned with California MTSS guidance, expanded tutoring offered timely, data-driven supplemental instruction that reinforces classroom learning, supports acceleration, and addresses individual student needs, particularly for those requiring additional academic support.

1.8 EL Categoricals - This action was fully implemented with fidelity; however, actual expenditures were approximately $589,575 lower than budgeted. The variance is attributed to lower-than-anticipated salary costs for newly hired staff and the partial funding of two high school categorical positions through an alternate funding source.

1.13 Supplemental Funding - This action was fully implemented with fidelity, but there was a slight decrease in funds by approximately $324,000, this was due to an over estimate in the student population at each site.

1.17 EL Interventionist
This action was fully implemented with fidelity. LREBG funds were swapped to cover $400,000 for 25-26. The district funded 13 additional elementary interventionists to support English Learners (ELs) and students progressing toward Long-Term English Learner (LTEL) status. Aligned with the California ELA/ELD Framework, interventionists will provide targeted support in academic language, literacy, and foundational skills through designated and integrated ELD. This action promotes early scaffolding and acceleration while maintaining access to rigorous, grade-level instruction and addressing achievement gaps related to language development.

Summary of Other Actions (1.1, 1.3, 1.4, 1.9, 1.10, 1.11, 1.12, 1.14, 1.15, 1.16)
All other actions in the LCAP were fully implemented as planned. There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for these actions.

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

Action 1.1 – CTE Pathways and STEAM
Effective. The district saw a 5.6% increase from baseline in CTE pathway completion and our SED students showed improvement on the CCI Dashboard indicator improving by 18% indicating that the action successfully supported student engagement in career and technical education.

Action 1.2 – Equitable Access to A-G
Effective. The overall A-G and CTE completion increased by 2% from baseline to 11.6%, SED students showed a 3.3% increase from baseline, demonstrating a positive impact among targeted groups. CSU/UC Eligibility was effective as well. There was an 8.8% increase from baseline overall, ML, SWD, and SED students demonstrated improvement, underscoring the success of targeted interventions.

Action 1.3 AP Testing Cost
Effective. Overall passing rates increased by 16% from baseline, with a 16% gain from baseline among SED students, reflecting success in expanding AP access and support.

Action 1.4 – AVID Expansion
Highly effective. The percentage of AVID students eligible for CSU/UC increased by 42.85% from baseline, and SED students saw an impressive 48.3% gain from baseline.

Action 1.7 Multi-Tiered System of Support and Professional Development
Effective: Overall it was effective for the district improved CAASPP ELA scores by 4.85% from baseline and math scores by 7.05% from baseline. On the 2025 Dashboard ELA increased by 12.6 points from baseline and math increased by 18 points from baseline for all students. Subgroup gains were notable: SED (+5.87% ELA, +7.55% math both from baseline), EL (+1.22% ELA, +5.67% Math from baseline). Our Foster Youth Subgroup increased in ELA scores by 16.6% from baseline, and an increase by 18.12% from baseline in Math. Chronic Absenteeism improved in both EL (-14.2% from Baseline) and SED (-11.8% from baseline). For our FY subgroup they had decrease with -6.6% from baseline in chronic absenteeism.

Action 1.8
Effective. ML students had a 1.8% increase from baseline in graduation rates. ML reclassification rates rose by 3.7%, ELA scores increased by 1.22%, and math scores improved by 5.7%, all from baseline, reflecting the strength of EL instructional supports. ELPI showed a .1% increase from baseline, indicating small progress in English language acquisition. ML students showed continued growth.

Action 1.9 Summer Matters Enrichment
Effective: The following subgroup gains proved the action effective: CAASPP SED (+5.87% ELA, +7.55% math), EL (+1.22% ELA, +5.67% Math) from baseline. However out Foster Youth Subgroup increased in ELA scores by 16.6%, and increased by 18.12% in Math. Overall, it was effective for the district improved CAASPP ELA scores by 4.85% and math scores by 7.05%. On the 2025 Dashboard ELA increased by 12.6 points and math increased by 18 points for all students from baseline. Our graduation rates improved: All students had 0.8% increase from baseline. ML students had a 1.8% increase from baseline. SWD had a 3.9% increase while SED had a 1.1% increase from baseline. FY students improved by +3.3% in graduation rates.

Action 1.17 had mixed results in effectiveness. LTEL students scored at 79.9 points below baseline in 25-26 on the Dashboard improving by 14.7 points. On the math Dashboard LTEL students scored at 129.3 points below baseline an improving by 19.3 points from baseline. In CAASPP ELA the LTELs decreased by 1.99% from baseline, but had a 3.87 increase from baseline in math. On the ELPAC there was a small .34% decrease in student scoring a four.

Action 1.5, 1.6, 1.10, 1.11, 1.13, 1.14, 1.15, and 1.16
Moderately Effective. The district improved CAASPP ELA scores by 4.85% and math scores by 7.05% from baseline. On the 2025 Dashboard ELA increased by 12.6 points and math increased by 18 points from baseline. Subgroup gains were notable: SED (+5.87% ELA, +7.55% math), SWD (+3.39% ELA, +3.43% math), and African-American students (+11.83% in ELA and +10.47% in Math) all from baseline. A-G and CTE completion increased by 2%, SED students showed a 3.3% increase, from baseline, demonstrating a positive impact among targeted groups. The percentage of AVID students eligible for CSU/UC increased by 42.85%, and SED students saw an impressive 48.3% gain from

baseline. Overall graduation rates rose by 0.8%. SWD students increased by 3.9%. SED students increased their rate by 1.1%. ML students had a 1.8% increase from baseline in graduation rates. College Credit Course Participation-The district saw an increase of 436 unduplicated students enrolled but the passing rate dropped by 7.9%. SED student enrollment increased by 375, with a 8.5% drop in passing rates. All from baseline.

Action 1.12
Effective. i-Ready 2026 metrics indicate that Action 1.12 was effective in supporting Kindergarten student growth in both reading and mathematics. All students demonstrated an 8% increase in reading and a 15% increase in mathematics from baseline. Socioeconomically disadvantaged (SED) students also showed measurable gains, with reading increasing by 10.13% and mathematics by 10.2% from baseline. Additionally, the percentage of students meeting typical end-of-year growth increased by 14% in reading and 20% in mathematics from baseline, further demonstrating the positive impact of this action.

The majority of actions were effective in advancing progress toward LCAP Goal 1, as evidenced by measurable gains across multiple indicators and student subgroups. Notable improvements were observed in college and career readiness, CTE pathway participation and completion, Advanced Placement outcomes, and English Learner achievement. While mathematics performance continues to be an area requiring targeted improvement, overall implementation demonstrated a meaningful and positive impact. Continued emphasis on equity-driven strategies, instructional rigor, and differentiated supports will inform and strengthen strategic planning and implementation efforts in Year 3.

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

Metric 1.3: The year three target for socioeconomically disadvantaged (SED) students' A–G and CTE completion rates was adjusted to 12 percent to reflect realistic targets informed by growth trends observed over the past two years.

Metric1.4: The year three target for SED graduation rates was revised to 96 percent to align with realistic expectations based on the current state average.

Actions 1.6: Approximately $500,000 in Learning Recovery Emergency Block Grant (LREBG) will continue to be utilized for this action.

Action 1.7: Approximately $673,251 in Learning Recovery Emergency Block Grant (LREBG) funds will continue to be utilized for this action.

Metric 1.9: The year three target for SED student performance on the CAASPP ELA assessment was adjusted to 53 percent, based on consistent growth demonstrated over the prior two years.

Metric 1.11: The year three target for multilingual learner (ML) performance on the CAASPP ELA assessment was revised to 20 percent, reflecting achievable progress based on two years of growth data.

Metric 1.12: The target for English Language Proficiency Indicator (ELPI) was adjusted to 48 percent for Year Three, informed by prior growth trends.

Metric 1.15: The Year Three target was revised to 95 percent, as a 100 percent target was determined to be unattainable and inconsistent with historical performance data.

Action 1.17: Approximately $400,000 in LREBG funds plus and the addition of $375,000 in LCFF funds will continue to be utilized to support the hiring of 13 elementary English Learner interventionists to strengthen services for English Learners and students at risk of long-term English Learner (LTEL) status. Metrics 1.18 were recalibrated based on growth from the Year Two baseline. The Dashboard ELA Year Three goal is now set at 70 points below standard, and the CAASPP ELA target was adjusted to 10 percent meeting or exceeding the standard. The ELPAC percentage was adjusted to 25% scoring a 4.

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	1.1 CTE Pathways &. STEAM	CTE courses are available at all middle schools; CTE Pathways are available at the high school level. Provide an additional academic counselor to support each comprehensive high school. STEAM teacher specialist provides support to all elementary teachers, staff and administrators through professional development during the school year and organizes a summer STEAM program for elementary students.	$7,500,000.00	Yes
2	1.2 Equitable Access to A-G	Collaboratively develop, communicate, and monitor A-G requirement attainment processes through vertical articulation TK-12, to ensure equitable access for all learners. Fund college and career technicians at the high school level. Provide an additional academic counselor to support each comprehensive high school. A "Reach Higher" initiative that includes a UC transcript evaluation, credit repair (APEX licenses and sections), promotional outreach for A-G completion, College Eligibility Index Report, and a College Fair. Provide a suite collection of college and career planning tools that are utilized in the middle and high school grades. A high school-to-college bridge transition service through a partnership with Cerritos College at all high schools; participating seniors receive guided matriculation to Cerritos College with priority Guidance Center access, placement, and registration. Online subscriptions to Eureka.	$3,284,547.00	Yes
3	1.3 AP Testing Cost	Advanced Placement (AP) testing cost for low-income students. Subsidizes the cost of high school Advanced Placement (AP) testing.	$210,000.00	Yes
4	1.4 AVID Expansion	AVID continuously monitors DUSD's program and DUSD is expanding in the middle and elementary schools. Elementary Schools are taking part in training to provide AVID skills and processes at the elementary level. Middle and High schools constantly evaluate the program and increase sections offered. Students who are identified as low-income and participate in AVID persist and graduate from college at a higher rate than students who do not. DUSD considers this program a high priority for low-income students, with these students receiving priority enrollment in the sections.	$2,425,888.00	Yes
5	1.5 Extend Library Access	Extend Library/Media center access for all middle and high school low income students to include before-school, snack, lunch, and after-school access as deemed necessary at each secondary	$106,544.00	Yes

		site. Due to the limited access to academic resources our low income students have, it is necessary to increase access to library materials for this student group. Teachers often assign research projects and our low-income students do not have access to a knowledgeable professional who can support and facilitate access to the necessary primary and secondary academic resources and materials. In addition, our low income students use the library as a quiet space to complete homework as often they may not have a space to complete their homework at home. This action increases our low income students' ability to complete research projects outside of the school day and it provides them with a space to do their homework.		
6	1.6 CA State Standards Aligned Instruction	LREBG ACTION Increase equitable A-G access to all students via inclusive pedagogy. Provide professional development for staff and provide supplemental resources that support the implementation of the California State Standards & Frameworks (ELA and Math, CSS-California State Standards, NGSS-Next Generation Science Standards, SS-Social Studies &English Language Development Frameworks). The supplemental tools provided through this action will ensure our teachers and staff have the necessary supplemental tools, materials, and digital resources to target their academic achievement. A focus is to ensure we build EL and L-TEL students' academic vocabulary and increase their engagement which provides greater access to the core curriculum. This action meets the academic needs of EL and low-income students and we will measure its effectiveness with the CAASPP scores in ELA, Math, and the ELPI. LREBG: The district will fund professional development to strengthen high-quality mathematics instruction. Aligned with the California Mathematics Framework as well as other research, this learning will support instructional shifts toward conceptual understanding, mathematical discourse, and equity. Professional development will emphasize cognitive engagement, formative assessment, and differentiation to better meet the needs of student groups performing at the lowest levels and to promote coherence and access across grade spans. Metric being used to monitor the action: Metric 1.9 LREBG Funds supporting this action: $500,000 per year through 27-28. This investment supports shifts toward conceptual understanding, reasoning, and mathematical discourse, while promoting equitable access to rigorous content. PD will emphasize instructional coherence, formative assessment, and differentiation to support diverse learners. Research indicates that building teacher capacity—through aligned, continuous cycles of practice and feedback—is a key lever for improving outcomes, especially for students performing below grade level. This action also addresses the needs of schools and student groups that performed in the "red" on the 2023 California Dashboard in ELPI, and Math and ELA. District- ELA (HOM, SWD) Columbus HS- (SED), Math (HI) Doty Middle School- ELA (EL) Downey HS- ELA (EL, SWD), Math (SWD) Griffiths Middle School- ELA (EL, SWD), Math (EL, SWD) Stauffer Middle School- Math (EL, AA) Sussman Middle School- ELA (SWD), Math (SWD)	$2,500,000.00	Yes

		Alameda Elem- ELA (SWD) Gallatin Elem- Math (SWD) Gauldin Elem- ELA (SWD) Old River Elem-ELA (SWD) Rio Hondo- ELA (SWD) Rio San Gabriel Elem- ELA (SWD), Math (SWD), ELPI (all) Unsworth Elem- ELA (SWD) Ward Elem- ELA (SWD), Math (SWD), ELPI (all) Carpenter Elem- ELPI (all) Imperial Elem- ELPI (all) Price Elem- ELPI (all) Williams Elem- ELPI (all)		
7	1.7 Multi-Tiered System of Support	LREBG Action A Multi-Tiered System of support for all tiered intervention supports for all students which include: Universal Formative Assessment (iReady and Illuminate for elementary and middle school and STAR 360 for high school); intervention support. Students will be supported in achieving academic and social emotional success, as referred by teachers, site, district, and/or the Community Schools program. Support will be available to students via assessment and program development. Implementing this MTSS model is a high priority and is for meeting the needs of all elementary and middle school low-income students, English Learners and Foster Youth. This system of support provides additional staff who will provide direct services to students to close the instructional gaps exacerbated by the pandemic. The MTSS framework provides the structure to develop and implement a comprehensive intervention program to close achievement gaps. This intervention system is in all elementary and middle schools focusing on low-income students. The tiered approach is as follows: Tier I (teachers use an assessment and monitoring system to inform instruction, identify at-risk students, and provide targeted interventions for achievement and access); Tier II (immediate remediation with credit recovery or parallel class to support low-income students with success in core subjects), and Tier III (intensive daily intervention for low-income students who are significantly below grade level). For high schools, MTSS works differently. Intervention services include funding high school teacher prep periods so low-income students can access intervention support. LREBG Additional funding will expand before- and after-school tutoring to provide targeted, high-impact interventions in mathematics and core academic areas as supported by research that is aligned with California MTSS guidance. Expanded tutoring will offer timely, data-driven supplemental instruction that reinforces classroom learning, supports acceleration, and addresses individual student needs, particularly for those requiring additional academic support. Research shows extended learning time and high-dosage tutoring significantly improve achievement when aligned to classroom instruction and delivered in small-group or individualized settings. Aligned with the MTSS framework, this action supports early identification and timely, data-driven intervention. Expanded tutoring will reinforce core instruction, accelerate learning, and address skill gaps—particularly for students needing additional support—within a structured, tiered system. This action meets the academic needs of EL and low-income students and we will measure its	$3,516,000.00	Yes

		effectiveness with the CAASPP scores in ELA, Math, and the ELPI. Metric 1.9 and 1.12 This action also address the needs of schools that perform in the "red" on the 2023 California Dashboard in ELPI, and Math and ELA on the CAASPP. LREBG funds supporting this action: $657,251 per year through 2027-2028.		
8	1.8 English Learner (EL) Categorical Teachers	Fund 50% of an English Learner Categorical Teacher to support the English learner program at each elementary and middle school and allocate additional funds for each high school to pay for a percentage of a designated teacher's salary who will assume the EL Categorical Teacher duties. Categorical Teachers coordinate and provide additional interventions targeting academic language and reading for EL and L-TEL students. At the high school level, there is not a designated staff member, instead, a cluster of teachers assume various duties to support our ELs. EL Categorical Teachers support intervention and provide training and resources to interventionists who target academic language for EL students who are ELPAC Level 1 or 2. The EL Categorical Teacher collects assessment data regarding L-TEL students and works with classroom teachers and interventionists to provide support for those students in their acquisition of English and academic success. English Learners have demonstrated an increased need for targeted instruction in ELA and language acquisition to reach grade level proficiency. This action is to meet the academic needs of EL and LTEL students and we will measure its effectiveness with the CAASPP scores in ELA and the ELPI. This action provides support to the schools and students groups that perform in the "red" on the 2023 California Dashboard in the ELPI. Carpenter Elem- ELPI (all) Imperial Elem- ELPI (all) Price Elem- ELPI (all) Rio San Gabriel Elem- ELA (SWD), Math (SWD), ELPI (all) Ward Elem- ELA (SWD), Math (SWD), ELPI (all) Williams Elem- ELPI (all)	$1,811,590.00	Yes
9	1.9 Summer Matters Enrichment	Provide summer school for current TK-11th grade students to provide academic support and enrichment, intervention, and credit recovery. At the elementary and middle school levels, the focus is on providing students with learning recovery, acceleration and enrichment. At the high school level, credit recovery is the primary focus. This action is prioritized for our low-income, English Learner, and Foster Youth student groups to remediate learning gaps and prevent summer learning loss. As space permits, all students are invited to attend summer programs. Research shows that children experience learning loss when they do not engage in educational activities during the summer. This summer learning loss is cumulative, and research has shown that by the end of fifth grade, low-income, EL, and Foster Youth students are three grade levels behind affluent peers in reading.	$3,200,000.00	Yes
10	1.10 Dual Immersion (repeated expenditure, Goal 1, Action 14)	The dual immersion language program fosters bilingualism, biliteracy, cultural competence and academic achievement while promoting equity, inclusion, and global citizenship. School staff will be provided with professional development to maximize learning opportunities to all students.	$0.00	No
11	1.11 Technology Accessibility and Assistance	Funds an Instructional Media Technicians (IMT) at each elementary and middle school. This service includes the staff needed to manage the technology in the school sites, fix minor hardware issues, and troubleshoot apps and software programs. This service is for our low-income students as it provides the staff needed to ensure the technology for our students is functional and updated. Access to technology provides access to the internet, research, coding, and college readiness programs; it allows our low income students the ability to build their academic	$1,456,403.00	Yes

		knowledge by having access to digital resources. Ancillary benefits include increasing their engagement, providing opportunities to extend their learning, and developing their critical thinking. This action is effective as teachers rate this service among the top LCAP line items needed for their continued work with our low-income student population. This action supports our middle school student preparation for high school.		
12	1.12 Kindergarten Intervention	Provide Kindergarten classrooms a certificated intervention teacher for a minimum of 1.5 hours daily. This will require approximately 28 teachers to support students in all of the kindegarten classrooms throughout the district. This service is for our low-income students to provide them with academic and social emotional support during the school day. These intervention teachers support all students and provide small group instruction targeted to low-income students who have demonstrated any of the following: 1) no prior school experience and need social-emotional support in classroom protocols; 2) have no prior knowledge of letter names, sounds, or no prior knowledge with number sense; 3) are experiencing high anxiety and need small group time to work on social skills appropriate to TK/K. For all low-income students, individual phonemic and phonological awareness diagnostic assessments and number sense assessments are administered at the beginning of the first trimester, in the middle trimester, and at the end of the third trimester.	$5,200,000.00	Yes
13	1.13 Supplemental and Concentration Funding	Supplemental/Concentration site allocations for the schools to provide supplies/services to support low-income, and English learners . This action is for our low-income, and English Learner students and provides additional funding to all of our schools. This additional funding allows schools to purchase needed materials and resources and develop programs that support their students who are not making academic progress. The schools will utilize these funds to increase academic support for students, increase their engagement by providing opportunities for enrichment and extra-curricular activities, and provide materials and supplies for intervention and engagement activities.	$2,400,000.00	Yes
14	1.14 Credentialed Teachers, Classified Staff, Materials and Supplies	Continue to hire and retain fully credentialed and appropriately assigned teachers and paraprofessionals. Purchase the most effective and current CA State Standards aligned curriculum and materials to ensure ALL students receive the first BEST instruction.	$223,181,677.00	No
15	1.15 Development of Credentialed Teachers, Classified Staff (repeated expenditure, Goal 1, Action 14)	Develop our credentialed teachers and paraprofessionals via continued professional development in the most current, research-based teaching protocols, allowing for effective classroom assessments that lead to timely and successful intervention to ensure students' academic success.	$0.00	No
16	1.16 College-Credit Courses	College-credit courses will support our low income students be college and career ready. The comprehensive high school campuses will provide college enrollment, registration, and instructional materials to support students' successful completion of courses. This action includes extra duty pay to staff who directly provide enrollment and registration support to students. This action will also be extended to LEAwide high school students who are interested in completing college-credit courses to maximize their college and career readiness.	$200,000.00	Yes
17	1.17 Long Term English Learners (LTELs)	LREBG Action To support Long-Term English Learners (LTELs) and address performance disparities, the district will prioritize assistance for school sites identified in the lowest performing band for LTELs on the California School Dashboard. Targeted actions will include increased professional development for educators focused on LTEL instructional strategies, expanded access to language support staff, and site-based data analysis to tailor interventions. A key district initiative will be the implementation of an AVID LTEL Summer Bridge Program for both middle and high school	$765,000.00	Yes

		students. This program is designed to accelerate academic language development and college-readiness skills during the summer months, reducing learning loss and increasing the likelihood of reclassification. In addition, middle schools identified as underperforming will offer AVID Excel courses specifically designed for LTELs. These courses will focus on closing the opportunity gap through high-engagement academic language instruction, literacy enrichment, and scaffolded support in core content areas. The overarching goal is to reduce the number of students who remain in LTEL status and increase reclassification rates, ensuring more students are on a pathway to academic success and English language proficiency. With LREBG the district will fund 13 additional elementary interventionists to support English Learners (ELs) and students progressing toward Long-Term English Learner (LTEL) status. Aligned with the California ELA/ELD Framework and supported by research, interventionists will provide targeted support in academic language, literacy, and foundational skills through designated and integrated ELD. This action promotes early scaffolding and acceleration while maintaining access to rigorous, grade-level instruction and addressing achievement gaps related to language development. Research shows EL students benefit from explicit, structured language development alongside access to grade-level content, including both designated and integrated ELD. Interventionists will provide differentiated, scaffolded support in academic language, literacy, and foundational skills based on proficiency levels. This approach reflects evidence that early, targeted language support prevents long-term challenges and reduces LTEL risk. By supporting language development alongside rigorous instruction, this action promotes equitable outcomes and full access to academic learning. Metric being used to monitor the action: Metric: 1.11 and 1.12 LREBG Funds Supporting this action: $400,000 per year through 2027-2028		

Goal

Goal #	Description	Type of Goal
2	Downey USD aims to ensure all students a sense of safety and school connectedness. We aim to meet the social and emotional needs of students.	Broad Goal

State priorities addressed by this goal.

5, 6, 3

An explanation of why the LEA has developed this goal.

District educational partners' input and perception data were considered in the creation of the plan's goals. Metrics such as attendance, suspension rates, performance data, and other metrics will guide the district's work to meet the needs of the Whole Child (all students). We will identify and respond to the social, emotional, and health needs of students, and provide extended learning opportunities for our students and parents to access supports and provide outreach as needed to re-engage our learners and families as needed. The metrics selected will provide a monitoring approach towards the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rate	Attendance Rate: 92.7% (2022-23)	2023-24 Attendance rate: 93.14%	2024-25 Attendance rate 93.85%	Attendance Rate: 95%	Increase of 1.15%

2	Chronic Absenteeism	2022-23 CA Dashboard: Chronic Absenteeism (all): 30.5% Chronic Absenteeism (DUSD PI): 43.2% Chronic Absenteeism (DUSD EL): 33.5% Chronic Absenteeism (DUSD AA): 32.7% Chronic Absenteeism (DUSD Wh): 28.6% Chronic Absenteeism (DUSD SWD): 39.5% Chronic Absenteeism (DUSD SED): 33.4% Chronic Absenteeism (DUSD LTEL): 26.8% (2024 Dashboard)	23-24 CA Dashboard: Chronic Absenteeism (all): 22.8% Chronic Absenteeism (DUSD PI): 36.4% Chronic Absenteeism (DUSD EL): 25% Chronic Absenteeism (DUSD AA): 24.6% Chronic Absenteeism (DUSD Wh): 20.6% Chronic Absenteeism (DUSD SWD): 31.2% Chronic Absenteeism (DUSD SED): 25.6% Chronic Absenteeism (DUSD LTEL): N/A Baseline established in 2024 Dashboard	24-25 CA Dashboard: Chronic Absenteeism (all): 19.2% Chronic Absenteeism (DUSD PI): 34.5% Chronic Absenteeism (DUSD EL): 19.3% Chronic Absenteeism (DUSD AA): 25.6% Chronic Absenteeism (DUSD Wh): 18.8% Chronic Absenteeism (DUSD SWD): 26.8% Chronic Absenteeism (DUSD SED): 21.6% Chronic Absenteeism (DUSD LTEL): 25%	Chronic Absenteeism (all): 19% Chronic Absenteeism (DUSD PI): 35% Chronic Absenteeism (DUSD EL): 22% Chronic Absenteeism (DUSD AA): 24% Chronic Absenteeism (DUSD Wh): 20% Chronic Absenteeism (DUSD SWD): 31% Chronic Absenteeism (DUSD SED): 25% Chronic Absenteeism (DUSD LTEL): 24%	All: 11.3 % decrease in chronic absenteeism PI: 8.7% decrease EL: 14.2% decrease AA: 7.1% decrease Wh: 9.8% decrease SWD 12.7% decrease SED: 11.8% decrease LTEL: 1.8% decrease
3	Suspension Rate	Suspension Rate: 3.5% (DUSD All, 2022-23 CA Dashboard) Suspension Rate: 3.3% (DUSD Wh, 2022-23 CA Dashboard) Suspension Rate: 3.4% (DUSD Hisp, 2022-23 CA Dashboard) Suspension Rate: 4% (DUSD SED, 2022-23 CA Dashboard)	23-24 CA Dashboard Data for Suspension rate All: 3% Wh: 2.9% Hisp: 2.9% SED: 3.4%	24-25 CA Dashboard Data for Suspension rate All: 3% Wh: 3.2% Hisp: 2.8% SED: 3.3%	Suspension Rate (DUSD all): 2.9% Suspension Rate (DUSD Wh): 2.9% Suspension Rate (DUSD Hisp): 2.9% Suspension Rate (DUSD SED): 3.5%	Suspension Rate (DUSD all): .5% decrease Suspension Rate (DUSD Wh): .1% decrease Suspension Rate (DUSD Hisp): .6% decrease Suspension Rate (DUSD SED): .7% decrease
4	Expulsion Rate	Expulsion Rate: 0% (2022-23)	23-24 Expulsion Rate: 0%	24-25 Expulsion Rate: 0%	Expulsion Rate: 0%	Maintained- No change
5	HS Dropout Rate	High School Dropout Rate: 3.7% (2022-23, Data Quest)	High School Dropout Rate for 23-24: 2.2%	High School Dropout Rate for 24-25: 1.9%	High School Dropout Rate: 2%	Decreased by 1.8%

6	"Adults... treat students with respect." (LCAP School Climate)	LCAP School Climate : % of teachers who Strongly Agree or Agree with the statement, "Adults in my school treat students with respect.": 88% (spring 2023)	2025 LCAP School Climate : % of teachers who Strongly Agree or Agree with the statement, "Adults in my school treat students with respect.": 97%	2026 LCAP School Climate : % of teachers who Strongly Agree or Agree with the statement, "Adults in my school treat students with respect.": 96.1%	LCAP School Climate : % of teachers who Strongly Agree or Agree with the statement, "Adults in my school treat students with respect.": 90%	Improved by 8.19%.
7	"The students ... treat each other with respect." (LCAP School Climate)	LCAP School Climate : % of parents who Strongly Agree or Agree with the statement, "The students at my child's school treat each other with respect.": 85% (spring 2023)	LCAP School Climate : % of parents who Strongly Agree or Agree with the statement, "The students at my child's school treat each other with respect.": 85% Spring 2025	LCAP School Climate : % of parents who Strongly Agree or Agree with the statement, "The students at my child's school treat each other with respect.": 86.9% Spring 2026	LCAP School Climate : % of parents who Strongly Agree or Agree with the statement, "The students at my child's school treat each other with respect.": 87%	1.9% increase.
8	"Involve parents [in] decisions about school programs" (LCAP School Climate)	LCAP School climate: % of parents who Strongly Agree or Agree with the statement, "My child's school involves parents when making decisions about school programs.": 86% (spring 2023)	LCAP School climate: % of parents who Strongly Agree or Agree with the statement, "My child's school involves parents when making decisions about school programs." 85% (Spring 2025)	LCAP School climate: % of parents who Strongly Agree or Agree with the statement, "My child's school involves parents when making decisions about school programs." 87% Spring 2026	LCAP School climate: Parent engagement: % of parents who Strongly Agree or Agree with the statement, "My child's school involves parents when making decisions about school programs.": 88%	Increased by 1%
9	School Connectedness (CHKS - student survey)	Spring 2024: CHKS Elementary School Students: School Connectedness: 76% CHKS Middle School Students: School Connectedness: 53% CHKS HIgh School Students: School Connectedness: 62%	2025 CHKS Elementary School Students: School Connectedness: 73% 2025 CHKS Middle School Students: School Connectedness: 60% 2025 CHKS HIgh School Students: School Connectedness: 63%	2026 CHKS Elementary School Students: School Connectedness: 74% Middle School Students: School Connectedness: 65% HIgh School Students: School Connectedness: 66%	CHKS Elementary School Students: School Connectedness: 76% CHKS Middle School Students: School Connectedness: 63% CHKS HIgh School Students: School Connectedness: 67%	CHKS Elementary School Students: School Connectedness had a difference of -2% CHKS Middle School Students: School Connectedness had an improvement of +12% CHKS HIgh School Students: School Connectedness had an improvmemt of +4%

10	Perceived School Safety (CHKS-student survey)	Spring 2024: CHKS Elementary School Students: Perceived School Safety: 80% CHKS Middle School Students: Perceived School Safety: 54% CHKS High School Students: Perceived School Safety: 70%	2025 CHKS Elementary School Students: Perceived School Safety: 79% 2025 CHKS Middle School Students: Perceived School Safety: 65% 2025 CHKS High School Students: Perceived School Safety: 71%	2026 CHKS Elementary School Students: Perceived School Safety: 80% Middle School Students: Perceived School Safety: 69% High School Students: Perceived School Safety: 74%	CHKS Elementary School Students: Perceived School Safety: 85% CHKS Middle School Students: Perceived School Safety: 70%% CHKS High School Students: Perceived School Safety: 75%	2026 CHKS Elementary School Students: Perceived School Safety has maintained 2026 CHKS Middle School Students: Perceived School Safety had an increase of 15% 2026 CHKS High School Students: Perceived School Safety had an increase of 4%
11	School Safety (CHKS, Staff)	Spring 2024: School Safety CHKS- Staff Is a safe place for staff 51% Is a safe place for students 55%	Spring 2025 Is a safe place for staff 57% Is a safe place for students 58%	Spring 2026 Is a safe place for staff 59% Is a safe place for students 61%	School Safety CHKS- Staff Is a safe place for staff 60% Is a safe place for students 62%	Is a safe place for staff improved by 8% Is a safe place for students improved by 6%
12	Social Emotional Learning Supports (CHKS Elementary Students)	CHKS Elementary Students: Social Emotional Learning Supports: 76% (spring 2024)	2025 CHKS Elementary Students: Social Emotional Learning Supports: 74%	2026 CHKS Elementary Students: Social Emotional Learning Supports: 77%	CHKS Elementary Students: Social Emotional Learning Supports: 79%	A increase of +1% from baseline.
13	Middle School Drop Out Rate	0% CALPads Data (June 2023)	2024 - 0%	2025 - 0%	0% CalPads Data	Maintained - no change
14	CC! LCAP Parent Input	Parent LCAP Question : "My child is positively impacted by Character Counts!" - 90.37% agree/strongly agree (May 2024)	Parent LCAP Question : "My child is positively impacted by Character Counts!" - 91% agree/strongly agree (Spring 2025)	Parent LCAP Question : "My child is positively impacted by Character Counts!" - 92.2% agree/strongly agree (Spring 2026)	Parent LCAP Question: "My child is positively impacted by Character Counts!" - 91% agree/strongly agree	An increase of 1.83%

Goal Analysis for 2025-2026

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, Goal 2 continues to be implemented effectively, with all actions sustained and demonstrating ongoing or improved outcomes. Implementation remains strong, with systems in place to support consistency, coherence, and continuous improvement. Collectively, these actions contributed to positive outcomes across key indicators related to attendance, chronic absenteeism, school climate, and student well-being, reinforcing their continued relevance and impact as the district moves into the new school year.

Action 2.1 – PBIS
PBIS implementation remained consistent and effective, supporting continued improvement in student attendance. Structures and expectations were well established, allowing sites to maintain fidelity while building capacity for deeper implementation in the coming year.

Action 2.2 – LINK and W.E.B.
LINK and W.E.B. programs continued to be implemented with fidelity and supported reductions in chronic absenteeism, particularly through increased student connection and peer mentorship. These programs are well positioned for continued impact as student leadership opportunities expand.

Action 2.3 – SEL Curriculum
The SEL curriculum was implemented as designed and supported ongoing improvements in chronic absenteeism by strengthening students' social-emotional skills, sense of belonging, and engagement with school. Implementation fidelity positions the district to further deepen integration across grade levels.

Action 2.4 – Mental Health Team
The Mental Health Team continued to provide targeted and responsive supports, contributing to positive trends in suspension rates and chronic absenteeism. The team's collaborative approach supports sustainability and enhanced coordination as student needs continue to evolve.

Action 2.5 – Character Counts!
Character Counts! programming remained aligned to site practices and supported positive outcomes in suspension rates and chronic absenteeism. Consistent messaging around character and expectations continues to strengthen school climate districtwide.

Action 2.6 – Community Agency Counseling Support
Partnerships with community agencies were implemented as planned and contributed to improved outcomes in student behavior and attendance. These partnerships remain a critical support structure and provide flexibility to respond to student and family needs moving forward.

Action 2.7 – Physical Education
Physical Education programming was sustained with fidelity and maintained student levels of school connectedness and attendance. These programs continue to support student wellness and engagement and remain an important protective factor across grade spans.

Action 2.8 – Additional School Nurses
Additional School Nurse supports were fully implemented, strengthening the district's capacity to address student health needs and reduce barriers to attendance. This action provides a strong foundation for maintaining student access and readiness to learn in the upcoming year.

Metrics and Outcomes
Districtwide outcomes reflected continued growth and stability across multiple indicators. While elementary schools experienced a slight 2% decrease in School Connectedness and maintained levels in Perceived School Safety, overall district results showed a 4.6% increase in School Connectedness and a 3.3% increase in Perceived School Safety. These results demonstrate the collective impact of Goal 2 actions and highlight areas of focus for refinement and targeted support in the new year.

Challenges
No significant implementation challenges were identified. Existing systems and supports allowed actions to be carried out as intended and provide a strong framework for continued improvement and monitoring.

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.

For Actions 2.1, 2.2, 2.3, 2.5, and 2.6, there were no material differences between the budgeted expenditures and the estimated actual expenditures. All planned services and supports were implemented as intended, and expenditures remained aligned with original budget projections.

Material differences were identified in the following action as a result of adjustments to staffing costs and refined cost estimates:

Action 2.4: Mental Health Team
Expenditures were approximately $282,000 above the budgeted amount due to higher-than-anticipated salary costs and the addition of paid clinical therapist interns to help support additional student access to mental health services.

Action 2.7: PE Programs
Expenditures were approximately $408,000 lower than budgeted due to reduced salary costs.

Action 2.8: Nursing Staff
Expenditures were approximately $115,000 lower than budgeted due to reduced salary costs.

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

Goal 2: School Climate, Student Connectedness, and Positive Behavior
Downey Unified School District made measurable progress toward achieving the objectives of Goal 2 during Year 2 of implementation. Overall, actions aligned to this goal were largely effective in improving school climate, strengthening student connectedness, and promoting positive behavior. Most targeted outcomes demonstrated improvement or were sustained from baseline levels. However, select areas—most notably elementary social-emotional learning (SEL) and connectedness—require continued and focused attention moving forward.

Actions 2.1–2.8: LCAP Stakeholder Survey Results
Results from the Spring 2026 LCAP Stakeholder Survey indicate positive perceptions related to school climate, character development, and family engagement:
“Adults treat students with respect” increased by 8.19% from baseline, reflecting strengthened adult–student relationships and a more supportive school culture.
“My child is positively impacted by Character Counts!” increased by 1.83%, affirming the continued relevance of character education efforts.
“Students treat each other with respect” increased by 1.9% from baseline.
“My child’s school involves parents in decision-making” increased by 1%, indicating sustained parent engagement and communication.

These survey results reflect continued progress in fostering respectful relationships, character development, and family-school partnerships across the district.

Actions 2.1–2.8: Attendance, Chronic Absenteeism, and Suspension
Actions implemented under 2.1–2.8 were effective in improving student attendance and reducing chronic absenteeism and suspension rates across most student groups:
Attendance increased by 1.15% from baseline, reflecting modest but meaningful gains in overall student presence.

Chronic Absenteeism declined by 11.3% from baseline, indicating a significant improvement in student engagement and the effectiveness of attendance interventions. PI students improved by 8.7%, EL improved by 14.2%, AA students improved by 7.99%, WH improved by 9.8%, SWD improved by 12.7%, SED students improved by 11.8% all from baseline. Foster Youth improved by 6.6% from baseline.
Suspension Rates decreased by 0.5% overall from baseline. WH improved by 0.1%, HI improved by 0.6%, and SED students improved by 0.7% from baseline. Foster Youth

experienced an increase of 2.4%, identifying this group as a priority area for additional intervention and support

Overall, these outcomes demonstrate that strategies focused on student engagement, behavior supports, and attendance monitoring were implemented with a high degree of success across most student groups. The increase in suspension rates for Foster Youth highlights a continued need for targeted, trauma-informed behavioral and attendance supports for this population.

Action 2.1-2.8 School Connectedness, Perceived School Safety, and Social-Emotional Learning
School Connectedness
Middle School: Increased by 12% from baseline, demonstrating substantial gains in students' sense of belonging.
High School: Increased by 4%, indicating continued progress.
Elementary: Decreased by 2%, signaling the need for strengthened connection-building strategies in the early grades.

Perceived School Safety
Middle School: Increased by 15%, reflecting significant improvements in students' perceptions of safety.
High School: Increased by 4%, showing positive movement.
Elementary: Maintained at baseline levels, indicating stability but highlighting an opportunity for growth.

Elementary Social-Emotional Learning Support
Increased by 1% from baseline. While this represents modest progress, more targeted interventions—such as expanded SEL programming, additional staff training, and enhanced student support services—will be necessary to achieve stronger outcomes.

In Year 2, actions under Goal 2 contributed to improved school climate, increased attendance, reduced chronic absenteeism, and lower suspension rates across most student groups. Positive trends in stakeholder and student survey data further indicate successful implementation of district strategies.

However, declines in elementary school connectedness, modest SEL growth, and increased suspension rates for Foster Youth underscore the need for a more focused approach in these areas. These findings will inform Year 3 planning and refinement to ensure all students—particularly those at the elementary level and in high-need populations—feel supported, connected, and safe at school.

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

Metric 2.2, 2.9, and Metric 2.11 demonstrated significant growth during Year 2 of implementation. However, upon review of progress trends and implementation timelines, the original three-year targets were determined to be overly ambitious. As a result, the district is adjusting the metric 2.2 chronic absenteeism for all to 19%, metric 2.9 target for elementary to 76% and 67% for high school, and metric 2.11 targets to 60% for staff and 62% for students to ensure goals remain realistic, attainable, and aligned with current capacity and growth patterns. The district remains committed to continuous improvement and will continue to incrementally increase these targets in subsequent years as systems, supports, and outcomes strengthen.

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	2.1 Positive Behavior Interventions and Supports (PBIS)	A district level director coordinates School Culture teams at each school. These teams meet for planning and training. All DUSD schools utilize Positive Behavior Interventions and Supports (PBIS). Schools receive professional development in the areas of safe and civil schools, (chronic absenteeism, bullying, climate and safety, disengagement), that target our low-income, homeless and foster youth students. This action supports training and conferences that promote our board goals in topics like bullying, cyber safety, Fentanyl abuse, and supporting our Foster/McKinney Vento youth. In addition to training, school sites are provided a budget allocation to purchase supplies and materials to foster implementation of the PBIS programs at their site. This action is for our low-income and foster youth students; these student groups have priority in all activities related to school safety, attendance, behavior support, and character development. This action supports the schools and student groups that perform in the "red" on the 2023 California Dashboard.in Suspensions and Chronic Absenteeism. DUSD-Chronic Absenteeism (PI) Alameda Elem- Chronic Absenteeism (EL) Gallatin Elem- Chronic Absenteeism (EL, SED, SWD) Imperial Elem- Chronic Absenteeism ((SWD, WH) Price Elem- Chronic Absenteeism (EL, WH) Unsworth Elem- Chronic Absenteeism (WH) Williams Elem- Chronic Absenteeism (EL) Doty Middle School- Chronic Absenteeism (AA, WH) Griffiths Middle School- Chronic Absenteeism (WH) Downey High School- Suspension Rate (AA) Sussman Middle School- Suspension Rate (AA, WH) Ward Elem- Suspension Rate (All, SED, HI)	$829,703.00	Yes
2	2.2 Link Crew & W.E.B. (Where Everybody Belongs)	W.E.B. (Where Everybody Belongs) and LINK crew are secondary mentoring, transition, and orientation programs that foster success for incoming 6th-grade and incoming 9th-grade low-income students. This service line is for middle and high school low-income students due to life factors that may affect their social-emotional skillsets. Our low-income students had a decrease in chronic absenteeism in the 2022-23 school year and we need to continue to build on this growth. This action was effective and resulted in lower rates of Chronic Absenteeism, which was a result of students feeling a sense of belonging and connection to the school at the secondary level. There is a continued need to support our low-income students with this action.	$106,500.00	Yes
3	2.3 SEL Curriculum for TK-5 (Re-Think Ed!)	Our Elementary School students are in need of Social Emotional Learning (SEL) Support. Re-think Ed! is an SEL Curriculum that teaches coping skills, problem solving and identification of social emotional status and wellbeing. Suspension rates that fall into the lowest range and have increased for our Foster, and Homeless Youth could be indicative of a lack of coping strategies when faced with stressful situations. The SEL curriculum aims to teach students safe ways to manage trauma and stress. This action also supports the schools and student groups that perform in the "red" on the 2023 California Dashboard.in Suspensions and Chronic Absenteeism.	$81,900.00	Yes

		DUSD-Chronic Absenteeism (PI) Alameda Elem- Chronic Absenteeism (EL) Gallatin Elem- Chronic Absenteeism (EL, SED, SWD) Imperial Elem- Chronic Absenteeism ((SWD, WH) Price Elem- Chronic Absenteeism (EL, WH) Unsworth Elem- Chronic Absenteeism (WH) Williams Elem- Chronic Absenteeism (EL) Doty Middle School- Chronic Absenteeism (AA, WH) Griffiths Middle School- Chronic Absenteeism (WH) Downey High School- Suspension Rate (AA) Sussman Middle School- Suspension Rate (AA, WH) Ward Elem- Suspension Rate (All, SED, HI)		
4	2.4 Mental Health Team - Clinical School Therapists (CSTs)	This is a mental health team that supports students social emotional needs. Services offered to students include referrals, risk assessments, small group counseling, individual counseling and classroom lessons. These supports are directed towards students who require individualized, intensive level of support as referred by sites, district, and/or Community Schools program. Mental Health therapists work directly with our low-income, and foster youth students. Our Clinical School Therapists (CSTs) provide tiered support based on mental health needs. They provide small group counseling to help students with anger management or anxiety and individual counseling to students who have intensive needs. This action also supports the schools and student groups that perform in the "red" on the 2023 California Dashboard in Suspensions and Chronic Absenteeism. District: Suspensions (FY, Hom, AA), Chr Abs (PI) Alameda: Chr Abs (EL) Gallatin: Chr Abs (EL, SED, SWD, Wh) Imperial: Chr Abs (SWD, Wh) Price: Chr Abs (EL, Wh) Unsworth: Chr Abs (Wh) Ward: Suspensions (all, SED, HI) Williams: Chr Abs: (EL) Doty: Chr Abs (AA, Wh) Griffiths: Chr Abs (Wh) Sussman: Suspensions (AA, Wh) DHS: Suspensions (AA)	$2,892,491.00	Yes
5	2.5 Character Counts!	This action provides for district organized trainings for site representatives, a district CC! Lead Teacher, and provides all schools a budget allocation for supplies, materials, training and presentations to facilitate the implementation of Character Counts!. This service is for low-income students as a result of the research that suggests that low income students often face additional factors in their environment that impact their social-emotional development and leads to behavioral difficulties. This service is for low-income students so they may have access to support around positive behaviors and character education. This action also supports the schools and student groups that perform in the "red" on the 2023 California Dashboard in Suspensions and Chronic Absenteeism. DUSD-Chronic Absenteeism (PI) Alameda Elem- Chronic Absenteeism (EL) Gallatin Elem- Chronic Absenteeism (EL, SED, SWD)	$306,141.00	Yes

		Imperial Elem- Chronic Absenteeism ((SWD, WH) Price Elem- Chronic Absenteeism (EL, WH) Unsworth Elem- Chronic Absenteeism (WH) Williams Elem- Chronic Absenteeism (EL) Doty Middle School- Chronic Absenteeism (AA, WH) Griffiths Middle School- Chronic Absenteeism (WH) Downey High School- Suspension Rate (AA) Sussman Middle School- Suspension Rate (AA, WH) Ward Elem- Suspension Rate (All, SED, HI)		
6	2.6 Community Agency Counseling Support	Provide schools with additional mental health support provided through Community based agencies such as the Jewish Family Children's Services (JCFS) in Long Beach. 2022-23 and 2023-24 anecdotal information indicates there continues to be an increased need to provide mental health support for our students. School staff and parents have verbalized the need to support students in greater numbers. The counselors provided to our elementary schools through JCFS support students in learning skills to manage their emotions and behavior. This agency helps support our students' wellness. They provide group counseling to students in elementary schools and may provide additional support in the secondary schools, as as referred by sites, district, and/or Community Schools program. This action is for our low-income students, homeless and foster youth students since they face extraordinary familial and environmental factors that impact their ability to successfully function in school. Due to limited access to resources and support, they may not have the necessary skills to process their challenges and find ways to cope. It is difficult to monitor the effectiveness of this action as we regard the student data with confidentiality. The district knows, however, that this service is necessary for our students who may not otherwise have access to outside counseling services. We will measure this action will with the LCAP survey responses and students' feelings of connectedness and belonging. This action also addresses the needs of lowest performing schools and student groups identified on the 2023 California Dashboard. District: Suspensions (FY, Hom, AA), Chr Abs (PI) Alameda: Chr Abs (EL) Gallatin: Chr Abs (EL, SED, SWD, Wh) Imperial: Chr Abs (SWD, Wh) Price: Chr Abs (EL, Wh) Unsworth: Chr Abs (Wh) Ward: Suspensions (all, SED, HI) Williams: Chr Abs: (EL) Doty: Chr Abs (AA, Wh) Griffiths: Chr Abs (Wh) Sussman: Suspensions (AA, Wh) DHS: Suspensions (AA)	$300,000.00	Yes
7	2.7 Physical Education Program	This action provides planning time for Physical Education teachers that support all 11 elementary schools and provides assistants to work with students alongside the teachers during PE lessons. Elementary physical education teachers design a program that targets students by incorporating thematic units around creating healthy habits and lifestyles and learning different exercises (cardio, strengthening, stretching, and endurance). This action also provides motivation (measured by school connectedness and attendance rate) and opportunity for students to increase movement and healthy habits via participation in sports through the districtwide	$1,636,694.00	Yes

		elementary level track meet. (Carnival of Champions). This service for our low-income students is a result of current research on the physical health of students in poverty. Low-income students do not always have access to meals with high nutrition or the opportunity to experience extracurricular activities that promote a healthy lifestyle.		
8	2.8 Additional School Nurses	Continue to fund additional full-time nurses and the necessary equipment to provide additional nursing support hours to all sites and students. School Nurses working in all schools are Credentialed Registered Nurses or are in the School Nurse Credentialing program and have their RN. This action provides professionally qualified nurses familiar with the school setting who can provide professional and adequate coverage at all schools, throughout the school year, including the extended school year program and summer school. This service is for low-income, homeless and foster youth students based on their physical and mental health needs. Our low-income and foster youth students may have limited access to resources which impacts their access to referrals for quality health and mental health care.	$835,405.00	Yes

Goal

Goal #	Description	Type of Goal
3	Downey USD will promote and increase positive outcomes for our Homeless and Foster Youth. We will decrease the gap between our overall student group and our Homeless and Foster Youth in the following areas: • Academic Achievement • Chronic Absenteeism • Suspension rate	Broad Goal

State priorities addressed by this goal.

5, 4, 6, 1, 2, 3, 7

An explanation of why the LEA has developed this goal.

In 2023 Downey Unified School District was identified for Differentiated Assistance (DA) due to the suspension rate and English Language Arts (ELA) CAASPP performance of our Homeless student population. Data analysis revealed that suspension rates for Homeless students are disproportionately higher and their academic performance in ELA significantly lower compared to their peers. Historically, both our Homeless and Foster Youth (FY) student groups have consistently performed below standard across key indicators. Stakeholder feedback and educational partner input confirm that these students often experience higher levels of trauma, as well as instability in both home and school environments. These factors negatively impact their academic achievement, school engagement, and overall connectedness.

Despite these challenges, recent data from the 2024 CAASPP assessments indicates encouraging progress. Foster Youth improved by 17.6 points in ELA, now scoring 34.7 points below standard, and by 18.1 points in Math, bringing their score to 87.8 points below standard. Homeless Youth demonstrated even greater gains, improving their ELA scores by 54.3 points (now 32.7 points below standard) and their Math scores by 47.9 points (now 67.7 points below standard). However, engagement and school climate metrics show continued need. In 2024, Foster Youth maintained a chronic absenteeism rate of 25.3% and a suspension rate of 9.3%, remaining in the Red performance level. For Homeless students, there was notable improvement: suspension rates decreased from 9.6% in 2023 to 4.1% in 2024, and chronic absenteeism fell from 58.9% to 32%.

To address these disparities, Downey USD will increase its focus on targeted supports for Homeless and Foster Youth. Planned actions include expanded trauma-informed practices, increased mental health services, individualized case management, and academic interventions tailored to these student groups. Monitoring progress in academic achievement, attendance, suspension rates, and school connectedness will continue to be a focus. By identifying and responding to the unique challenges faced by Homeless and Foster Youth, the district aims to significantly improve outcomes and ensure equity in access to high-quality education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Academic Performance (FY & Homeless)	FY - CAASPP ELA Met/Exceeded Standard: 38.24% (2022-23) FY - CAASPP Math Met/Exceeded Standard: 20.59% (2022-23) Homeless - CAASPP ELA Met/Exceeded Standard: 20.96% (2022-23) Homeless - CAASPP Math Met/Exceeded Standard: 14.29% (2022-23)	2023-2024 FY CAASPP ELA : 35.48% FY CAASPP Math: 28.58% Homeless - CAASPP ELA: 38.6% Homeless - CAASPP Math: 25.9%	2024-2025 FY CAASPP ELA : 54.84% FY CAASPP Math: 38.71% Homeless - CAASPP ELA: 50.14% Homeless - CAASPP Math: 36.28%	FY - CAASPP ELA Met/Exceeded Standard: 44% FY - CAASPP Math Met/Exceeded Standard: 22% Homeless - CAASPP ELA Met/Exceeded Standard: 27% Homeless - CAASPP Math Met/Exceeded Standard: 20%	FY CAASPP ELA : increased by 16.6% FY CAASPP Math: increased by 18.12% Homeless - CAASPP ELA: increased by 29.18% Homeless - CAASPP Math: increased by 21.99%
2	Chronic Absenteeism (FY & Homeless)	FY - Chronic Absenteeism Rate: 24.5% (2022-23 CA Dashboard) Homeless - Chronic Absenteeism Rate: 58.9% (2022-23 CA Dashboard)	FY Chronic Absenteeism for 23-24: 25.3% (Red on Dashboard) Homeless - Chronic Absenteeism for 23-24: 32%	FY Chronic Absenteeism for 24-25: 17.9% (Yellow on Dashboard) Homeless - Chronic Absenteeism for 24-25: 31%	FY - Chronic Absenteeism Rate: 15% Homeless - Chronic Absenteeism Rate: 30%	FY - Chronic Absenteeism Rate: 6.6% decrease Homeless - Chronic Absenteeism: 27.9% decrease
3	Suspension Rate	FY - Suspension Rate: 9.8% (2022-23 CA Dashboard) Homeless - Suspension Rate: 9.6% (2022-23 CA Dashboard)	FY - Suspension Rate 23-24: 9.3% Homeless - Suspension Rate: 4.1%	FY - Suspension Rate 24-25: 12.2% Homeless - Suspension Rate24-25: 5.1%	FY - Suspension Rate: 9.3% Homeless - Suspension Rate: 9.1%	FY suspension rate increased by 2.4% Homeless suspension rate decreased by 4.5%

Goal Analysis for 2025-2026

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.

Action 3.1 – Foster Youth Program Specialists
This action was fully implemented as planned. Foster Youth Program Specialists provided targeted, individualized support to students and families and served as key liaisons between schools and external agencies. These efforts contributed to improved coordination of services and strengthened student supports. No implementation challenges were identified.

Action 3.2 – Transportation for Homeless and Foster Youth
This action was implemented with fidelity. Transportation services ensured uninterrupted access to educational programs and school stability for foster youth and students experiencing homelessness. No barriers to implementation were identified.

Action 3.3 – Supplemental Academic Support and Educational Experiences
This action was fully implemented. Foster Youth and students experiencing homelessness demonstrated academic growth in both mathematics and English Language Arts (ELA). While gains were evident in both areas, the district will maintain a focused emphasis on improving mathematics outcomes.
Chronic absenteeism rates showed notable improvement, decreasing by 6.6% from baseline for Foster Youth and by 21.99% from baseline for students experiencing homelessness. These improvements reflect the effectiveness of targeted academic and engagement supports. No challenges were identified during implementation.

Action 3.4 – Professional Development and Resources for Homeless and Foster Youth Support
This action was fully implemented. Despite the district's continued emphasis on professional development and access to resources, suspension rates for Foster Youth increased by 2.4% from baseline, while suspension rates for students experiencing homelessness decreased by 4.5% from baseline.

In response, the district will continue to prioritize professional development related to trauma-informed practices, behavior supports, and equity-focused interventions. Identified school sites will address the specific needs of Foster Youth and students experiencing homelessness through site-level actions, supported by districtwide training and ongoing technical assistance. All actions under this goal were implemented with fidelity.

The district will continue to monitor and analyze outcome data to strengthen support services, improve student engagement, and refine interventions for Foster Youth and students experiencing homelessness. No challenges were identified in the implementation of this action; however, ongoing evaluation will guide continuous improvement efforts

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.

For Actions 3.1 (Foster Youth Program Specialists) there was an approximate $30,000 overage due to increase in wages.

Action 3.2 (Transportation) experienced a budget overage of approximately $148,020. This increase was due to a significant rise in the number of Foster Youth requiring transportation as well as cost associated with DCFS transportion. The district responded to this growing need to ensure uninterrupted educational access for these students, which resulted in expenditures exceeding the original allocation. This data indicates a need to reevaluate and potentially increase the budget for transportation services in future LCAP years to better reflect actual demand.

Action 3.3 (Supplemental Academic Support & Educational Experiences) There was a material budget overage of approximately $40,000 associated with this action. The overage was primarily due to a significant increase in the demand for academic interventions, specifically in the areas of tutoring and summer school programming. The decision to enhance these supports was aligned with LCAP goals focused on accelerating learning recovery and promoting equitable access to supplemental educational opportunities, particularly for unduplicated pupils (foster youth and socioeconomically disadvantaged students).

This increase in expenditures, while unanticipated, reflects a responsive shift in resource allocation to directly support student achievement and well-being.

3.4 (Professional Development and Resources), there were no material differences between the budgeted expenditures and the estimated actual expenditures. Action was implemented as planned and within the allocated budget, with expenditures closely aligned to projections.

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

The actions implemented under Goal 3 were largely effective in addressing the unique needs of Foster Youth and students experiencing homelessness and in making meaningful progress toward improving academic achievement, attendance, and social-emotional outcomes. Across all actions, implementation occurred with fidelity, and outcome data indicate positive trends in key performance areas.

Foster Youth Program Specialists
Action 3.1 proved effective by providing consistent, targeted academic and social-emotional support to Foster Youth and their families. Foster Youth Program Specialists served as advocates for students, coordinated services with internal and external agencies, and ensured timely access to academic and wraparound supports.

As a result, Foster Youth demonstrated academic growth in both mathematics and English Language Arts (ELA), along with a 6.6% reduction in chronic absenteeism from baseline. Homeless Youth also demonstrated growth in ELA and mathematics on the 2025 CAASPP and experienced a 27.9% improvement in chronic absenteeism from baseline.

This action was implemented as planned, with no identified challenges or budget discrepancies, reflecting strong alignment between program design and execution. The district will continue to prioritize academic outcomes in both ELA and mathematics, with an intentional emphasis on mathematics due to lower overall performance levels.

Transportation for Foster Youth and Students Experiencing Homelessness
Action 3.2 was effective in maintaining school stability, attendance, and access to educational programs by addressing transportation barriers. Foster Youth demonstrated a 6.6% improvement from baseline in chronic absenteeism, while students experiencing homelessness showed a substantial 27.9% improvement from baseline.
Due to increased demand and rising transportation costs, this action resulted in a $148,020 budget overage. The increased utilization of transportation services reflects the district's responsiveness to student needs and underscores the critical role transportation plays in supporting consistent school attendance. As a result, funding for this action will be adjusted and increased in the 2026-2027 LCAP to ensure sustainability and continued access to services.

Supplemental Academic Support and Educational Experiences
Action 3.3 was fully implemented with fidelity and contributed to positive academic and engagement outcomes. Foster Youth and students experiencing homelessness demonstrated academic gains in mathematics, alongside significant reductions in chronic absenteeism—6.6% for Foster Youth and 27.9% for students experiencing homelessness.

The observed trends indicate that supplemental academic supports and expanded educational experiences are effectively supporting both academic progress and student engagement.

Professional Development and Resources for Foster Youth and Homeless Youth Support

Action 3.4 resulted in mixed results in school climate indicators. Suspension rates increased by 2.4% from baseline for Foster Youth but decreased by 4.5% from baseline for students experiencing homelessness. These outcomes reflect the need for further districtwide professional development focused on trauma-informed practices, behavior supports, and equity-centered interventions.
The district will continue to build staff capacity through targeted professional learning and site-level supports to sustain and further improve these outcomes.

Collectively, the actions under Goal 3 demonstrate strong effectiveness in improving academic performance, attendance, and school climate outcomes for Foster Youth and students experiencing homelessness. The consistent implementation of actions with fidelity, combined with ongoing data monitoring, reflects the district's commitment to continuous improvement.
Moving forward, the district will continue to evaluate outcomes, make responsive adjustments—particularly related to transportation funding—and refine supports to sustain progress and further advance equity for these student populations.

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 the largely positive performance metrics and demonstrated effectiveness of implementation, no changes are being made to the planned goal, metrics, target outcomes, or the core structure of Actions 3.1, 3.2, 3.3, or 3.4 for the coming year.

To support continuous improvement, the district will enhance monitoring practices and strengthen data analysis processes to more precisely identify student needs and to better inform supports that improve academic achievement, attendance, and behavioral outcomes for Foster Youth and students experiencing homelessness.

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	3.1 Program Specialists for Homeless and Foster Youth	Downey USD was identified for Differentiated Assistance (DA) in 2023 based on our Homeless students' disproportionate rate of suspension and academic performance on the ELA CAASPP. Downey USD convened with Los Angeles County Office of Education (LACOE) to collaborate and analyze Dashboard and local data to understand potential root causes contributing to high suspension rates and low ELA academic performance. Based on data analysis, we identified the need for continuous, individualized, support provided to students who are identified as Homeless. Continue to provide program specialists who work directly with our Foster Youth and who will also continue to focus on our Homeless population. The average number of Foster students is approximately 350 students, districtwide, throughout the year. The number of students identified as Homeless has significantly increased to over 1000. Research indicates that when school districts provide the necessary support for Homeless and Foster Youth students, they increase their positive outcomes. In 2022-23 our Foster Youth had a chronic absenteeism rate of 24.5% and homeless youth have a rate of 58.9% indicating that about a quarter of our foster and over half of our homeless students are not accessing their basic educational program. The Program Specialists case-manage to support each student's (identified as homeless/foster youth) case to provide individualized support & resources to maximize students' academic outcomes. The program specialists monitor student attendance and provide the necessary resources to ensure they consistently attend school. Consistent attendance leads to higher levels of academic success. Additionally, students face extraordinary life circumstances, the Program Specialists also provide referrals and access to services for mental health social emotional wellness and community services supports. When our students feel connected and supported, their achievement increases, they persist in their studies and graduate. The program specialists support youth by ensuring the school site has enrolled the student in intervention support during the school day; acting as the liaison to any outside social services; following up with necessary services i.e., counseling; and making home visits, if necessary. Through this action, we expect to see a decrease in our chronic absenteeism rate and an increase in our graduation rate.	$845,031.00	Yes
2	3.2 Transportation	Provide transportation to/from school. Our Homeless and Foster Youth often have an unstable	$433,021.00	Yes

		home life and they have a right to remain in their school of origin. Due to the instability, our Homeless and Foster Youth students have a high chronic absenteeism rate. This action provides the funding to ensure access to their educational program through regular and ongoing transportation to and from their current home. Having this service increases attendance in school which leads to higher levels of learning and achievement. Through this action, we expect to see a decrease in our chronic absenteeism rate.		
3	3.3 Supplemental Academic Support & Educational Experiences (Tutoring)	Though specific county programs are providing academic support, this action provides services above those provided by the county based on student needs. In addition, our Foster Youth students often have limited access to enriching educational opportunities that enhance their learning. As such, they may not consistently have the background knowledge to solidify their classroom learning. The lack of access to outside experiences can impact our Foster Youth students' ability to see beyond their daily circumstances, which may limit the goals they set for themselves. This action also provides educational experiences and field trips to build Foster Youth background knowledge. This background knowledge will support in-classroom learning and allow HFY students to have a broader understanding of the world and their potential for future success. We expect these additional experiences will connect them to school and serve as an incentive to attend school daily, leading to a decrease in their chronic absenteeism. To ensure our Homeless Foster Youth have access to the academic programs and supports provided during the school day we will develop policies ensuring equitable access to academic supports (tutoring, summer school, intervention). Our Homeless Youth Group has been identified for Differentiated Assistance in 2023 due to academic achievement. We will closely monitor CAASPP data and Chronic Absenteeism rates as a measure of improvement and success.	$150,000.00	Yes
4	3.4 Homeless and Foster Youth - Professional Development	Downey USD was identified for Differentiated Assistance (DA) in 2023 based on our Homeless students' disproportionate rate of suspension and academic performance on the ELA CAASPP. Downey USD convened with Los Angeles County Office of Education (LACOE) to collaborate and analyze Dashboard and local data to understand potential root causes contributing to high suspension rates and low ELA academic performance. Based on data analysis, we identified the need for professional development in the area of trauma-informed practices and Social-Emotional-Learning (SEL) curriculum for our administrators, deans, teachers, and other support staff. The goal of professional development is to maximize academic and behavior supports and to tailor other-means-of-corrections that meet the unique needs of HFY students to help them regulate behaviors. After-school stipends for teachers, consultant fees, materials, and resources along with the implementation of Other-Means-of-Correction will directly address the high suspension rate. School staff may not have sufficient knowledge of our Homeless and Foster Youth student needs nor understand alternative to suspension strategies that may be more effective for this group. As a result, our students may feel disengaged from school. This action provides training in trauma-informed practices, basic mental health, social-emotional learning, alternatives to suspension (PBIS, Restorative Circles, counseling, referrals to mental health, and other positive behavior strategies) that may be more effective for these student groups. The skills and strategies from these trainings are research-based strategies to be implemented in the classroom and when addressing behavior incidents. This action will support the creation of policies and practices that will guide our school staff to implement student-centered strategies with our Homeless and Foster Youth. We expect that our Homeless and Foster Youth's academic performance will improve; suspension rates and chronic absenteeism will decrease due to the increased awareness and	$15,000.00	Yes

		implementation of effective strategies to maximize our HFY students' whole-child outcomes.		

Goal

Goal #	Description	Type of Goal
4	Downey USD will hire the best teachers, ensure a highly effective and trained staff and promote opportunities for shared and distributed leadership.	Broad Goal

State priorities addressed by this goal.

2, 4, 5, 6, 1, 3

An explanation of why the LEA has developed this goal.

Downey Unified established the goal of maintaining and increasing the quality of staff by improving measures of success, building the capacity of school leadership, and providing ample opportunities and training for staff to implement research-based teaching strategies. The actions included were identified by educational partners in administrative-level meetings, site meetings, and survey input. The metrics included will monitor the appropriate hiring and placement of teachers, teachers/staff satisfaction for retention purposes of highly qualified teachers/staff, perception on the quality of training provided and student performance in state exams to gauge overall effectiveness of teachers/staff training's effectiveness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Fully Credentialed and Appropriately Assigned	Fully Credentialed and Appropriately Assigned Teachers: 99% (2023-2024)	Fully Credentialed and Appropriately Assigned Teachers for 2024-2025: 97%	Fully Credentialed and Appropriately Assigned Teachers for 2025-26: 97%	Fully Credentialed and Appropriately Assigned Teachers: 100%	A decrease of 2% from baseline
2	LCAP Staff Q: Job Satisfaction	Percentage of Staff who are overall satisfied as an employee of DUSD: 92% (LCAP spring 2023)	Percentage of Staff who are overall satisfied as an employee of DUSD: 92% for 2024-25	Percentage of Staff who are overall satisfied as an employee of DUSD: 90.9% for 2025-26	Percentage of Staff who are overall satisfied as an employee of DUSD: 92%	A decrease of 1.1%
3	LCAP Staff Q: Professional Development Offerings Satisfaction	Spring 2024: Percentage of Staff who are satisfied or very satisfied with Downey Unified's Professional Development offerings: 65.05%	Spring 2025: Percentage of Staff who are satisfied or very satisfied with Downey Unified's Professional Development offerings: 66%	Spring 2026: Percentage of Staff who are satisfied or very satisfied with Downey Unified's Professional Development offerings: 62.5%	Spring 2027: Percentage of Staff who are satisfied or very satisfied with Downey Unified's Professional Development offerings: 65%	An decrease of 2.55% from baseline.

4	LCAP Q for Students: My school gives me resources, books and supplies I need to learn.	Strongly Agree or Agree: 92.37% (2024)	Strongly Agree or Agree: 92% for 2025	Strongly Agree or Agree: 93.7% for 2026	Strongly Agree or Agree: 95%	A increase of 1.33%
5	CAASPP (ELA, Math) & CAST	2022-23: Dashboard ELA (Grade 3-8): 4.2 points below standard (2023) Dashboard Math (Grade 3-8): 45.3 points below standard (2023) CAASPP ELA - All Students Met/Exceeded Standard: 50.43% (2022-23) CAASPP Math -All Students Met/Exceeded Standard: 34.45% (2022-23) Multilingual Learner - CAASPP ELA 16.32% (2022-23) Multilingual Learner - CAASPP Math: 12.43% (2022-23) Low Income - SED CAASPP ELA: 45.83% (2022-23) Low Income - SED CAASPP Math: 30.01% (2022-23) CA Science Test (CAST) Met/Exceeded Standard: 28.63% (2022-23)	2023-2024 Dashboard ELA (Grade 3-8): .3 points below standard (2024) Dashboard Math (Grade 3-8): 39.7 points below standard (2024) CAASPP ELA - All Students Met/Exceeded Standard: 52.56% CAASPP Math -All Students Met/Exceeded Standard: 37.21% Multilingual Learner - CAASPP ELA 18.12% Multilingual Learner - CAASPP Math: 14.44% Low Income - SED CAASPP ELA: 48.48% Low Income - SED CAASPP Math: 33.34% CA Science Test (CAST) Met/Exceeded Standard: 30.7%	2025-2026 Dashboard ELA (Grade 3-8): 8.4 points above standard (2025) Dashboard Math (Grade 3-8): 27.6 points below standard (2025) CAASPP ELA - All Students Met/Exceeded Standard: 55.28% CAASPP Math -All Students Met/Exceeded Standard: 41.5% Multilingual Learner - CAASPP ELA 17.54% Multilingual Learner - CAASPP Math: 18.1% Low Income - SED CAASPP ELA: 51.7% Low Income - SED CAASPP Math: 37.56% CA Science Test (CAST) Met/Exceeded Standard: 32.66%	Dashboard ELA (Grade 3-8): 0 pts below standard (2026) Dashboard Math (Grade 3-8): 30 pts below standard (2026) CAASPP ELA- All Students Met/Exceeded Standard: 60% (2025-26) CAASPP Math- All Students Met/Exceeded Standard: 44% (2025-26) Multilingual Leaners (EL) CAASPP ELA: 25%, Multilingual Learners (EL) CAASPP Math: 20% SED CAASPP ELA: 53% (2025-26) SED CAASPP Math: 40% (2025-26) CA Science Test (CAST) Met/Exceeded Standard: 35% (2025-26)	Dashboard ELA (Grade 3-8): improved by 12.6 points Dashboard Math (Grade 3-8): improved 17.7 points CAASPP ELA - All Students Met/Exceeded Standard: improved by 4.85% CAASPP Math -All Students Met/Exceeded Standard: improved by 7.05% Multilingual Learner - CAASPP ELA improved by 1.22% Multilingual Learner - CAASPP Math: improved by 5.67% Low Income - SED CAASPP ELA: improved by 5.87% Low Income - SED CAASPP Math: improved by 7.55% CA Science Test (CAST) Met/Exceeded Standard: improved by 4.03%

6	Textbook Sufficiency- Williams Report	100% of schools reviewed found sufficient (Fall 2023 report)	2024-2025 100% of schools reviewed were found sufficient.	2025-26 100% of schools reviewed were found sufficient.	100% of Schools Reviewed Sufficient	Maintained
7	CHKS: Connectedness	CHKS Spring 2024 CHKS Elementary School: School Connectedness: 76% CHKS Middle School: School Connectedness: 53% CHKS HIgh School: School Connectedness: 62%	2025 CHKS Elementary School: School Connectedness: 73% 2025 CHKS Middle School: School Connectedness: 60% 2025 CHKS HIgh School: School Connectedness: 63%	2026 CHKS Elementary School: School Connectedness: 74% CHKS Middle School: School Connectedness: 65% CHKS HIgh School: School Connectedness: 66%	CHKS Elementary School: School Connectedness: 76% CHKS Middle School: School Connectedness: 63% CHKS High School: School Connectedness: 67%	2026 CHKS Elementary School: School Connectedness: 2% decrease 2026 CHKS Middle School: School Connectedness: 12% increase 2026 CHKS HIgh School: School Connectedness: 4% increase
8	Suspension Rates	Suspension Rate (2022-23 CA Dashboard) All students: 3.5% Foster Youth: 9.8% Homeless: 9.6% AA: 9.4%	Suspension Rate (2023-24 CA Dashboard) All students: 3% Foster Youth: 9.3% Homeless: 4.1% AA: 6.1%	Suspension Rate (2024-25 CA Dashboard) All students: 3% Foster Youth: 12.2% Homeless: 5.1% AA: 8.2%	Suspension Rate: All Students: 2.9% Foster Youth: 9.3% Homeless: 9.1% AA: 8%	All students: improved by .5% Foster Youth: increased by 2.4% Homeless: improved by 4.5% AA: improved by 1.2%
9	CSU/UC Eligible Graduates- SED	CSU/UC Eligible Graduates 2023- SED 46.7%	2024 CSU/UC Eligible Graduates - 46.8%	2025 CSU/UC Eligible Graduates - 56.3%	CSU/UC Eligible Graduates- SED 55%	An increase of 9.6%
10	Multilingual Learner (aka, EL) Progress Indicator- ELPI CA Dashboard	ELPI 47.2% (2023-24)	2024 Dashboard ELPI 48.2%	2025 Dashboard ELPI 47.3%	ELPI 48%	An increase of .1%
11	Chronic Absenteeism	2022-23 CA Dashboard: Chronic Absenteeism (all): 30.5% Chronic Absenteeism (DUSD PI): 43.2%	2023-2024 Dashboard Chronic Absenteeism (all): 22.8% Chronic Absenteeism (DUSD PI): 36.4%	2024-25 Dashboard Chronic Absenteeism (all): 19.2% Chronic Absenteeism (DUSD PI): 34.5%	Chronic Absenteeism (all): 19% Chronic Absenteeism (DUSD PI): 35%	Chronic Absenteeism (all): an improvement of 11.3% Chronic Absenteeism (DUSD PI): an improvement of 8.7%

12	LCAP Staff Survey: "I implement the California Teaching Standards in my daily lessons." percent of teachers who Agree or Strongly Agree.	2025-2026 Staff Survey 97.9%	Baseline was not established we will add to next year's survey to provide baseline.	Baseline Year - 97.9% teachers who Agree or Strongly Agree.	97% of staff indicate they Agree or Strongly agree with the statement. "I implement the California Teaching Standards in my daily lessons."	N/A
13	Implementation of Academic Standard based on Dashboard Data	Common Core State Standards based on 2024 Dashboard: ELA : 5/5 Math: 5/5 History: 5/5 ELD: 3/5 Science (next generation): 4/5	Baseline year.	Common Core State Standards based on 2025 Dashboard: ELA : 5/5 Math: 5/5 History: 5/5 ELD: 3/5 Science (next generation): 4/5	Common Core State Standards based on 2026 Dashboard: ELA : 5/5 Math: 5/5 History: 5/5 ELD: 4/5 Science (next generation): 5/5	Maintained on all state standards.

Goal Analysis for 2025-2026

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.

4.1 School Support
Action 4.1 was implemented with fidelity. There were additional counselors added to secondary sites to further support students. Positive outcomes were observed across multiple indicators of School Connectedness. Middle school students demonstrated a notable increase of 12 percentage points, while high school students improved by 4 percentage points. These gains indicate continued progress in strengthening student sense of belonging at the secondary level.

Despite these successes, several areas require continued attention. Elementary school satisfaction related to School Connectedness declined by 2 percentage points, signaling the need for additional targeted supports at the elementary level. Suspension data revealed mixed results for student groups: suspension rates for foster youth increased by 2.4 percentage points from baseline, while rates improved for students experiencing homelessness by 4.5 percentage points and African American students by 1.2 percentage points from baseline.

For Multilingual Learners, English Language Proficiency Indicator (ELPI) data reflected a modest improvement of 0.1 percentage points from baseline. While progress was limited, this establishes a foundation for continued growth and refinement of instructional supports in the coming year.

4.2 Online Resources for Library and Media Center
Action 4.2 was implemented with fidelity and as planned. Outcomes showed improvement across all identified metrics, reflecting increased access to and effective use of online library and media resources. No challenges were identified during this implementation year, indicating the action is functioning as intended and supporting student needs districtwide.

4.3 Teacher Instruction and Support for the California State Standards
Action 4.3 was implemented with fidelity and as planned. Positive outcomes were realized across all metrics, demonstrating strong alignment between instructional practices and the California State Standards. A baseline was established showing that 97.9% of staff agree or strongly agree with the statement, "I implement the California Teaching Standards in my daily lessons." This high baseline reflects a strong instructional foundation and provides a benchmark for sustaining and refining instructional excellence.

4.4 Leadership and 4.5 Professional Development
Actions 4.4 was implemented with fidelity and as planned. Action 4.5 Professional Development saw an increase in ML and targeted professional development. Data indicated challenges related to staff experience. Staff satisfaction with professional development decreased by 2.55 percentage points, and overall employee satisfaction declined by 1.1 percentage points. These results suggest a need to strengthen alignment between professional learning opportunities, staff needs, and overall employee support systems in order to improve staff engagement and satisfaction moving forward. Additional staff, including interventionist, now attend professional development days before the school year. There was an increase professional development opportunities specifically for our core teachers who have ML students and LTEL students. The plan moving forward is to further increase provided time for all core subject areas to work with their state standards, ELPAC scores, and to attend PD conferences that will help increase our EL, FY and LI test scores.

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.

Action 4.1- School Support
Action 4.1 was fully implemented; however, estimated actual expenditures increased by approximately $1,783,000 was due to providing additional counselors at the secondary level.

Action 4.4 was fully implemented; however, estimated actual expenditures exceed the budget by approximately 77,000 due to additional training and coaching costs.

Action 4.5 – Professional Development
Action 4.5 was fully implemented; however, Estimated Actual Expenditures exceeded Budgeted Expenditures by approximately $2,124,000 due to higher-than-anticipated costs associated with expanded professional learning. This increase reflects the addition more staff participating in the development days. Professional development was also increased throughout the year for targeted supports to address the needs of foster youth, students experiencing homelessness, and multilingual learners (MLs).

Additional investments included specialized professional development for co-teachers, dedicated planning time to analyze student data and strengthen instructional supports for ML students across core content areas, and the hiring of instructional coaches to support ML-focused training at the elementary level and Long-Term English Learner (LTEL) support at the secondary level. These strategic enhancements were aligned with district priorities to improve outcomes for unduplicated student groups.

Actions 4.2 and 4.3
They were fully implemented as planned. There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures, indicating strong fiscal alignment and effective implementation throughout the reporting year.

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

Actions 4.1, 4.3, and 4.4
Actions 4.1, 4.3, and 4.4 were implemented with fidelity and produced mixed, though generally positive, outcomes across student engagement, equity, and academic performance indicators. Significant gains were realized in School Connectedness at the secondary level, with middle school students demonstrating a 12 percentage-point increase from baseline and high school students showing a 4 percentage-point increase. These results reflect continued progress in fostering supportive and inclusive school environments at the secondary level.

Elementary school satisfaction with School Connectedness declined by 2 percentage points however, identifying an area for targeted improvement and additional supports in the coming year.
On the 2025 California School Dashboard, suspension rate data reflected mixed outcomes across student groups. Suspension rates for foster youth increased by 2.2 percentage points from baseline, while rates decreased for students experiencing homelessness by 4.5 percentage points and for African American students by 1.2 percentage points, indicating partial progress toward more equitable discipline practices. Additionally, the English Learner Progress Indicator (ELPI) for Multilingual Learners increased by 0.1 percentage points from baseline, reflecting modest growth and an ongoing need for focused language development supports.

Positive trends were also observed among Socioeconomically Disadvantaged (SED) students. Chronic absenteeism for SED students declined by 11.8 percentage points, and suspension rates for this group decreased by 0.7 percentage points from baseline. Academic performance outcomes further demonstrated progress: overall science assessment results improved by 3.89 percentage points from baseline. English Learners increased performance by 1.22 percentage points in ELA and 5.64 percentage points in mathematics on the 2025 CAASPP, while SED students improved by 5.87 percentage points in ELA and 7.55 percentage points in mathematics from baseline.
No implementation challenges were reported for these actions, suggesting that instructional supports and professional learning opportunities effectively supported educator alignment with the California State Standards.

Action 4.2 – Online Resources for Library and Media Center
Action 4.2 was implemented as planned and demonstrated strong positive outcomes across all measured metrics. College/Career Indicator (CCI) results on the 2025 Dashboard increased by 16.4 percentage points overall, with Socioeconomically Disadvantaged students experiencing an 18 percentage-point increase. These results indicate that enhanced access to online library and media resources positively supported student engagement, academic readiness, and access to instructional materials. No challenges were identified, reflecting effective implementation and alignment with student needs.

Actions 4.4 and 4.5
Actions 4.4 and 4.5 were implemented as planned and reflected mixed outcomes related to staff experience and student academic performance. Staff satisfaction with professional development declined by 2.55 percentage points from baseline, and overall staff satisfaction decreased slightly to 90.1%. While overall satisfaction levels remain high, continued improvement in professional learning relevance and employee support is needed to further strengthen workplace morale.
Despite these challenges, student academic outcomes demonstrated meaningful gains. Multilingual Learners improved by 1.22 percentage points in ELA and 5.67 percentage points in mathematics from baseline, while SED students showed substantial increases of 5.87 percentage points in ELA and 7.55 percentage points in mathematics. These results reflect strong instructional implementation and a positive impact on student learning outcomes across key student groups.

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

Updates to Target Outcomes
3rd year Target outcomes were revised for several metrics to reflect anticipated growth trends and to establish clear, realistic performance expectations. Specifically, Metric 2 was updated to a 3rd year target of 92%; Metric 3 to 65%; Metric 5 to 53% for SED students; Metric 7 to 76% for Elementary and 67% for High School; Metric 8 to 9.3% for FY, 9.1% for Homeless, and 8% for AA; Metric 10 to 48%; Metric 11 to 19% for ALL; and Metric 12 to 97%.

These adjustments ensure that targets align with current data, projected growth, and district capacity for continuous improvement. All updated metrics were based on data analysis and were intended to support meaningful progress monitoring. No additional changes were made to the overall goal, planned actions, or implementation strategies.

Action 4.1 increased funding to continue funding additional counselors at the secondary level. One at each middle school and high school.

Action 4.5 increased in funding to cover additional costs associated with more staff attending professional development days, compensation for coaches and presenters, and registration fees related to professional learning opportunities to increase our EL, FY, and LI test scores and chronic absenteeism.

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	4.1 School Support: Additional Staff for SEL & PBIS	This action allows us to decrease our support staff-to-student ratio by allowing us to provide additional vice-principals, counselors, and deans that support student social emotional wellness and behavior. In elementary school, vice principals are the first staff that receives student referrals when there is a pattern of social-emotional and behavioral difficulties. In the middle school, deans provide that first level of support. These staff members provide support and referrals for our at-risk students, reach out to families to problem solve, and link students to other school support. This action focuses low-income students to ensure our students feel supported and positively connected and engaged in school. The support staff works to support and implement Positive Behavior Intervention Support (PBIS) strategies to decrease suspensions and increase school connectedness. This action supports the schools and student subgroups that perform in the "red" on the 2023 California Dashboard in Suspensions and Chronic Absenteeism . DUSD-Chronic Absenteeism (PI) Suspension (AA) Alameda Elem- Chronic Absenteeism (EL) Gallatin Elem- Chronic Absenteeism (EL, SED, SWD) Imperial Elem- Chronic Absenteeism ((SWD, WH) Price Elem- Chronic Absenteeism (EL, WH) Unsworth Elem- Chronic Absenteeism (WH) Williams Elem- Chronic Absenteeism (EL) Doty Middle School- Chronic Absenteeism (AA, WH) Griffiths Middle School- Chronic Absenteeism (WH) Downey High School- Suspension Rate (AA)	$6,374,244.00	Yes

		Sussman Middle School- Suspension Rate (AA, WH) Ward Elem- Suspension Rate (All, SED, HI)		
2	4.2 Online Resources for Library and Media Centers	This action provides online database resource access (Overdrive, GALE, Noodle). to enable teachers to support middle and high school students. These database programs provide access to primary and secondary resources on various content areas where teachers can research and create lessons that provide students with experiences such as coding, science, and mathematics, to gain background knowledge or complete research projects. In addition, staff members utilize the college readiness program resources within the database to instruct our low-income students about their postsecondary options which helps them with goal setting. This action provides low-income students access to electronic resources with the intent to close the opportunity gap and allow students access to the knowledge needed for success in high school and college. This action continues to be a priority to prepare students for college and careers.	$53,000.00	Yes
3	4.3 Teacher instruction and support for the CA State Standards	Fund elementary and secondary Teachers on Special Assignment (TOSA) to support school staff in the implementation of the California Common Core Standards, classroom management and equitable first-best instructional practices to meet the needs of EL and low-income students. Provide, direct and individualized, coaching to teachers who are eligible for additional pedagogy coaching. In addition, the Teacher Specialists support the efficient use of instructional materials and resources. Teacher specialists provide TK-12 grade professional development for instructiona staff on targeted strategies that support low-income and EL students in ELA and Math. Technology specialists provide professional development for instructional staff on specific digital tools and resources that support low-income and EL students' progress and achievement. English Learners and low-income students demonstrated an increased need for targeted instruction in ELA and Math to reach grade level proficiency.	$2,495,669.00	Yes
4	4.4 Leadership Development	Provides training and coaching for principals on supporting teachers' implementation of the California Common Core Standards and Professional Learning Communities (PLCs). - Focused Schools as consultant to support this action. Leadership Development Training for principals and school leadership teams and coaching for principals of low-income students on supporting teachers' implementation of the California State Standards and collaborative work. Research shows that principals and co-administrators have an indirect effect on student achievement and a direct impact on teacher practice and quality teaching. To ensure we have a unified focus on first best instruction and teachers are consistently implementing the District initiatives all teachers have a common approach to teaching and learning. This in turn supports our low income students since they receive targeted and focused instruction. The District is committed to effectively implementing Professional Learning Communities (PLCs), focusing on priority standards, creating benchmarks, and using formative assessments to guide and target instruction. With a 70% low-income student group that is scoring 15.7 points in ELA and 57.1 points in Math below standard on the CAASPP, our school leaders must have the skillset and capacity to create the school conditions where teachers are consistently reflecting and refining their practice. This action is to meet the academic needs of low-income students by providing site leaders with professional development on effective strategies to increase student achievement; we will monitor this action by reviewing local assessment data (iReady) and measuring by CAASPP scores in ELA and Math.	$396,244.00	Yes

5	4.5 Additional Teacher Professional Development Days	DUSD added additional days of professional development training to the teachers' work year. The Professional Development training provided targets our low-income and EL student achievement. The two days at the beginning of the year provide training to all teachers on student engagement, effective integration of technology to support student learning, and targeting instruction to meet student needs. Additional investments included specialized professional development for co-teachers, dedicated planning time to analyze student data and strengthen instructional supports for ML students across core content areas, and the hiring of instructional coaches to support ML-focused training at the elementary level and Long-Term English Learner (LTEL) support at the secondary level. These strategic enhancements were aligned with district priorities to improve outcomes for unduplicated student groups. The provided PD provides teachers with the knowledge to integrate research-based strategies into their lessons, which will specifically target low income and EL student learning. Follow up PD is provided to further strengthen instructional practices for Low Income and EL students expecially for our new teachers. We expect this action will positively impact our CAASPP scores in ELA and Mathematics.	$5,209,720.00	Yes

Goal

Goal #	Description	Type of Goal
5	Downey USD will actively provide meaningful and transparent communication to all parents and create opportunities for all parents to partake in decision-making processes and be involved in their child's education.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

Downey Unified established the goal of increasing and supporting parent engagement and participation in their child's education. Perception data demonstrates that there is a need to focus on engaging more parents and focusing on parents of students eligible for our unduplicated groups. The metrics taken from our LCAP and CHKS surveys will demonstrate if our approaches are effective.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	LCAP Q: Parent Participation	Parent participation in child's education: 91.73% (LCAP spring 2023)	Parent participation in child's education: 93% (2024-2025)	Parent participation in child's education: 93% (2025-26)	Parent participation in child's education: 94%	An increase of 1.27%
2	LCAP Q: Decision-making Opportunities	Parent involvement in decision making: 85.88% (LCAP spring 2023)	Parent involvement in decision making: 86% (24-25)	Parent involvement in decision making: 87% (25-26)	Parent involvement in decision making: 87.5%	An improvement of 1.12%
3	LCAP Q: Promotion of Parent Involvement	Promotion of Parent Involvement (CHKS 2024) Elementary 81% Middle School 53% High School 54%	Promotion of Parent Involvement (CHKS 2025) Elementary 94% Middle School 92% High School 87%	Promotion of Parent Involvement (CHKS 2026) Elementary 82% Middle School 66% High School 57.5%	Promotion of Parent Involvement (CHKS) Elementary 85% Middle School 65% High School 60%	Elementary increased by 1% Middle increased by 13% High School increased by 3.5%

4	LCAP Parent Self-Report	Parent Participation - total surveys 5299 (Spring 2024) Percent of Parents reporting as Free and Reduced Lunch 79% Percent of Parents reporting as EL 29%	Parent Participation - total surveys 7102 (Spring 2025) Percent of Parents reporting as Free and Reduced Lunch 82% Percent of Parents reporting as EL 28%	Parent Participation - total surveys 6,987 (Spring 2026) Percent of Parents reporting as Free and Reduced Lunch 83% Percent of Parents reporting as EL 28%	Parent Participation - total surveys 6000 Percent of Parents reporting as Free and Reduced Lunch 80% Percent of Parents reporting as EL 30%	Parent Participation - total surveys increased by 1,688 Percent of Parents reporting as Free and Reduced Lunch increased by 4% Percent of Parents reporting as EL decreased by 1%
5	LCAP Parent Survey: Parent Education/Workshops/Academies (Low Income = Parents reporting as having students receiving Free and Reduced Lunch)	Spring 2024: Q: "My child's school provides the resources and training I need to help my child learn." All: Strongly Agree & Agree = 90.48% Low Income: Strongly Agree & Agree = 90.81% EL: Strongly Agree & Agree = 91.58 %	Spring 2025: Q: "My child's school provides the resources and training I need to help my child learn." All: Strongly Agree & Agree = 90.87% Low Income: Strongly Agree & Agree = 91.3% EL: Strongly Agree & Agree = 91.3 %	Spring 2026: Q: "My child's school provides the resources and training I need to help my child learn." All: Strongly Agree & Agree = 92.1% Low Income: Strongly Agree & Agree = 92.6% EL: Strongly Agree & Agree = 92.6%	Q: "My child's school provides the resources and training I need to help my child learn." Strongly Agree & Agree = 93% Low Income: Strongly Agree & Agree = 93% EL: Strongly Agree & Agree = 93 %	All: Strongly Agree & Agree = 1.62% increase Low Income: Strongly Agree & Agree = 1.79% increase EL: Strongly Agree & Agree = 1.02% increase
6	LCAP Q: My child's school sends information home in a language I understand.	Spring 2024 LCAP Q: My child's school sends information home in a language I understand. All participants: 96.1% agree or strongly agree Families of EL students: 94.3% agree or strongly agree	Spring 2025 All participants: 96.4% agree or strongly agree Families of EL students: 95% agree or strongly agree	Spring 2026 All participants: 95.9% agree or strongly agree Families of EL students: 94.9% agree or strongly agree	LCAP Q: My child's school sends information home in a language I understand. All participants: 96% agree or strongly agree Families of EL: 95% agree or strongly agree	All participants: decreased by 0.2% Families of EL students: increase by .6%
7	LCAP Q: Relevant Workshops/Education/Academies (low income = Parents reporting as having students receiving Free and Reduced Lunch)	Spring 2024: Q: "My child's school provides workshops that are relevant to me and my child." All: Strongly Agree/Agree = 89.47% Low Income: Strongly Agree/Agree = 90.27% EL: Strongly Agree/Agree = 91.58%	Spring 2025 All: Strongly Agree/Agree = 90% Low Income: Strongly Agree/Agree = 90.7% EL: Strongly Agree/Agree = 92%	Spring 2026 All: Strongly Agree/Agree = 91% Low Income: Strongly Agree/Agree = 91.7% EL: Strongly Agree/Agree = 91.9%	Q: "My child's school provides workshops that are relevant to me and my child." All: Strongly Agree/Agree = 92% Low Income: Strongly Agree/Agree = 92% EL: Strongly Agree/Agree = 92%	All: Strongly Agree/Agree = increase 1.53% Low Income: Strongly Agree/Agree = increase by 1.43% EL: Strongly Agree/Agree = increase by .32%

8	LCAP Survey: My child's school presents information at meetings in a language I understand.	Spring 2024: My child's school presents information at meetings in a language I understand. All participants: 95.9% Agree or Strongly Agree Families of EL: 93.1% Agree or Strongly Agree	Spring 2025: All participants: 96% Agree or Strongly Agree Families of EL: 93.5% Agree or Strongly Agree	Spring 2026: All participants: 95.7% Agree or Strongly Agree Families of EL: 93.6% Agree or Strongly Agree	LCAP Survey Q: My child's school presents information at meetings in a language I understand. All participants: 96% Agree or Strongly Agree Families of EL: 94%	All participants: decreased by 0.2% Families of EL: increased by 0.5%
9	LCAP Q: Effective Communication	LCAP Parent Survey 2024 Q: "My child's school communicates effectively with parents." Strongly Agree/Agree = 90.32%	LCAP 2025 Strongly Agree/Agree = 90.8%	LCAP 2026 Strongly Agree/Agree = 93.2%	Q: "My child's school communicates effectively with parents." Strongly Agree/Agree = 93%	Strongly Agree/Agree = increased by 2.88%

Goal Analysis for 2025-2026

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.

Action 5.1 – Public Relations and Communication
By the conclusion of the second year of the LCAP cycle, this action has been fully implemented as designed. All communication strategies were carried out according to the established timeline with strong fidelity to the original plan. The district observed meaningful improvements in stakeholder communication and outreach, demonstrating the effectiveness of the approaches utilized. No significant modifications were required during implementation, and outcomes to date affirm the success of the action in strengthening districtwide communication efforts. There were no relevant challenges.

Action 5.2 – Parent Engagement & Education
Implementation of this action remained consistent and aligned with the planned strategies throughout Year 2. Family feedback continued to reflect high levels of satisfaction and support, with more than 92% of parents agreeing or strongly agreeing with the LCAP survey statement, “My child’s school provides the resources and training I need to help my child learn.” Notably, responses from families of English Learners showed a modest but positive increase of 1.02%, indicating continued progress in engaging and supporting this student population. There were no relevant challenges.

Action 5.3 – Parent Input Opportunities & Monitoring District Initiatives
This action was implemented with full fidelity to the original plan through the end of the second year. The district made continued gains in expanding opportunities for meaningful parent input and reinforcing two-way communication regarding district initiatives. Planned strategies were executed as intended within the established timeframe, and no substantive differences emerged between proposed and actual implementation. Overall, this action contributed positively to increased transparency, engagement, and shared decision-making with families and community stakeholders. There were no relevant challenges.

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.

Action 5.1 – Public Relations and Communications
This action was fully implemented by the end of the second year of the LCAP cycle and required an estimated budget increase of approximately $28,000. The variance reflects higher-than-anticipated costs associated with external consultants and the development of communication materials. These additional resources supported the effective dissemination of critical district information to families and the larger community through expanded multilingual outreach, digital communications, and print materials. The increased investment strengthened district transparency and enhanced engagement across diverse stakeholder groups.

Action 5.2 – Parent Engagement and Education
This action was fully implemented as planned. There were was a drop of approximately $32,700 between the Budgeted Expenditures and the Estimated Actual Expenditures. Actual expenditures were sufficient to support parent engagement and education activities, and implementation remained aligned with the original scope and intent of the action.

Action 5.3 – Parent Input Opportunities and Monitoring District Initiatives
This action was fully implemented as planned. There was and increase of approximately $31,000 between the Budgeted Expenditures and the Estimated Actual Expenditures due to the rising cost of our Survey company. Resources were utilized as intended to sustain opportunities for parent input and ongoing monitoring of district initiatives.

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

Action 5.1 – Public Relations and Communication
This action was implemented with fidelity, and evidence indicates that it was effective in improving overall communication across the district. Key strategies—including the use of external consultants and enhanced communication materials—were executed as planned, without substantial deviations from the original action design. Stakeholder feedback and increased engagement in district communications suggest positive progress in fostering transparency and timely information sharing. LCAP survey Question, "My Child's school sends information home in a language I understand." decreased by 0.2% from baseline for all parents and the EL parent group increased by .6% from baseline. There was also an increase of 2.88% from baseline for all parents who strongly agree or agree with the question, "My child's school communicates effectively with parents."

Action 5.2 – Parent Engagement and Education
This action was also implemented with fidelity and continued to show effectiveness in supporting families. Survey data revealed that over 90% of parents strongly agreed or agreed with the statement, “My child’s school provides the resources and training I need to help my child learn,” which reflects sustained success in meeting family engagement goals. Our low income group increased 1.79% from baseline and an increase of 1.02% from baseline was noted in the English Learner (EL) subgroup.

Action 5.3 – Parent Input Opportunities & Monitoring District Initiatives
This action was implemented with fidelity, and progress was evident in the area of stakeholder feedback collection and initiative monitoring. We had 1688 more parents overall participate in the 2026 LCAP survey than in 2024, the baseline year. Percent of parents reporting as FRPM increased by 4% and parents reporting as EL decreased by 1% from baseline. EL parents who agreed or strongly agreed to the survey question, "My child's school presents information at meetings in a language I understand." increasaed by .5% from baseline. There were no substantial deviations from the original plan, and efforts to strengthen feedback from families and district leadership were successfully realized.

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.

Following a comprehensive review of Year 2 outcomes and the fidelity of implementation, no changes were made to the planned goals. All goals continue to remain aligned with the district's long term strategic priorities. However, an adjustment was made to the total funding allocation for Action 5.1 (Public Relations and Communications). This budgetary modification was necessary to support the continued effectiveness and intended impact of the action and did not result in any changes to the scope, design, or anticipated outcomes of the action.

Based on the review of Year 2 data, the district updated targets for several metrics to ensure they remain attainable and responsive to current performance trends. The following metric targets were revised:
Metric 2: Updated target set at 87.5%
Metric 3:
• Elementary schools updated to 85%
• High schools updated to 60%
Metric 4 (English Learners): Updated target set at 30%
Metric 6:
• All students updated to 96%
• English Learners updated to 95%
Metric 7:
• Low Income and English Learners updated to 92%
Metric 8:
• All students updated to 96%
• English Learners updated to 94%
These metric adjustments reflect the district's commitment to continuous improvement and data informed decision making while maintaining alignment with overall LCAP priorities.

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	5.1 Public Relations and Communication	Provide regular communication to our school families and community in English and Spanish that increases awareness of school activities, policies, and involvement opportunities. Spanish is the most common language used in the District after English. Our English Learners make up a large percentage of our enrollment and community. DUSD seeks to involve the families of our English Learners and to do so must provide engaging and informative communication they can read, listen to and understand. This includes messaging through our various media platforms as well as the creation of digital and print materials informing current students and potential new DUSD families of the district and school programs. The district understands the importance of providing EL parents with information in their language and welcomes Spanish-speaking parents to District meetings. This purpose of this action is to ensure that we are providing forms of communication that target families of EL students so that we keep all of our DUSD community informed and	$688,514.00	Yes

		promote enrollment stabilization and growth. Family engagement is a major factor that positively impacts the academic success of students. We monitor this action with two LCAP question indicators “Their child’s school communicates effectively with parents” and “Their child’s school sends information home in a language they understand.”		
2	5.2 Parent Engagement & Education	DUSD English learners, foster youth families and low-income families are invited to participate in parent academies that center around parenting, school engagement, social-emotional learning, and mental health. Provide parent involvement and education opportunities that are initiated by the district, site, and/or Community Schools program, such as: meetings, academies and workshops designed to engage parents in their children’s learning and promote school attendance with simultaneous Spanish and Sign Language interpretation. The topics for the parent academies are generated through the LCAP parent survey responses. Since we have a 12.8% EL population, two workshop series are presented in Spanish. The parent evaluations from the workshop series indicate satisfaction as well as feedback asking for more parent academies. We monitor this action by reviewing parent workshop evaluations and the parent engagement questions on the LCAP Survey.	$77,230.00	Yes
3	5.3 Parent Input Opportunities & Monitoring District Initiatives (Qualtrics)	Parent engagement is a critical component of a child’s education. Research indicates that engaged parents impact a student’s achievement. A barrier we often have is engaging our low-income, FY, and English Learner parents to support student learning. Our low-income, foster and English Learner families often face extraordinary circumstances, limiting their ability to always be present at school. This action supports parent outreach by providing an online tool (Qualtrics) to assist with gathering input from all families to monitor and assess district initiatives and provides families with access to the LCAP survey. This allows for increased opportunities for all, targeting our low-income and English Learner families, to provide input on the LCAP which helps the district create and monitor parent and family engagement programs. The LCAP survey asks additional specific questions to our English Learner and low-income families to ensure we capture their input on specific topics and initiatives. We monitor this action through our LCAP Survey completion rate and specific perception questions within the survey. This tool will also aid in monitoring district initiatives and LCAP services in order to support and ensure a high level of implementation. The results of the data analysis/monitoring district initiatives and services are shared with parent groups throughout the district, creating additional opportunities for parent feedback.	$111,097.00	Yes

Goal

Goal #	Description	Type of Goal
6	Downey USD will furnish relevant and current equipment to bridge the digital divide by providing students and staff members access to contemporary tools and resources within a safe, secure and aesthetically pleasing learning environment.	Broad Goal

State priorities addressed by this goal.

1, 6, 4, 5

An explanation of why the LEA has developed this goal.

DUSD has a high percentage of students who fall within the unduplicated categories. Many of our learners heavily rely on district-provided technology and facilities to engage in learning opportunities. In order to maximize all students' engagement and outcomes, Downey Unified will ensure to procure and maintain the best infrastructure for our students and staff through the implementation of 21st-century learning environments while providing safe and secure campuses within the district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	LCAP Student Q: Integration of Technology	"My school has the technology I need to learn". (Student LCAP Survey Spring 2024) = 95%	"My school has the technology I need to learn". (Spring 2025) = 95%	"My school has the technology I need to learn". (Spring 2026) = 95.6%	"My school has the technology I need to learn". (Student LCAP Survey) = 96%	Increased by .6%
2	Facilities in "Good Repair": 100% (2022-23)	Facilities in "Good Repair": 100% (2022-23)	23-24 100%	24-25 100%	Facilities in "Good Repair": 100%	Maintained

3	CHKS Student Perception Data: School Safety,	CHKS Spring 2024 Data: CHKS Elementary School: Perceived School Safety: 80% CHKS Middle School: Perceived School Safety: 54% CHKS High School: Perceived School Safety: 70%	Spring 2025 Data: CHKS Elementary School: Perceived School Safety: 79% CHKS Middle School: Perceived School Safety: 65% CHKS High School: Perceived School Safety: 71%	Spring 2026 Data: CHKS Elementary School: Perceived School Safety: 80% CHKS Middle School: Perceived School Safety: 69% CHKS High School: Perceived School Safety: 74%	CHKS Elementary School: Perceived School Safety: 85% CHKS Middle School: Perceived School Safety: 70% CHKS High School: Perceived School Safety: 75%	CHKS Elementary School: Perceived School Safety: maintained CHKS Middle School: Perceived School Safety: increased by 15% CHKS High School: Perceived School Safety: increased by 4%
4	CHKS Staff :School Safety	School Safety CHKS- Staff Survey Spring 2024 Is a safe place for staff 51% Is a safe place for students 55%	Spring 2025 Is a safe place for staff: 57% Is a safe place for students: 58%	Spring 2026 Is a safe place for staff: 59% Is a safe place for students: 61%	School Safety CHKS- Staff Survey Is a safe place for staff 60% Is a safe place for students 62%	Staff improved by 8% Students improved by 6%
5	LCAP Q: 21st Century Learning Communities Initiative	Spring 2024 Staff LCAP Survey Data: "My school has the technology students need to learn."(Staff LCAP Survey) = 97.17% agree/strongly agree "The career and technical education (CTE) offered by Downey Unified is appropriate." (Staff LCAP Survey) = 97.41% agree/strongly agree	Spring 2025 Staff LCAP Survey Data: "My school has the technology students need to learn."(Staff LCAP Survey) = 97% agree/strongly agree "The career and technical education (CTE) offered by Downey Unified is appropriate." (Staff LCAP Survey) = 98% agree/strongly agree	Spring 2026 Staff LCAP Survey Data: "My school has the technology students need to learn."(Staff LCAP Survey) = 96.8% agree/strongly agree "The career and technical education (CTE) offered by Downey Unified is appropriate." (Staff LCAP Survey) = 97.4% agree/strongly agree	"My school has the technology students need to learn."(Staff LCAP Survey) = 95% agree/strongly agree "The career and technical education (CTE) offered by Downey Unified is appropriate." (Staff LCAP Survey) = 95% agree/strongly agree	"My school has the technology students need to learn."(Staff LCAP Survey) = decreased by 0.37% "The career and technical education (CTE) offered by Downey Unified is appropriate." (Staff LCAP Survey) = decreased by .01%
6	LCAP Parent Survey: Filtered- My Child Receives Free or Reduced Lunch, Q: My child's school has the technology he/she needs to learn.	Spring LCAP Parent Survey 2024: Free and Red. Lunch (SED) 94.42% Agree or Strongly Agree All respondants: 91.93% Agree or Strongly Agree	LCAP 2025 Free and Red. Lunch (SED) 94.3% Agree or Strongly Agree All respondants: 95% Agree or Strongly Agree	LCAP 2026 Free and Red. Lunch (SED) 94.6% Agree or Strongly Agree All respondants: 95.1% Agree or Strongly Agree	2027 LCAP Parent Survey: SED 95% Agree or Strongly Agree All 95% Agree or Strongly Agree	Free and Red. Lunch (SED) increased by 0.18% All respondants: increased by 3.17%

7	LCAP Parent Survey Filtered by Free/Reduced Lunch: My child's school meets his/her social and emotional needs.	2024 Spring LCAP Survey: 89.06- Parents reporting as Free and Reduced Lunch Agree or Strongly Agree 89.5 % - Parents "all" Agree or Strongly Agree	2025 Spring LCAP Survey: Parents reporting as Free and Reduced Lunch Agree or Strongly Agree: 88.7% Parents "all" Agree or Strongly Agree: 89.6%	2026 Spring LCAP Survey: Parents reporting as Free and Reduced Lunch Agree or Strongly Agree: 89.9% Parents "all" Agree or Strongly Agree: 90.7%	2026-27 LCAP Survey: 90%- Parents reporting as Free and Reduced Lunch Agree or Strongly Agree 90% % - Parents "all" Agree or Strongly Agree	Parents reporting as Free and Reduced Lunch Agree or Strongly Agree: increased by .84% Parents "all" Agree or Strongly Agree: increased by 1.2%
8	CAASP ELA & Math	CAASPP ELA -All Students Met/Exceeded Standard: 50.43% (2022-23) CAASPP Math - All Students Met/Exceeded Standard: 34.45% (2022-23) SED CAASP ELA: Met/Exceeded Standard 45.83% SED CAASP Math: Met/Exceeded Standard 30.01%	2023-2024 CAASPP ELA -All Students Met/Exceeded Standard: 52.5% CAASPP Math - All Students Met/Exceeded Standard: 37.21% SED CAASP ELA - Met/Exceeded Standard: 48.48% SED CAASP Math - Met/Exceeded Standard: 33.34%	2024-2025 CAASPP ELA -All Students Met/Exceeded Standard: 55.28% CAASPP Math - All Students Met/Exceeded Standard: 41.5% SED CAASP ELA - Met/Exceeded Standard: 51.7% SED CAASP Math - Met/Exceeded Standard: 37.56%	CAASPP ELA -All Students Met/Exceeded Standard: 60% CAASPP Math - All Students Met/Exceeded Standard: 44% SED CAASP ELA: Met/Exceeded Standard 53% SED CAASP Math: Met/Exceeded Standard 40%	CAASPP ELA - increased by 4.85% CAASPP Math - increased by 7.05% SED CAASP ELA - increase by 5.87% SED CAASP Math - increased by 7.55%
9	Chronic Absenteeism-SED	2022-23 CA Dashboard: Chronic Absenteeism All students: 30.5% SED: 33.4%	2024 Dashboard All students: 22.8% SED: 25.6%	2025 Dashboard All students: 19.2% SED: 21.6%	Chronic Absenteeism All students: 19% SED: 25%	All students: improved by 11.3% SED: improved by 11.8%

Goal Analysis for 2025-2026

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.

Action 6.1 – Maintenance of Technology in Teaching and Learning
This action was fully implemented as planned during Year 2. The district continued to provide comprehensive support for technology integration through the sustained employment of staff dedicated to both technical assistance and instructional technology coaching. This ongoing support ensured that technology tools were effectively integrated into classroom instruction and aligned with instructional goals.

As a result, students had increased access to innovative and emerging learning opportunities, including robotics and esports programs, both of which continued to expand districtwide. Participation in these programs contributed to higher student engagement and supported the development of essential 21st-century skills such as collaboration, critical thinking, problem-solving, and innovation. The district's continued investment in instructional technology infrastructure and personnel directly supported high-quality teaching and learning experiences for all students.

Action 6.2 – Technology Devices and Digital Resources
This action was successfully implemented in full. The district met its objective of providing technology devices and digital learning resources to students, with particular emphasis on supporting Low-Income student groups. Expanded access to devices and digital platforms contributed to measurable progress toward closing the digital divide and promoting equitable instructional access across all student demographics.

Action 6.3 – Connectedness on Safe and Secure Campuses
Implementation of this action was completed as planned. School campuses were staffed with appropriate support personnel, including campus safety and school climate staff, to ensure learning environments that are safe, secure, and welcoming for all students. These efforts aligned with the district's broader goal of strengthening student connectedness and fostering positive school culture.
A challenge encountered during implementation was managing the rapid pace of change related to evolving technology and facility needs. As demands for upgraded infrastructure and enhanced security systems increased, the district worked proactively to adapt and respond while maintaining consistent and reliable support services across school sites.

Overall, the successful implementation of Actions 6.1, 6.2, and 6.3 demonstrates the district's strong commitment to providing a technologically advanced, safe, and supportive learning environment. Strategic investments in technology, infrastructure, and personnel have strengthened instructional delivery, enhanced student engagement, improved campus safety, and supported equitable access to learning opportunities for all students.

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.

Action 6.1 – Maintenance of Technology in Teaching and Learning
The estimated actual expenditures for this action were approximately $28,000 more than budgeted. This variance resulted from pay raises/salary expenses. The action was fully implemented as planned, and there was no reduction in service levels. Students continued to receive consistent instructional technology support, and implementation outcomes remained aligned with intended goals.

Action 6.2 – Technology Devices and Digital Resources
Estimated actual expenditures for this action exceeded the original budget by approximately $3,000,000. This overage was driven by significant cost increases in additional student and classroom technology due to another grade level moving to 1:1 ipads, including providing home wi-fi for our LI students, instructional devices, LCD screens and other program subscriptions. These investments were necessary to maintain equitable access to instructional tools, particularly for Low-Income students, and to ensure continuity of learning in increasingly technology-dependent environments.

Action 6.3 – Connectedness on Safe and Secure Campuses
Estimated actual expenditures for this action were approximately $425,000 higher than originally budgeted. The increase was attributed to the hiring of additional School Resource Officers at the high school level. We also hired an additional campus aide at each of the elementary school sites as well as salary increases associated with step-and-column movement for campus aides and clerical staff supporting campus safety operations.

These staffing adjustments were necessary to maintain appropriate supervision, school safety, and student connectedness across secondary campuses. Although costs increased, the district successfully sustained full staffing levels and continued to provide high-quality support for safe, welcoming, and secure learning environments, consistent with the intended outcomes of this action.

Overall, while Actions 6.1, 6.2, and 6.3 experienced budget variances driven by inflationary pressures, rising technology costs, and personnel adjustments, all actions were fully implemented as intended. There were no reductions in service levels, and the estimated actual percentages of improved services remained aligned with or exceeded planned projections. These outcomes reflect the district's continued commitment to fiscal responsiveness while prioritizing equitable access, campus safety, and high-quality instructional support for all students.

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

Actions 6.1 and 6.2 – Maintenance of Technology in Teaching and Learning & Technology Devices and Digital Resources

Actions 6.1 and 6.2 continued to demonstrate effectiveness in maintaining high levels of satisfaction among students, staff, and parents regarding access to instructional technology. Student survey responses to the statement, "My school has the technology I need to learn," remained strong, with 95.6% of students strongly agreeing or agreeing, reflecting a 0.6% increase from the prior year. These results indicate that students consistently perceive technology resources as sufficient to support their learning needs.

Staff responses to the same question declined slightly by 0.37%; however, overall agreement remained high. Additional staff feedback reflected sustained confidence in instructional programs, with 97.4% of staff strongly agreeing or agreeing with the statement, "The career and technical education (CTE) offered by Downey Unified is appropriate." This consistency suggests that technology access continues to support high-quality instructional and career-focused learning opportunities.
Parent survey results further support the effectiveness of these actions. Among socioeconomically disadvantaged (SED) parents, 94.6% strongly agreed or agreed with the statement, "My child's school has the technology he/she needs to learn," representing a 0.18% increase from the baseline. Satisfaction among all parents increased by 3.17% from baseline, indicating growing confidence across the broader school community. Collectively, these results indicate that Actions 6.1 and 6.2 effectively supported equitable access to instructional technology and sustained high satisfaction across all educational partners.

CAASPP results from the 2024–2025 school year show overall improvement in academic performance, with varied outcomes across subject areas. In English Language Arts (ELA), 55.28% of students met or exceeded the standard, reflecting a 4.85% increase from the prior year. In mathematics, 41.5% of students met or exceeded the standard, representing a 7.05% increase. These increases suggest positive trends in both ELA and mathematics instruction and curriculum implementation.
For SED students, performance gains were also evident. The percentage meeting or exceeding standards increased by 5.87% in ELA and 7.55% from baseline in mathematics, indicating continued progress toward closing achievement gaps. While mathematics achievement remains an area for continued focus, the upward trends suggest that access to technology and digital resources supported instructional effectiveness and student learning outcomes.

Action 6.3 – Connectedness on Safe and Secure Campuses
Action 6.3 produced mixed but improving results across grade spans related to campus safety, student connectedness, and school climate. Chronic absenteeism among SED students improved by 11.8%, suggesting that enhanced campus safety staffing and support contributed to increased student engagement and attendance.

Data from the California Healthy Kids Survey showed stable perceptions of safety at the elementary level, with 80% of elementary students agreeing with the statement, "I feel safe at school." At the secondary level, notable improvements were observed, with middle school student responses increasing by 15% from baseline and high school student responses increasing by 4% from baseline. These gains indicate that targeted safety measures, increased supervision, and expanded social-emotional supports had a positive impact on students' perceptions of campus safety and connectedness.

Parent feedback further supports the effectiveness of this action. 89.9% of SED parents strongly agreed or agreed that "My child's school meets his/her social and emotional needs," reflecting a 0.87% increase from the previous year. Overall, the data indicate that Action 6.3 contributed to improvements in school climate, student well-being, and campus connectedness and effectively supported progress toward the district's goal.

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 the review of Year 2 data, the district updated targets for several metrics to ensure they remain attainable and responsive to current performance trends. The following metric targets were revised:
Metric 1 updated target is 96%
Metric 4 updated target for staff is 60% and for students is 62%
Metric 5 updated target is now 95% for both questions.
Metric 6 updated target is 95 for SED and All.
Metric 7 updated target is 90% for SED and all.
Metric 8 SED CAASPP ELA target updated to 53%
Metric 9 All target updated to 19%.

Action 6.1 funding increased to support the increase in software cost across all student applications.

Action 6.2 funding increased to support the addition of another grade level receiving 1:1 devices. In 2026-2027, the plan includes expanding 1:1 device access to the final two grade levels, resulting in full TK–12 implementation of a 1:1 iPad program. Low-income students in the newly added grade levels will also be provided with at-home Wi-Fi access to ensure equitable connectivity for learning.

Action 6.3 increased by providing additional campus assistants at all school sites to help provide a safe and secure campus before and after-school.

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	6.1 Maintenance of technology in teaching and learning	DUSD technology and network tech salaries, maintenance and staff technology devices to support technology integration in Instruction through the 21 CLC Initiative. This action includes staff and supplies or subscriptions to support the necessary infrastructure to maintain student access to quality technological resources. Research indicates that the integration of technology into classroom learning provides low-income students the opportunities to extend their learning by applying learned skills in tasks that elicit critical thinking. This action provides our low-income students access to 21st-century learning that they may not have in other environments.	$9,273,676.00	Yes
2	6.2 Technology Devices and digital resources	Support the integration of technology in teaching and learning by maintaining and replacing equipment (LCD projectors, document cameras, technology devices) for a 21st-century learning environment for classrooms with low-income students. This action provides the instructional staff of low-income students with updated technology to provide high-quality classroom instruction. The integration of technology has a direct effect on our low-income students. Low-income students have demonstrated an increased need for targeted instruction in ELA and Math, to reach grade-level proficiency. TK–12 implementation of a 1:1 iPad program. Low-income students who qualify will also be provided with at-home Wi-Fi access to ensure equitable connectivity for learning.	$10,578,646.00	Yes
3	6.3 Connectedness on	Continue to fund additional staff on campus (campus aides, clerks) in the secondary schools.	$2,521,146.00	Yes

	Safe and Secure Campuses	Having additional staff keeps our schools safer and helps students feel that they are in a safe and caring environment. This also provides funding for our Resource Officers in the high schools to maintain safe and secure campuses. Our low-income, English Learners, and Foster Youth do not always feel connected to or safe in school. Research suggests that feeling safe and connected supports student engagement and learning. The campus aides greet students and have a target group of low-income and foster youth students they monitor to ensure they feel welcome at school. They are often the adult our low-income and foster students seek out when they need support or assistance. In addition, we have additional intermediate clerical assistants that are over the base program to continue to support outreach to our low-income and foster students and families. These clerical assistants connect with families of low-income and HFY students when there is difficulty with attendance or other academic situations. High School: Fund Resource Officers at the three high schools to promote a welcoming, safe, and secure campus for our low-income students. The resource officers support a select group of low-income and foster students by providing outreach services and support. The presence of the additional staff supports our work around school connectedness and chronic absenteeism. The Chronic Absenteeism rate for our low-income students is low at 23.9% . We hope to improve attendance for our Low Income and Foster Youth.		

Goal

Goal #	Description	Type of Goal
7	Alternative Education Opportunities (CHS & WA)- By the end of the 2026-27 school year, all students will have demonstrated yearly improvement in academic outcomes in the following areas: Columbus High School ELA indicator for All; HI; and SED, Math indicator for All; HI; SED; and SWD. ELPI for ELs and CCI for All; HI; SED; and SWD, ELs and LTELs. Woodruff Academy, iReady ELA-all and Math-all.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

4, 5, 2, 3, 6, 7, 8

An explanation of why the LEA has developed this goal.

Columbus High School and Woodruff Academy have been identified as Equity Multiplier Schools based on their high concentration of students with complex academic and behavioral needs. Educational partners engaged in a collaborative data review process and provided input in the development of this goal. There is broad consensus that both sites require additional targeted resources to more effectively support students facing the greatest challenges.

This goal seeks to provide targeted academic and behavioral interventions that are responsive to the needs of Columbus High School and Woodruff Academy students. By increasing staffing, deepening parent engagement, and enhancing individualized support systems, both schools aim to improve student outcomes, support postsecondary readiness, and increase opportunities for successful reintegration into comprehensive school settings.

Columbus High School serves students in grades 11–12 within an alternative education setting focused on credit recovery and high school diploma completion. The instructional model is personalized and flexible, designed to address the diverse academic and personal needs of students and their families. The school emphasizes a transition-focused approach that promotes postsecondary college and career readiness.
Woodruff Academy is a Community Day School for students in grades 7–10 who require intensive behavioral and social-emotional support. It offers a small, structured learning environment with a student-to-adult ratio of approximately 1:5. This setting supports students in developing self-regulation skills and achieving individualized academic goals. The majority of students are socioeconomically disadvantaged and often experience environmental or familial stressors that have impacted their ability to succeed in a comprehensive school setting.

Both schools serve a transient student population, with many returning to their home schools upon meeting individual goals. Due to the depth and complexity of student needs, ongoing adaptations are required to ensure educational programs remain responsive and effective.

At Columbus High School, local indicators show underperformance among All students, socioeconomically disadvantaged, and Hispanic students in both ELA and Math on the CAASPP. All students, Hispanic, SED, and SWD are not meeting College & Career Readiness (CCI) indicators, and the English Learner Progress Indicator (ELPI) shows a need for targeted improvement. The site has identified a need for enhanced academic intervention services and improved family communication, including the addition of a dedicated parent liaison.

At Woodruff Academy, small class sizes and a highly structured environment allow for individualized academic plans and daily social-emotional learning. Despite limited reportable data on the California School Dashboard due to low student counts, internal data sources—including iReady results in Reading and Math, suspension rates, and

chronic absenteeism—inform areas of need. The program's structure includes targeted supports such as a parent liaison, two paraprofessionals, and Tier 2 counseling services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	WA: Student Outcomes	Woodruff Academy: Reading iReady: 86% of WAS students are 3 or more levels below grade level in Reading (May 2024) Math iReady: 93% of WAS students are 3 or more levels below grade level (May 2024) Chronic Absenteeism: 58.3% (DataQuest) Suspension: 32.4% Transiency Rate: 26%; 9/34 students returned to home MS/HS (Sept. 23-April 24)	Reading iReady: 88% of WAS students are 3 or more levels below grade level in Reading (May 25) Math iReady: 100% of WAS students are 3 or more levels below grade level (May 2025) Chronic Absenteeism: 63.2% (DataQuest) Suspension: 69.2% Transciencey Rate: 0%	Reading iReady: 92% of WAS students are 3 or more levels below grade level in Reading (May 26) Math iReady: 100% of WAS students are 3 or more levels below grade level (May 2026) Chronic Absenteeism: 72% (DataQuest) Suspension: 30.8% Transciencey Rate: 5%	Woodruff Academy: Reading iReady: 90% of WAS students are 3 or more levels below grade level in Reading Math iReady: 95% of WAS students are 3 or more levels below grade level Chronic Absenteeism: 60% Suspension: 25% Transciency Rate: 10% returned to home MS/HS (Sept-Aprl)	Reading iReady: increased by 6% Math iReady: increased by 7% Chron. Absenteeism: increased by 13.7% Suspension: decreased by 1.6% Transciency Rate: decreased by 21%

2	WA: Perception Data	Woodruff Academy: Spring 2024 CHKS CHKS- Student Survey, School percieved as safe: 82% CHKS- Student Survey, Promotion of Parent Involvement: 72% CHKS- Student Survey, Caring Adult Relationships: 62% CHKS- Student Survey, School Connectedness: 59%	No data - There were not enough 7th-grade students at Woodruff Academy who participated in the California Healthy Kids Survey (CHKS) to allow for disaggregated data reporting.	No data - There were not enough 7th-grade students at Woodruff Academy who participated in the California Healthy Kids Survey (CHKS) to allow for disaggregated data reporting.	Woodruff Academy: CHKS- Student Survey, School perceived as safe: 88% CHKS- Student Survey, Promotion of Parent Involvement: 80% CHKS- Student Survey, Caring Adult Relationships: 70% CHKS- Student Survey, School Connectedness: 65%	N/A
3	CHS: Student Outcomes	Columbus HS: 2023 CAASPP ELA: 91.1 points below standard 2023 CAASPP Math: 188.3 points below standard 2023 EL Progress: 38.9% 2023 Graduation Rate: 88.4% 2023 CAASPP ELA for SED: 92.9 points below standard 2023 CAASPP Math for Hispanic: 189.7 points below standard 2024 CAASPP ELA for HI students: 102.6 points below standard 2024 CAASPP Math for SED students: 204.9 points below standard	2024 CAASPP ELA: 102.6 points below standard CAASPP Math: 204.9 points below standard EL Progress: 33.3% Graduation Rate: 95.3% CAASPP ELA for SED: 103.2 points below standard CAASPP Math for Hispanic: 206.5 points below standard CAASPP ELA for HI students: N/A CAASPP Math for SED students: N/A	2025 CAASPP ELA: 122 points below standard CAASPP Math: 199.9 points below standard EL Progress: 52.8% Graduation Rate: 95.3% CAASPP ELA for SED: 126.8 points below standard CAASPP Math for Hispanic: 202.4 points below standard CAASPP ELA for HI students: 126.5 points below standard CAASPP Math for SED students: 200.7 points below standard	Columbus HS: CAASPP ELA CAASPP: 85 points below standard CAASPP Math CAASPP: 160 points below standard EL Progress: 50% Graduation Rate: 92% CAASP ELA for SED: 90 points below standard CAASP Math for Hispanic: 185 points below standard CAASPP ELA for HI students: 90 points below standard CAASPP Math for SED students: 175 points below standard	CAASPP ELA: decreased by 30.9 points below standard CAASPP Math: decreased by 11.6 points below standard EL Progress: increased by 13.9% Graduation Rate: increased by 6.9% CAASPP ELA for SED: decreased by 33.9 points below standard CAASPP Math for Hispanic: decreased by 12.7 points below standard CAASPP ELA for HI students: decreased by 23.9 points below standard CAASPP Math for SED students: improved by 4.2 points below stadard

4	CHS: Perception Data	Columbus HS: Spring 2024 Survey: CHKS- Student Survey, School percieved as safe: 68% CHKS- Student Survey, Promotion of Parent Involvement: 55% CHKS- Student Survey, Caring Adult Relationships: 57% CHKS- Student Survey, School Connectedness:50%	2025 CHKS Survey CHKS- Student Survey, School percieved as safe: 76% CHKS- Student Survey, Promotion of Parent Involvement: 60% CHKS- Student Survey, Caring Adult Relationships: 61% CHKS- Student Survey, School Connectedness: 62%	2026 CHKS Survey CHKS- Student Survey, School percieved as safe: 79% CHKS- Student Survey, Promotion of Parent Involvement: 64% CHKS- Student Survey, Caring Adult Relationships: 65% CHKS- Student Survey, School Connectedness: 64%	Columbus HS: CHKS- Student Survey, School perceived as safe: 75% CHKS- Student Survey, Promotion of Parent Involvement: 65% CHKS- Student Survey, Caring Adult Relationships: 65% CHKS- Student Survey, School Connectedness:60%	2026 Survey: CHKS- Student Survey, School percieved as safe: improved by 11% CHKS- Student Survey, Promotion of Parent Involvement: improved by 9% CHKS- Student Survey, Caring Adult Relationships: improved by 8% CHKS- Student Survey, School Connectedness: improved by 14%
5	CHS: College/Career Indicator (CA Dashboard)	College/Career Indicator (CA Dashboard 2023): All Students: 1.3% prepared EL: 0% prepared Hispanic: 1.4% prepared SED: 0.5% prepared Students with Disabilities: 0% prepared 2024 - Long Term English Learners (LTELs): 0% prepared	College/Career Indicator (CA Dashboard 2023/24): All Students: 3.7% prepared EL: 0% prepared Hispanic: 3.6% prepared SED: 2.4% prepared Students with Disabilities: 0% prepared LTELs: N/A	College/Career Indicator (CA Dashboard 2024/25): All Students: 4.8% prepared EL: 8.3% prepared Hispanic: 5.4% prepared SED: 4.3% prepared Students with Disabilities: 0% prepared LTELs: 0% prepared	College/Career Indicator (CA Dashboard): All students: 5% prepared EL: 5% prepared Hispanic: 5% prepared SED: 5% prepared Students with Disabilities: 3% prepared LTELs: 3%	All Students: increased by 3.5% EL: increased by 8.3% Hispanic: increased by 4% SED: increased by 3.8% Students with Disabilities: no change LTELs: no change

Goal Analysis for 2025-2026

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.

Action 7.1 – Site Administrative Support
An additional site administrator was successfully implemented as planned to strengthen campus-level leadership and student support systems. While this added capacity provided increased supervision and support, challenges persisted in reducing suspension and student transiency rates, particularly at Woodruff.

At Columbus, the most significant challenge was reflected in the 2025 California Dashboard CAASPP results, which indicated an overall decline in both ELA and Mathematics performance. Specific student groups experienced notable decreases, including Socioeconomically Disadvantaged (SED) students in ELA, the Hispanic student group, and a decline in English Learner (EL) progress. These outcomes indicate that while administrative capacity was increased, additional targeted instructional and behavioral supports are needed to improve academic performance and student stability for identified student groups.

Action 7.2 – Parent Liaison Implementation
A Parent Liaison was implemented with fidelity and as planned. This action resulted in measurable improvements in parent engagement metrics, including increased communication, participation, and outreach. Additionally, the enhanced family-school connection contributed to improved graduation rates, demonstrating the effectiveness of intentional family engagement in supporting student persistence and completion.

Action 7.3 – MTSS: Credit Recovery, Intervention, and Paraprofessional Support
Multi-Tiered System of Supports (MTSS) strategies—including credit recovery programs, interventionist support, and the addition of paraprofessionals—were implemented as planned and with fidelity. As a result, the College/Career Indicator (CCI) on the 2025 California Dashboard showed improvement for All Students, as well as specific gains among English Learners (EL), Hispanic students, and Socioeconomically Disadvantaged (SED) students.

However, there was no measurable change for Students with Disabilities (SWD) or Long-Term English Learners (LTELs), indicating a need for more specialized and individualized interventions to better meet the needs of these student populations moving forward.

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.

Due to updated Equity Multiplier funding allocations, adjustments were required for the following actions:
Action 7.1 funding was decreased by $5,000
Action 7.2 funding was decreased by $15,000
These reductions were solely the result of receiving a lower Equity Multiplier allocation than originally projected. The scope and intent of each action remained unchanged, and implementation continued with fiscal adjustments to align expenditures with the revised funding amount.

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

Action 7.1:
This action demonstrated limited effectiveness. While suspensions decreased by 1.6 percent and transiency rates at Woodruff declined to 5 percent during the 2025–26 school year, these improvements were not consistent across all sites or outcomes. At Columbus, the action did not result in academic improvement, as reflected in CAASPP results. Overall performance declined in both ELA and Mathematics, with ELA dropping by 66.3 points and Math decreasing by 11.6 points from baseline. Several student groups experienced additional declines, including Socioeconomically Disadvantaged students in ELA, who declined by 33.9 points, the Hispanic student population, which declined by 12.7 points, and English Learner progress, which decreased by 13.9 percent from baseline. These outcomes indicate that while some school climate indicators improved, the action did not sufficiently address academic performance needs, particularly at Columbus.

Action 7.2:
This action demonstrated effectiveness by positively impacting both parent engagement and student outcomes. As measured by the California Healthy Kids Survey, promotion of parent involvement increased by 9 percent from baseline. In addition, the Caring Adult Relationships metric improved by 8 percent, and School Connectedness increased by 14 percent from baseline. These improved engagement indicators were accompanied by a 6.9 percent increase in the graduation rate from baseline, demonstrating that the implementation of the Parent Liaison supported stronger family-school connections and contributed to improved student persistence and completion.

Action 7.3:
This action yielded strong results, as evidenced by gains on the College/Career Indicator reported in the 2025 California Dashboard. Overall performance on the indicator increased by 3.5 percent from baseline. Subgroup outcomes showed notable improvements, including an 8.3 percent increase for English Learners, a 4 percent increase among Hispanic students, and a 3.8 percent increase for Socioeconomically Disadvantaged students. However, Students with Disabilities and Long-Term English Learners showed no change from baseline. These results indicate that while MTSS supports were effective for many student groups, additional targeted strategies will be necessary to improve outcomes for SWD and LTEL 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.

Updates to the goal description and accompanying explanation were made to address student groups identified at the lowest performance levels on the 2025 Dashboard. By the end of the 2026–27 school year, all students will demonstrate measurable annual improvement in academic outcomes. At Columbus High School, targeted indicators include ELA (All, HI, SED), Mathematics (All, HI, SED, SWD), ELPI (ELs), and CCI (All, HI, SED, SWD, ELs, and LTELs). At Woodruff Academy, progress will be measured through i-Ready performance in ELA (All) and Mathematics (All).

Metric 7.1
The year three target were revised as it has been determined that the current targets are inconsistant with the historical performance data.
WAS Reading iReady- updated to 90%
WAS Math iReady - updated to 95%
Chronic Absenteeism - updated to 60%
Suspension- updated to 25%
Transciency Rate- updated to 10%

Metric 7.2
Low student participation in the California Healthy Kids Survey at Woodruff Academy resulted in insufficient data for Metric 7.2. The metric will be retained pending adequate participation in next year's CHKS administration.

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	7.1 Alt Ed: CHS & WA - Additional Site Administration	Provide an assistant principal to the CHS/Woodruff Academy to effectively carry out the degree of supports that directly identify and meet the range and depth of complex needs of individual students and families. This special population requires an academic setting that individualize each student's academic plan with an intensive focus on social-emotional, behavioral, and academic supports. Woodruff Academy services students in grades 7-10 (on the CHS site); Columbus HS provides services to students in grades 11 & 12 with a transition lens that encourages post-graduation college and career readiness. Mindful of the transiency rate (students are likely to return to their home school upon meeting individual goals), extensive academic and behavior needs of students in Downey USD's alternative education programs continue to evolve to meet students and families' needs.	$115,000.00	No
2	7.2 Alt Ed: CHS & WA - Parent Liaison	Columbus HS' local indicators on the CA Dashboard for 2023 demonstrate that students identified as socioeconomically disadvantaged (SED) are underperforming in ELA on the CASSPP. Students who are Hispanic are underperforming in Math on the CASSPP and all students, EL, HI, SED & SWD are not meeting the College & Career Readiness indicators. Woodruff Academy's local indicators on the 2023 CA Dashboard are not demonstrating areas of need or baselines due to the low student participation numbers. Areas of need for the sites are identified via the self-study process and reflection on the overall district's & school's internal data such as iReady, attendance rates, and perception data (LCAP and CHKS surveys). This data demonstrates that the following are areas of need: ELA (CASSPP), Math (CASSPP), attendance rate, and strengthening relationships/communication with families. A parent liaison would maximize effective, individualized, communication with families to support each student's attainment of their education goals at CHS and Woodruff Academy. The liaison will directly work with students and the family to create manageable schedules for credit completion, provide individualized information to meet the College and Career Readiness Indicator in a manner that meets the student's interests and needs; set up tutoring and/or intervention classes in reading, math and/or English Language Development, and work with parents to make sure they understand what is needed to support their child in completing high school to be "college or career ready". In addition, the parent liaison will also assist with procuring access to community services for the student and family based on immediate needs and/or educational needs.	$135,000.00	No
3	7.3 Alt Ed: CHS & WA - MTSS Supports	Alternative education provides opportunities for credit recovery that lead to the completion of high school diploma requirements. The instructional approach is intended to be individualized with flexible education options to meet the unique needs of each student and family. CHS will provide additional academic interventionist to support student achievement in the areas ELA and Math. Woodruff Academy will provide additional paraprofessionals who will focus on the individual and complex academic (focus on ELA and Math) and behavior regulation.	$307,676.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$79,213,793.00	$8,939,976.00

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
30.06%	0.00%	$0.00	30.06%

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 #(s)	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 CTE Pathways & STEAM	DUSD's low-income students need access to develop their knowledge of careers that require a college education and vocational-technical careers. This UDP group has limited access to resources outside of the school setting. This limited access impacts their knowledge of the world and possible postsecondary careers.	Augmenting students' knowledge about work industries will lead to improved post-secondary outcomes since they can make informed decisions when choosing their post-secondary pathway. Career Technical Education bridges the gap between the world of work and the world of education. CTE provides our low-income students with the skills that prepare them for college and/or career entry and advancement. Low-income students benefit from CTE because it improves instruction beyond the base program by providing differentiation and enhanced instructional strategies aligned to the 4Cs to meet their college and career readiness needs. This begins in the elementary setting by challenging students thinking through STEAM lessons and programs. The focus of this action is our low-income population and this will also be extended LEAwide to benefit students in red category on the College adn Career Indicator on the Dashboard.	CCI CA Dashboard for SED and all students

1.2 Equitable Access to A-G	This initiative targets our Multilingual Learners (English Learners) students at the secondary level and ensures they are college and career ready upon graduation. Language barriers and cultural bias impacts students identified as Multilingual Learners in that they do not always have access to additional resources on College and Career Readiness.	Collaboratively develop, communicate, and monitor A-G requirement attainment processes through vertical articulation TK-12, to ensure equitable access for our students who are identified as multilingual learners (ML, aka EL). This action will also be extended to LEAwide students who will benefit & strengthen their level of college & career preparedness. Fund college and career technicians at the high school level. Provide an academic counselor to support each comprehensive high school. The career techs and the additional academic counselor will maximize A-G access to our multilingual population and support all other students who need guidance in successfully meeting the A-G criteria. A "Reach Higher" initiative that includes a UC transcript evaluation, credit repair (APEX licenses and sections), promotional outreach for A-G completion, College Eligibility Index Report, and a College Fair. Provide a suite collection of college and career planning tools that are utilized in the middle and high school grades. A high school to college bridge transition service through a partnership with Cerritos College at all high schools; participating seniors receive guided matriculation to Cerritos College with priority Guidance Center access, placement, and registration. Online subscriptions to Eureka.	Graduation Rates for Multilingual Learners (EL) and all students CSU/UC Eligible Graduates for for Multilingual Learners (EL) and all students

1.4 AVID Expansion	Our students who are eligible for low-income support have limited access to college and career readiness resources outside of the school environment. These student groups require focused information, guidance, and support to gain college knowledge. DUSD considers this a high priority for low-income students.	The AVID program supports students by reinforcing study skills and providing college experiences. AVID continues to expand yearly at the middle and high schools with one class section at each site. Low-income students receive priority enrollment in this program. AVID continuously monitors DUSD's program and DUSD is expanding in the middle and elementary schools. Elementary schools are taking part in training to provide AVID skills and processes at the elementary level. In addition, designated staff monitor AVID students consistently. We expect to maintain the high UC/CSU acceptance rate of students participating in AVID. This service is effective in meeting the goals of our low-income students as evidenced in the CSU/UC acceptance rate for DUSD AVID students. In the 2022-23 school year, 90% of all AVID Seniors at Downey HS and 100% of all AVID Seniors at Warren HS were accepted into a 4-year university. This program is highly effective in developing our low-income students' college readiness. We expect to maintain at 97% the UC/CSU acceptance rate of low-income students participating in AVID. This action also extends LEAwide to other eligible students who will benefit from the AVID program to maximize access to 4-year universities and equip them with the skills needed to be successful at the college level.	Graduation Rate for SED and all students SED & all SBA ELA & Math
1.5 Extend Library Access	This action is focused on our low-income student. Our low-income students often have limited access to resources outside of the school day to enhance their learning, thus we need to provide these resources at school.	Due to the limited access to academic resources our low-income students have, it is necessary to increase access to library materials and a consistent study space for this student group. Teachers often assign research projects and our low-income students do not have access to a knowledgeable adult who can support and facilitate access to the necessary primary and secondary academic resources and materials. In addition, our low income students use the library as a quiet space to complete homework as often they may not have a space to complete their school tasks at home. This action increases our low-income students' ability to complete their school tasks outside of the school day and provides them with a safe and consistent, quiet, study space. This action is also extended LEAwide who may benefit from accessing this action due to unknown individual needs and home-life situations.	SBA in ELA and Math for All Students and SED

1.6 CA State Standards Aligned Instruction	Multilingual Learners (ML, aka EL) and low-income students have demonstrated an increased need for targeted instruction in academic language to access rigorous content text. Based on our 2022 ELPAC data, we saw a decrease in our ML students who demonstrate English Learner progress from 52.6% (2020-21) to 47.2% (2021-22). On 2023 CAASP, our ML students score 82.7 points below standard in Math and 53 points below standard in ELA, and our low-income students score 15.7 points below standard in ELA and 57.1 points below standard in Math.	Provide professional development for staff and provide supplemental resources that support the implementation of the California State Standards & Frameworks (ELA and Math, CSS-California State Standards, NGSS-Next Generation Science Standards, SS-Social Studies & English Language Development Frameworks). The supplemental tools provided through this action will ensure our teachers and staff have the necessary supplemental tools, materials, and digital resources to target their academic achievement. A focus is to ensure we build EL, L-TEL , and low-income students' academic vocabulary and increase their engagement which provides greater access to the core curriculum. This action meets the academic needs of EL and low-income students and we will measure its effectiveness with the Spring 2025 CAASPP scores in ELA, Math, and the ELPI. This action extends LEAwide to support all learners who may benefit across all schools based on student performance data to support all students who fall within the red dashboard categories for low performance on the Dashboard Indicators in ELA and Math.	CAASPP All students, Low Income, EL on Dashboard at numerous schools: ELA, Math and CA Science Test Graduation Rates, all, Low Income and EL ELPI data

1.7 Multi-Tiered System of Support (MTSS) & Professional Development	Our California Dashboard data indicates an achievement gap in many areas. Our Low Income, Foster Youth and English Learners are performing below the all student average in academics as well as chronic absenteeism. These indicators demonstrate a need for multiple layers of support. DUSD All Students CAASPP ELA Met/Exceeded Standard: 50.43% (2022-23) DUSD All Students CAASPP Math Met/Exceeded Standard: 34.45% (2022-23) FY CAASPP ELA Met/Exceeded Standard: 38.24% (2022-23) FY CAASPP Math Met/Exceeded Standard: 20.59% (2022-23) Multilingual Leaners (EL) CAASPP ELA Met/Exceeded Standard: 16.32%, Multilingual Learners (EL) CAASPP Math Met/Exceeded Standard: 12.43% SED CAASPP ELA Met/Exceeded Standard: 45.83% SED CAASPP Math Met/Exceeded Standard: 30.01% Chronic Absenteeism (DUSD all): 30.5% Chronic Absenteeism (DUSD SED): 33.4% Chronic Absenteeism (DUSD EL): 33.5%	A Multi-Tiered System of support for all tiered intervention supports for all students which include: Universal Formative Assessment (iReady and Illuminate for elementary and middle school and STAR 360 for high school); interventionists for all elementary and middle schools; high school support is provided through additional teaching period coverage. Students will be supported in achieving academic and social emotional success, as referred by teachers, site, district, and/or the Community Schools program. Support will be available to students via assessment and program development. Implementing this MTSS model is a high priority and is for meeting the needs of all elementary and middle school low-income students, English Learners and Foster Youth. This system of support provides additional staff who will provide direct services to students to close the instructional gaps exacerbated by the pandemic. The MTSS framework provides the structure to develop and implement a comprehensive intervention program to close achievement gaps. This intervention system is in all elementary and middle schools focusing on students who are eligible for low-income, EL, & Foster Youth. The tiered approach is as follows: Tier l (teachers use an assessment and monitoring system to inform instruction, identify at-risk students, and provide targeted interventions for achievement and access); Tier ll (immediate remediation with credit recovery or parallel class to support with success in core subjects), and Tier lll (intensive daily intervention for students who are significantly below grade level). For high schools, MTSS works differently. Intervention services include funding high school teacher prep periods so students in the unduplicated categories can access intervention support. This action will be extended LEA wide to support all learners who may benefit from this action and fall within the red dashboard categories for low performance in the CAASPP and for chronic absenteeism.	CAASPP Performance Data- All students, SED, EL, & FY ELPI data iReady data for Elementary Grades- all students, SED, EL, & FY Chronic Absenteeism data for all students, SED, EL, and FY

1.9 Summer Matters Enrichment	This action is for our English Learners, Low-Income and Foster Youth student groups. Academic achievement data indicates that each of these groups demonstrate achievement gaps. Lack of exposure to learning opportunities and experiences while school is not in regular session contributes to learning loss and increases the gap. Foster Youth may lack credits for graduation due to relocation and inconsistencies in their educational experience. English learners need continual exposure to English in an academic learning environment.	Provide summer school for current TK-11th grade students to provide academic support and enrichment, intervention, and credit recovery. At the elementary and middle school levels, the focus is on providing students with learning recovery, acceleration and enrichment. At the high school level, credit recovery is the primary focus. This additional funding increases staff to reduce class size in the schools. Smaller numbers of students allow teachers to provide targeted instruction. Based on CAASPP 2023 results & local indicators, English Learners, low-income students, and Foster Youth demonstrate an increased need for targeted instruction in ELA and Math to reach grade level proficiency. The Summer Program extends LEAwide benefitting all students who fall within the red dashboard categories at each school site low academic performance on the CAASPP.	CAASPP for ELA, Math and Science for Low Income, EL and Foster Youth, & all students. Graduation Rates for Low Income, EL and Foster Youth & all students. ELPI data iReady data for Elementary Grades
1.11 Technology Accessibility and Assistance	Our low-income students have demonstrated an increased need for targeted instruction in ELA and Math to reach grade level proficiency. Feedback from education partners include a high interest in integration of technology into classroom learning providing students the opportunities to extend their learning by applying learned skills in tasks that elicit critical thinking. Students who are eligible for low-income supports are most in need of district-provided technology and assistance to access learning with contemporary tools and support.	This action will fund 1 Instructional Media Technician(IMT) at each elementary and middle school who manages the technology in the school sites, fixes minor hardware issues, troubleshoots apps and software programs and oversees Innovation Labs including robotics. Access to technology provides access to the internet, research, coding, and college readiness programs; it allows our low income students the ability to build their academic knowledge by having access to digital resources. Ancillary benefits include increasing their engagement, providing opportunities to extend their learning, and developing their critical thinking. This action is effective as teachers rate this service among the top LCAP line items needed for their continued work with our low-income student population. This action supports our middle school student preparation for high school. This action will benefit all learners LEAwide to ensure each student benefits from learning tools and technology.	ELA and Math SBA data on Dashboard: SED & all students
1.12 Kindergarten Intervention	This action targets our students who are identified as low income by providing additional support in our TK/K classrooms. Many low income students begin their school experience with: 1) no prior school experience and need social-emotional support in classroom protocols; 2) have no prior knowledge of letter names, sounds, or no prior knowledge with number sense; 3) are experiencing high anxiety and need small group time to work on social skills appropriate to K.	Kindergarten classrooms have a certificated intervention teacher for a minimum of 1.5 hours daily. This service is for our low-income students to provide them with academic and social-emotional support during the school day. These intervention teachers support all students and provide small group instruction targeted to low-income students. Class size reduction during core instruction allows teachers and intervention teachers to provide small group instruction to low-income students daily. This action is extended LEAwide to benefit learners who are challenged in accessing grade-level and/or age-developmental skills and knowledge.	Local grade-level indicators (iReady ELA &. Math) for SED and all. Percent of Kindergarten classes with Intervention support

1.13 Supplemental and Concentration Funding	Review of data shows that at each school, Low income and Multilingual Learner (ML; aka EL) groups demonstrate learning gaps evidenced by their CAASPP scores in comparison to all students at their school. Each school site has unique populations and needs such as additional personnel to hold intervention sessions including before or afterschool tutoring, innovative and plentiful material for EL development and academic reinforcement or re-teaching, incentives to encourage participation and social emotional supports. Each site determines the needs for their school through data studies by the leadership teams at those sites. Annually, each school develops a plan of action that addresses the needs of Low Income and Multilingual Learners at their site.	Supplemental/Concentration site allocations for the schools to provide supplies/services to support Low-Income and Multilingual learners (aka EL). This action provides additional funding to all of our schools. This additional funding allows schools to focus on developing programs, and purchase needed materials and resources that support their ML and LI students who are not making academic progress. The schools will use these funds for additional intervention, tutoring, materials, PD, and teacher stipends. The supports provided through this action, while targeting LI and ML, will benefit students LEA-wide to increase achievement for all students who fall within the red dashboard categories at each school site for low performance on the Dashboard Indicators for ELA and Math.	CAASPP ELA, Math and Science: SED ,EL, and all students Graduation Rates-All, Low Income, and EL
1.16 College Credit Courses	Students who are eligible for low income are given the opportunity to earn college credits with out fees during high school, may lead to the pursuit of higher education post high-school. Offering classes as part of the high-school day provides the opportunity and exposure to college level courses they otherwise may not have considered and provide the boost in self confidence that inspires them to attend college. Education partners expressed a need to increase college & career readiness options.	College-credit courses will support our low income students be college and career ready. The comprehensive high school campuses will provide college enrollment, registration, and instructional materials to support students' successful completion of courses. This action includes extra duty pay to staff who directly provide enrollment and registration support to students. This action is extended LEA wide so that students from all three of our high schools, including Columbus HS (Continuation HS) have the ability to enroll in these courses and earn college credit.	College Credit Course Enrollment and Pass Rates: SED and all CSU/UC Eligible Graduates: All and SED

2.1 Positive Behavior Interventions & Supports (PBIS)	This action focuses on our low-income and FY students who often have experienced trauma and have difficult home experiences. Some have experienced numerous living environments with inconsistent rules and supportive follow through. There is a need for students to consistently and explicitly be taught behavior expectations backed by meaningful incentives to engage children in school activities and support learning. Instability affects school achievement since they come to school with additional social-emotional and behavioral needs. Positive Behavior Intervention Supports (PBIS) is a research-based positive behavior intervention system that provides targeted social-emotional and behavioral support for our low-income and FY students. It structures our resources and ensures students receive support based on their level of need.	This action is focused on our low-income and foster youth students and helps provide safe and supportive schools. All DUSD schools will utilize a Positive Behavior Intervention System (PBIS) to benefit LEAwide students within the red categories for suspension and chronic absenteeism. All schools receive training for PBIS and fostering safe and civil schools, (reduce chronic absenteeism, and bullying; promote positive school climate and safety). These programs help to build a positive school culture that teaches expectations, reinforces positive behavior and engages students. Additionally, funds are allocated to provide training on cyber safety, drug prevention, school lockdowns-lockouts, emergency preparedness, security, etc.	Chronic Absenteeism: LI, FY, all Suspension rate: LI, FY, all
2.2 Link Crew & WEB	There is a history of disengagement with school among low-income students, this action focuses on providing support during the year of transition to a new level to maximize engagement and connection. This action is for middle and high school low-income students due to life factors that may affect their social-emotional skillsets. Our low-income (SED) students had a decrease in chronic absenteeism in the 2022-23 school year and we need to continue to build on this growth. This action was effective and resulted in lower rates of Chronic Absenteeism, which was a result of students feeling a sense of belonging and connection to the school at the secondary level. There is a continued need to support our low-income students with this action. 22-23 Chronic Absenteeism (DUSD SED): 33.4% 21-22 Chronic Absenteeism (DUSD SED): 42.1% Student CHKS Middle School: School Connectedness: 53% Student CHKS High School: School Connectedness: 62%	LINK crew and W.E.B. (Where Everybody Belongs) are secondary mentoring, transition, and orientation programs that foster success for incoming 6th and 9th-grade low-income students. LINK crew is the high school program and WEB is the middle school program. Transitions are a challenge for students and this action will benefit students LEAwide.	Attendance Rate: SED Chronic Absenteeism: SED Suspension Rate: SED

2.3 SEL Curriculum for TK-5 (Re-Think Ed!)	This action targets our Low Income (including students eligible for Homeless/McKinney-Vento supports) and Foster Youth group. Suspension rates are high among our Foster Youth, and Low Income-Homeless student groups which made our District eligible for Differentiated Assistance. These student groups need additional support to build their skill set to self-regulate their emotions and to implement coping strategies in social situations.	Re-Think Ed! is an SEL Curriculum that teaches coping skills, problem solving and identification of social emotional status and wellbeing. The SEL curriculum aims to teach students safe ways to manage trauma and stress. While this action focuses on low-income and Foster Youth, this action will be extended LEAwide to benefit the emotional regulation development of all students.	Suspension Rates: FY, LI Chronic : FY, LI
2.4 & 2.6 Mental Health Support	Our FY and low-income students come from homes that have experienced trauma or extraordinary life situations. This impact on their home environment subsequently affects their school success. These familial or environmental stressors impact their mental health and overall wellness. The pandemic has affected our low-income and FY students and has caused them to experience increased loss, trauma, loss of income, illness, and food and housing insecurity. To ensure our FY and low-income students cope with their life situations in ways that help them be successful in school, we must provide individualized social-emotional and mental health support.	Our Clinical School Therapists, both DUSD and from outside agencies, are part of a mental health team that individualize and support students' social-emotional and mental health needs. Students receive individual or small group counseling services- depending on need. This action will also be extended LEAwide to benefit any students who demonstrate a higher level of support to regulate to maximize their learning engagement. This action may also benefit students that performed in the lowest bands for Chronic Absenteeism and Suspensions.	Chronic Absenteeism: all, LI & FY Suspension Rates: all, LI & FY CHKS School Connectedness
2.5 Character Counts!	Suspension and Chronic Absenteeism data demonstrate that students identified as low income often face additional factors in their environment that impact their social-emotional development and leads to behavioral difficulties. This service is for low-income students so they may have access to support around positive behaviors and character education. Suspension rate for Low Income students is 4% vs. 3.5% for All students. Chronic Absenteeism rate is 33.4% compared to 30.5% for all students.	This action provides additional resources to schools to implement character education. This is for our low-income students and supports their development of a strong and positive character. Character education strategies are part of the success of creating a positive school climate, reducing suspension rates and encouraging school attendance. Anecdotally, this service is effective as all students know the Six Pillars of Character as schools focus on these character traits throughout the year with special emphasis during the Character Counts! weeks. Schools will develop a positive behavior reinforcement plan and a tiered system for behavior support for students who demonstrate the need for support in behavior regulation. This action is extended LEAwide to benefit overall positive behavior among LEA sites' subgroups with a focus on the sites and student groups who are in the red for Suspensions and Chronic Absenteeism.	Suspension Rates: LI, all Chronic Absenteeism: LI, all

2.7 Physical Education Program	This action focuses on student with low-income status and provides planning time for Physical Education teachers that support all 11 elementary schools and provides assistants to work with students alongside the teachers during PE lessons. This service for our low-income students is a result of current research on the physical health of students in poverty. Low-income students do not always have access to meals with high nutrition or the opportunity to experience extracurricular activities that promote a healthy lifestyle. Feedback in our LCAP survey resulted in many comments asking for more outdoor activities and games to play at recess. Students indicated their desire to have more physical activity.	Provides staffing and resources for our Elementary School Physical Education program (gr 4-5). Provide Physical Education teachers and assistants at the elementary level. Elementary physical education teachers design a program that targets students by incorporating thematic units around creating healthy habits and lifestyles and learning different exercises (cardio, strengthening, stretching, and endurance). This action also provides motivation and opportunity for students to increase movement and healthy habits via participation in sports through the districtwide elementary level track meet (Carnival of Champions). While this action focuses on student with low-income status, this action will be extended LEAwide to benefit all students within the TK-5 grade span to maximize their overall wellness and instill healthy lifelong routines.	Chronic Absenteeism- SED (low income) School Connectedness CHKS Survey Question (disaggregated by low income not available on CHKS)
2.8 School Nurses	This service is for low-income and foster youth students based on their physical and mental health needs. Our low-income and foster youth students have limited access to resources which impacts their access to referrals for quality health and mental health care.	Continue to fund nurses and the necessary equipment to provide additional nursing support hours to all sites. School Nurses who are working in all schools are Credentialed Registered Nurses or are in the School Nurse Credentialing program and have their RN. This provides credentialed school nurses at all schools, to support all programs throughout the school year, including the extended school year program. School nurses are effective in ensuring our students come to school as much as possible. Their case management and family interaction help keep students healthy and present in school. This action will be extended LEAwide to benefit all students to provide wellness and safety while at school.	Chronic Absenteeism: LI, FY, all CHKS- Safety Staff and Student responses
3.4 Homeless and Foster Youth Trauma Informed Practice Professional Development	Our students eligible for McKinney-Vento/Homeless (eligible for low income (LI) supports) and Foster Youth face extraordinary life factors which increase the level of trauma they experience. This trauma impacts their social-emotional functioning, causing them to engage in heightened behavioral and emotional responses during the school day. School staff need to learn about approaches to effectively support our homeless (LI) and Foster Youth student and alternatives to suspension strategies that may be more effective for this group. As a result of ineffective approaches implemented by staff, our students may feel disengaged from school.	This action provides training in trauma-informed practices, basic mental health, social-emotional learning, alternatives to suspension (PBIS, Restorative Circles, counseling, referrals to mental health, and other positive behavior strategies) that may be more effective for this student group. The skills and strategies from these trainings are general strategies easily implemented in the classroom. This action will support the creation of policies and practices that will guide our school staff to use alternative strategies and other means of correction that meet the needs of these groups. Teacher/staff knowledge and preparedness will be extended LEAwide to benefit all students who are challenged by trauma to maximize their engagement at school.	Chronic Absenteeism for all, homeless and Foster Youth SBA ELA and Math for all, homeless and Foster Youth Suspension Rate for all, homeless and Foster Youth

4.1 School Staffing Support for SEL & PBIS	Suspension and Chronic Absenteeism data demonstrate that students identified as low income often face additional factors in their environment that impact their social-emotional development and leads to behavioral difficulties. Teachers require support for these students to focus on classroom instruction. This action is for low-income students to ensure our students feel supported, feel positively connected, and engaged in school. Suspension rate for Low Income students is 4% vs. 3.5% for All students. Chronic Absenteeism rate is 33.4% compared to 30.5% for all students.	This action allows us to decrease our support staff-to-student ratio by allowing us to provide additional vice-principals and deans that support student social-emotional wellness and behavior. In our schools, vice principals, counselors, and deans are the first staff members to receive referrals for students when there is a pattern of social-emotional and behavioral difficulties. These staff members provide support and referrals for our at-risk students, reach out to families to problem solve, and link students to other school support. This action will be extended LEAwide to benefit all learners who demonstrate a need for support to engage and connect with school. Sites and student groups who are in the red for Suspensions and Chronic Absenteeism are supported by this action.	Chronic Absenteeism: all & LI Suspension Rate: all, LI CHKS- Climate Survey- School Connectedness
4.2 Online Resources for Libary and Media Centers	This action is focused on our low-income students. Our low-income students often have limited access to resources outside of the school day to enhance their learning and access college and career resources, thus we need to provide these at school.	This online program provides our low-income students with the opportunity to access resources located within the database that they may not otherwise access. This database provides low-income students with primary and secondary resources on various content areas they can research, such as coding, science, and mathematics, to gain background knowledge or complete research projects. In addition, staff members utilize the college readiness program resources within the database to instruct our low-income students about their post-secondary options which helps them with goal setting. This action provides low-income students access to electronic resources with the intent to close the opportunity gap and allow students access to the knowledge needed for success in high school and college. While this goal focuses on students who are eligible for low-income, this action will be extended LEAwide to benefit all students to help them achieve their college and career preparedness goals.	LCAP Student Survey - materials CCI indicator- LI and all

4.3 Teacher instruction and support for the CA State Standards	Teachers of Multilingual Learners (ML; aka EL) and Low Income (Socioeconomically Disadvantaged, SED) students must remain current in best practices that have the most desired impact on students. Data reflects that these groups perform lower on academic assessments and have social emotional needs and needs associated with having limited resources. Teachers must remain informed of maximize learning in the classroom. CAASPP ELA - All Students Met/Exceeded Standard: 50.43% (2022-23) CAASPP Math -All Students Met/Exceeded Standard: 34.45% (2022-23) CAASPP SED Met/Exceeded Standard ELA: 45.83% CAASPP SED Met/Exceeded Standard Math: 30.01% CAASPP Multilingual Leaners (EL) ELA 16.32%, CAASPP Multilingual Learners (EL) Math: 12.43% ELPI 47.2%	Fund elementary and secondary teacher specialists to support teachers of low-income and EL students in the implementation of the California Common Core Standards, classroom management and equitable first-best instructional practices. Provide, direct and individualized, coaching to teachers by teacher specialists who are eligible for additional pedagogy coaching. The Teacher Specialists also support the effective use of instructional materials and resources. Teacher specialists provide TK-12 grade professional development for instructional staff on targeted strategies that support low-income and EL students in ELA and Math. Technology specialists provide professional development for instructional staff on specific digital tools and resources that support low-income and EL students' progress and achievement. Teacher knowledge and preparedness gained from working with teacher specialists will be extended LEAwide to benefit all learners. Continuous coaching and teacher training supports the student groups performing in the lowest band in the California Dashboard.	CAASPP results in ELA and Math: all, LI, EL CA Science Test: all, LI, EL ELPI
4.4 Leadership Development	This action targets our low income (Socioeconomically Disadvantaged, SED) students who demonstrate learning gaps in comparison to all students on the CAASPP. CAASPP ELA - All Students Met/Exceeded Standard: 50.43% (2022-23) CAASPP Math -All Students Met/Exceeded Standard: 34.45% (2022-23) SED CAASPP ELA: 45.83% (2022-23) SED CAASPP Math: 30.01% (2022-23) This data indicates a need for school leaders to participate in ongoing training to stay abreast of best instructional practices and collaborate on vertical articulation and alignment to ensure a rigorous program for students.	This action provides site leaders with professional development on effective strategies to increase student achievement. Research shows that principals and co-administrators have an indirect effect on student achievement and a direct impact on teacher quality and practice. It is important to have a unified focus on first best instruction and ensure teachers are consistently implementing District initiatives. It is important to provide our school leaders with leadership development and training on supporting teachers' implementation of the California State Standards and engaging in PLC work. Our school leaders must have the skillset and capacity to create the school conditions where teachers are consistently reflecting and refining their practice. While the purpose and focus of Leadership development, preparedness and knowledge is our low income students, the benefits will impact all students LEAwide .	CAASP ELA- SED and all CAASP Math- SED and all LCAP Staff survey Job Satisfaction and Training

4.5 Additional Teacher Professional Development Days	English Learners and low-income students demonstrated an increased need for targeted instruction in ELA and Math to reach grade level proficiency. Teachers need to continually update training to stay current with professional standards and practices. Per educational partner feedback: Currently only 24% are very satisfied with professional development offerings., and 10% are either dissatisfied or very dissatisfied. More relevant PD is needed. All Students CAASPP ELA Met/Exceeded Standard: 50.43% (2022-23) All Students CAASPP Math Met/Exceeded Standard: 34.45% (2022-23) SED CAASPP ELA Met/Exceeded Standard: 45.83% SED CAASPP Math Met/Exceeded Standard: 30.01% Multilingual Leaners (ML/EL) CAASPP ELA Met/Exceeded Standard: 16.32%, Multilingual Learners (ML/EL) CAASPP Math Met/Exceeded Standard : 12.43% ELPI 47.2%	This action is for our ELs and low-income students. DUSD added additional professional development training days to the teachers' work year. Professional development opportunities provide training to teachers targeting instruction for low-income and EL students. Topics include student engagement, effective integration of technology to support student learning, and targeting instruction to meet low-income and EL student needs. Teacher preparedness and knowledge will not only impact our EL and low-income students, it will also be of benefit to students LEAwide and improve learning among student groups who fall within red on the Dashboard Indicator for ELA and Math.	CAASP ELA, SED & EL CAASP Math, SED & EL ELPI LCAP Staff Survey: "I implement the California Teaching Standards in my daily lessons."

5.1 & 5.3 Public Relations and Communication	Our English Learners make up a large percentage of our enrollment and community. Communication, either in print or verbal needs to be accessible to all families. DUSD will continue to make the effort to meet all of our families needs and increase or maintain this communication rate. Students often have limited access to academic resources, programs, and extra-curricular activities that enhance learning. This limited access impacts their learning since these experiential activities enhance student learning. As such, it is important to provide timely information to our families to ensure their students have access to additional resources and programs. Our EL families require information in Spanish to fully participate in their child's education. Educational partner feedback points to the need to close the gap in effective communication. Only a third of parent survey completers identify as parents of multilingual learners (aka English Learners). Parent Participation - total surveys 5299 (Spring 2024) Percent of Parents reporting as EL 29%	Provide regular communication to our school families and community in English and Spanish that increases awareness of school activities, policies, and involvement opportunities. This includes messaging through our various media platforms as well as the creation of digital and print materials informing current students and potential new DUSD families of the district and school programs. Spanish is the most common language used in the District after English. The district understands the importance of providing EL parents with information in their language and welcomes Spanish-speaking parents to District meetings. Implementation of this action will ensure that we are providing forms of communication that target families of EL students so that we keep all of our DUSD community informed, engaged in school activities and promote enrollment stabilization and growth. Research indicates that involved parents positively impact a student's achievement. The district-level staff ensures that all of our families receive pertinent and timely information and that families who require Spanish translation have that available. Action 5.3 supports parent outreach by providing an online tool (Qualtrics) to assist with gathering input from all families to monitor and assess district initiatives and provides families with access to the LCAP survey. This allowing English Learner families, to provide input on the LCAP which helps the district create and monitor parent and family engagement programs. While the focus of this action is our EL population, and groups performing in the lowest bands on the CA Dashboard to promote their engagement, this action will benefit families LEAwide to maximize all families' engagement.	LCAP survey completion rate: All vs. Families of EL LCAP Q: Information sent home in a language I understand. EL and All response data. LCAP Q: Information at meetings provided in a language I understand. EL and All respose data.

5.2 Parent Academies	This action focuses on student families that are eligible for low-income status and English Learners. The LCAP survey results indicate these parents groups need and request workshops and academies on topics on mental health and social and emotional needs to better relate to their children and support them in school and at home. Educational partner feedback demonstrate that there is low participation among our Low Income (SED) and even lower among our multilingual families in the LCAP parent completion. LCAP Parent Participation - total surveys 5299 (Spring 2024) LCAP Percent of Parents reporting as Free and Reduced Lunch 79% LCAP Percent of Parents reporting as EL 29%	English learners, and low-income families are offered parent academies that target social-emotional and mental health topics generated by LCAP survey results. Because this series specifically targets our Spanish-speaking families, the workshops are presented in Spanish and English. As a result of increased needs, the participation rate for the parent academy series has increased to about two hundred parents. This is a direct result of the parent/family's need for more strategies on how to support their EL, and low-income students. While the focus of this action is our low income and EL populations, this action will be extended LEAwide to reach all families who will benefit from these communications to maximize all families' engagement and knowledge to best support their children.	LCAP Parent Survey Results: Q: "My child's school provides the resources and training I need to help my child learn." Q: "My child's school provides workshops that are relevant to me and my child." both Filtered by Free and Reduced Lunch (low income) and EL
6.1 Maintenance of Technology in teaching and learning.	Low Income students need access to working technology as a tool for learning. CAASP scores demonstrate that our low-income students have demonstrated an increased need for targeted instruction in ELA and Math to reach grade level proficiency. Research indicates that the integration of technology into classroom learning provides low-income students the opportunities to extend their learning by applying learned skills in tasks that elicit critical thinking. This action provides our low-income students access to 21st-century learning that they may not have in other environments. CAASPP scores for low income (SED) students fall below the scores of all students in both ELA and Math.CAASPP ELA: SED 45.83% v. all 50.43%, Math: SED 30.01% v. all 45.3%.	This action provides for the maintenance and upkeep of technology including wifi and networks. This action continues to provide funding and resources for the 21st Century Learning Communities (21CLC) initiative. This action also includes techinicians and network staff to support the necessary infrastructure to maintain student and staff devices to maintain access to quality technological resources. This action focuses on student identified as low-income but will be extended LEAwide to benefit all learners with the technology to maximize their engagement and learning outcomes.	LCAP Student Survey- Technology Access LCAP Staff Survey- Technology Access and CTE LCAP Parent Survey- filtered by Free and Reduced Lunch, Technology access. CAASP Scores in ELA and Math for SED

6.2 Technology Devices and Digital Resources	Low Income students need access to working technology as a tool for learning. This action supports Goal 6, Action 1 as it provides the innovative technology integration in the classrooms for students who are eligible for low-income status. This action provides low-income students with updated technology they may not otherwise be able to acquire given their socio-economic status. Our LCAP survey of parents show that Parents of Low Income students mostly feel their children are provided with the technology they need to learn. We need to continue to provide for students and even increase perception of adequate technology being provided. CAASPP scores for low income (SED) students fall below the scores of all students in both ELA and Math.CAASPP ELA: SED 45.83% v. all 50.43%, Math: SED 30.01% v. all 45.3%.	Support the integration of technology in teaching and learning by acquiring new, and replacing broken equipment (LCD projectors, document cameras, technology devices) for a 21st-century learning environment in classrooms with low-income students. Technology devices provide students with a tool to create and access learning. Students of low-income who do not have access to wifi in their homes will also be provided access. This action will be extended LEAwide to benefit all learners with technology to maximize their engagement and learning outcomes.	LCAP Student Survey- Technology Access LCAP Staff Survey- Technology Access and CTE LCAP Parent Survey- filtered by Free and Reduced Lunch, Technology access. CAASPP scores in ELA & Math for SED
6.3 Connectedness on Safe and Secure Campuses	It is imperative that we do all we can to create the safest possible learning environment for our students. Our low income students often come from difficult home environments and can feel disconnected from school. They require a safe school environment to learn and build positive relationships. Educational partner feedback on the LCAP parent survey expresses the following needs: - 89% of parents of students receiving free and reduced lunch believe their child's school meets his/her social and emotional needs. The gap of 11% needs to be minimized.	The schools provide additional adult presence and train them with support strategies to help engage and connect with our students. In the middle school, campus aides greet students and have a target group of low-income (Socioeconomically Disadvantaged, SED) students they monitor to ensure they feel welcome at school. They are often the adult our low-income students seek out when they need support or assistance. We have additional intermediate clerical assistants that are over the base program to continue to support outreach to our low-income students and families. These clerical assistants connect with families when there is difficulty with attendance or other academic situations. In high school, we have School Resource Officers to promote a welcoming, safe, and secure campus for our students. The resource officers provide outreach, mentoring, support and safety on campus. This action will extend the benefit to all students, LEAwide.	CHKS - Student & Staff - Safety LCAP Parent Survey- Filter by Free/Reduced Lunch- My child's school meets his/her social and emotional needs. Chronic Absenteeism- Low Income (SED)

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3 AP Testing Cost	Our low-income student population may not be able to afford the cost of Advanced Placement Exams which could provide college credit. We expect that this action will lead to continued access and college and career readiness.	Advanced Placement (AP) testing cost for low-income students. Subsidizes the cost of high school Advanced Placement (AP) testing.	AP Exam Passing Rate
1.8 English Learner Categorical Teachers	This action targets our EL and L-TEL's to support their academic progress and monitor their English Language Acquisition so that they can achieve academic success that leads to graduation and college acceptance. EL students performed in the lowest level on the Dashboard for ELPI and Chronic Absenteeism as well as academic acheivement at some sites.	Fund 50% of an English Learner Categorical Teacher to support the English learner program at each elementary and middle school and allocate additional funds for each high school to pay for a percentage of a designated teacher's salary who will assume the EL Categorical Teacher duties. Categorical Teachers coordinate and provide additional interventions targeting academic language and reading for EL and L-TEL students. At the high school level, there is not a designated staff member, instead, a cluster of teachers assume various duties to support our ELs. EL Categorical Teachers support intervention and provide training and resources to interventionists who target academic language for EL students who are ELPAC Level 1 or 2. The EL Categorical Teacher collects assessment data regarding L-TEL students and works with classroom teachers and interventionists to provide support for those students in their acquisition of English and academic success. English Learners have demonstrated an increased need for targeted instruction in ELA and language acquisition to reach grade level proficiency.	SBAC scores in ELA & Math ELPI
3.1 Program Administrators for Homeless and Foster Youth	Downey USD was identified for Differentiated Assistance (DA) based on our Homeless students' disproportionate rate of suspension and academic performance on the ELA CAASPP. Downey USD convened with Los Angeles County Office of Education (LACOE) to collaborate and analyze Dashboard and local data to understand potential root causes contributing to high suspension rates and low ELA academic performance. Based on data analysis, we identified the need for continuous, individualized, support provided to students who are identified as Homeless. Continue to provide program specialists who work directly with our Foster Youth and who will also continue to focus on our Homeless/Low Income population.	The Program Specialists case manage and monitor student attendance and provide the necessary resources to ensure our Homeless and Foster Youth consistently attend school. Consistent attendance leads to higher levels of academic success. Additionally, students face extraordinary life circumstances, the Program Specialists also provide referrals and access to services for mental health social emotional wellness and community services supports. When our students feel connected and supported, their achievement increases, they persist in their studies and graduate. The program specialists support youth by ensuring the school site has enrolled the student in intervention support during the school day; acting as the liaison to any outside social services; following up with necessary services i.e., counseling; and making home visits, if necessary.	Chronic Absenteeism for Homeless and Foster Youth SBA ELA and Math for Homeless and Foster Youth Suspension Rate for Homeless and Foster Youth

3.2 Transportation - Homeless and Foster Youth	Our Homeless/Low Income and Foster Youth often have an unstable home life and they have a right to remain in their school of origin, which may not be walking distance to where they reside. Due to the instability, our Homeless and Foster Youth students have a high chronic absenteeism rate.	This action provides the funding to ensure access to their educational program through regular and ongoing transportation to and from their current home.	Chronic Absenteeism for Homeless and Foster Youth SBA ELA and Math for Homeless and Foster Youth Suspension Rate for Homeless and Foster Youth
3.3 Supplemental Academic Support & Educational Experiences (Tutoring) HFY	Our Foster Youth and Homeless Youth academically underperform, when compared to our general student population. Due to their high chronic absenteeism and extraordinary life factors, our Homeless and Foster Youth students often require additional academic support and intervention.	We will develop policies ensuring equitable access to academic supports (tutoring, summer school, intervention).This action also provides tutoring beyond that offered through LCOE as well as educational experiences and field trips to build Foster Youth background knowledge.	Chronic Absenteeism for Homeless and Foster Youth SBA ELA and Math for Homeless and Foster Youth Suspension Rate for Homeless and Foster Youth

1.17 English Learners (LTELs)	English Learners (ELs), and particularly Long-Term English Learners (LTELs), demonstrate a significant need for targeted language development support, as evidenced by only 23.84% scoring at the highest level (Level 4 – Well-Developed) on the ELPAC. This indicates that a large proportion of EL students have not yet achieved the academic English proficiency necessary for reclassification and long-term academic success. LTELs remain particularly vulnerable, as prolonged EL status correlates with lower academic outcomes. To address this, there is a critical need for focused interventions that enhance instructional practices, expand access to language development programs, and provide scaffolded academic support tailored to LTELs.	Targeted Professional Development: By providing educators with specialized training in LTEL instructional strategies, teachers will be better equipped to deliver rigorous, language-rich instruction that supports both academic and language proficiency growth. This directly targets the need for improved classroom instruction to accelerate English language development. Expanded Access to Language Support Staff: Increasing the availability of support staff such as EL coordinators and instructional aides ensures that LTELs receive consistent, differentiated language support throughout the school day, helping students progress toward reclassification. Site-Based Data Analysis for Tailored Interventions: Schools will use site-level data to identify individual student needs and implement customized interventions. This data-driven approach helps ensure resources and supports are effectively aligned to students' language development gaps. AVID LTEL Summer Bridge Program: This summer program is a proactive measure to prevent learning loss and boost both language and academic skills during a critical time. Focused on college readiness and academic English, it helps accelerate LTELs' progress toward proficiency. AVID Excel Courses at Middle Schools: These in-year academic enrichment classes support underperforming middle school LTELs by integrating high-engagement strategies and scaffolded literacy instruction in core content areas. This is crucial in addressing the long-term language development needs of students who have not yet reached proficiency.	Long Term English Learners (LTELs) DASHBOARD ELA CAASPP met or exceeded standard. Long Term English Learners (LTELs): DASHBOARD Math CAASPP met or exceed standard. ELPAC Percentage of students scoring a 4 (Well-Developed).

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 schools within Downey Unified School District serve a high concentration (greater than 55 percent) of foster youth, English learners, and socioeconomically disadvantaged students. As a result, all actions and associated funding are implemented districtwide to support these student groups. For the 2026–2027 school year, the District anticipates approximately $8.9 million in concentration grant add-on funding, which will be used to increase services through staffing and direct student supports as outlined below:

Goal 1, Action 1 – Career Technical Education (CTE)
This action allocates supplemental funding to expand CTE pathways through the addition of staff to support STEM and vocational programs. These programs primarily benefit low-income students by providing opportunities to apply and extend skills developed in English language arts and mathematics. Increased access to high-quality CTE pathways is expected to improve student engagement, increase pathway completion rates, and enhance college and career readiness as measured by the College and Career Indicator (CCI).

Goal 1, Action 4 – AVID
This action provides expanded access to the Advancement Via Individual Determination (AVID) program for low-income students and English learners. AVID is a college readiness system designed to improve academic outcomes across elementary, middle, and high school levels. Research indicates that AVID participation is associated with increased college persistence and completion among historically underserved student groups. For 2026–2027, the District will continue expanding AVID at the secondary level by increasing course sections, staffing teachers, and providing AVID tutors to support student learning. Expansion efforts will also extend AVID implementation into additional elementary schools.

Goal 1, Action 8 English Learner Categorical Teachers
This action provides targeted intervention support for multilingual learners (MLs) by hiring English Learner (EL) categorical teachers to deliver intervention in language development and literacy emphasizing reading comprehension, vocabulary development, and academic language skills necessary for success across content areas. Support is aligned to the California ELD Standards and grade-level expectations to ensure students build language proficiency while accessing rigorous academic content.

EL categorical teachers also collaborate with classroom teachers to differentiate instruction, scaffold learning, and implement evidence-based literacy strategies. Using assessment data such as ELPAC, CAASPP, and district benchmarks, they provide individualized interventions to address specific student needs, particularly for those at risk of underperformance or long-term English learner status. This action supports equitable access to instruction, strengthens literacy outcomes, and promotes progress toward English proficiency and reclassification.

Goal 1, Action 17 – English Learner and LTEL Support
This action provides targeted instructional supports, including small-group instruction, integrated and designated English Language Development (ELD), and focused academic intervention centered on literacy and language development. Additional staffing will be allocated to schools based on Long-Term English Learner (LTEL) enrollment and performance data, with priority given to sites in the lowest performance bands on the California School Dashboard for English learner progress.

Select sites will also continue to receive an LTEL interventionists who monitor student progress, deliver targeted interventions, and collaborate with teachers to implement effective instructional strategies. These services are designed to accelerate English language acquisition, increase reclassification rates, and promote long-term academic success for LTEL students.

Goal 2 Action 5
This action provides for district organized trainings for site staff and a district Lead Teacher. This service is for low-income students as a result of the research that suggests that low income students often face additional factors in their environment that impact their social-emotional development and leads to behavioral difficulties. This service is for low-income students so they may have access to support around positive behaviors and character education.

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 - All schools in the LEA are more than 55%.	All schools in the LEA are more than 55%.
Staff-to-student ratio of certificated staff providing direct services to students	N/A - All schools in the LEA are more than 55%.	All schools in the LEA are more than 55%.

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-2027	$263,501,333.00	$79,213,793.00	30.06%	0.00%	30.06%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$302,395,470.00	$2,130,927.00	$0.00	$0.00	$304,526,397.00	$257,032,639.00	$47,493,758.00

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	1.1 CTE Pathways &. STEAM	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$6,059,508	$1,440,492	$7,500,000	$0	$0	$0	$7,500,000	0.00%
1	2	1.2 Equitable Access to A-G	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$1,664,705	$1,619,842	$3,284,547	$0	$0	$0	$3,284,547	0.00%
1	3	1.3 AP Testing Cost	Low Income	Yes	Limited	Low Income	Specific Grade Spans, 9-12	Ongoing	$0	$210,000	$210,000	$0	$0	$0	$210,000	0.00%
1	4	1.4 AVID Expansion	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,588,820	$837,068	$2,425,888	$0	$0	$0	$2,425,888	0.00%
1	5	1.5 Extend Library Access	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$100,000	$6,544	$106,544	$0	$0	$0	$106,544	0.00%
1	6	1.6 CA State Standards Aligned Instruction	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$1,125,075	$1,374,925	$2,000,000	$500,000	$0	$0	$2,500,000	0.00%
1	7	1.7 Multi-Tiered System of Support	All	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$2,535,759	$980,241	$2,842,749	$673,251	$0	$0	$3,516,000	0.00%
1	8	1.8 English Learner (EL) Categorical Teachers	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$1,391,964	$419,626	$1,811,590	$0	$0	$0	$1,811,590	0.00%

1	9	1.9 Summer Matters Enrichment	All	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Summer	$2,562,472	$637,528	$3,200,000	$0	$0	$0	$3,200,000	0.00%
1	10	1.10 Dual Immersion (repeated expenditure, Goal 1, Action 14)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	11	1.11 Technology Accessibility and Assistance	All	Yes	LEA-wide	Low Income	Specific Grade Spans, TK-8	Ongoing	$1,456,403	$0	$1,456,403	$0	$0	$0	$1,456,403	0.00%
1	12	1.12 Kindergarten Intervention	All	Yes	LEA-wide	Low Income	Specific Grade Spans, Kindergarten	Ongoing	$5,200,000	$0	$5,200,000	$0	$0	$0	$5,200,000	0.00%
1	13	1.13 Supplemental and Concentration Funding	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$758,062	$1,641,938	$2,400,000	$0	$0	$0	$2,400,000	0.00%
1	14	1.14 Credentialed Teachers, Classified Staff, Materials and Supplies	All	No				Ongoing	$206,491,827	$16,689,850	$223,181,677	$0	$0	$0	$223,181,677	0.00%
1	15	1.15 Development of Credentialed Teachers, Classified Staff (repeated expenditure, Goal 1, Action 14)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	16	1.16 College-Credit Courses	All	Yes	LEA-wide	Low Income	Specific Schools, Downey High School & Warren High School	ongoing	$0	$200,000	$200,000	$0	$0	$0	$200,000	0.00%
1	17	1.17 Long Term English Learners (LTELs)	Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$765,000	$0	$365,000	$400,000	$0	$0	$765,000	0.00%
2	1	2.1 Positive Behavior Interventions and Supports (PBIS)	All	Yes	LEA-wide	Low Income, Foster Youth	All Schools	Ongoing	$457,107	$372,596	$829,703	$0	$0	$0	$829,703	0.00%
2	2	2.2 Link Crew & W.E.B. (Where Everybody Belongs)	All	Yes	LEA-wide	Low Income	Specific Grade Spans, 6-12	Ongoing	$46,994	$59,506	$106,500	$0	$0	$0	$106,500	0.00%
2	3	2.3 SEL Curriculum for TK-5 (Re-Think Ed!)	All	Yes	LEA-wide	Foster Youth, Low Income	Specific Grade Spans, TK-5	Ongoing	$0	$81,900	$81,900	$0	$0	$0	$81,900	0.00%
2	4	2.4 Mental Health Team - Clinical School Therapists (CSTs)	All	Yes	LEA-wide	Low Income, Foster Youth	All Schools	Ongoing	$2,892,491	$0	$2,892,491	$0	$0	$0	$2,892,491	0.00%

2	5	2.5 Character Counts!	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$253,941	$52,200	$306,141	$0	$0	$0	$306,141	0.00%
2	6	2.6 Community Agency Counseling Support	All	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$0	$300,000	$300,000	$0	$0	$0	$300,000	0.00%
2	7	2.7 Physical Education Program	All	Yes	LEA-wide	Low Income	Specific Grade Spans, TK-5	Ongoing	$1,588,035	$48,659	$1,636,694	$0	$0	$0	$1,636,694	0.00%
2	8	2.8 Additional School Nurses	All	Yes	LEA-wide	Low Income, Foster Youth	All Schools	Ongoing	$742,409	$92,996	$835,405	$0	$0	$0	$835,405	0.00%
3	1	3.1 Program Specialists for Homeless and Foster Youth	Low Income, Homeless, Foster Youth	Yes	Limited	Low Income, Foster Youth	All Schools	Ongoing	$845,031	$0	$845,031	$0	$0	$0	$845,031	0.00%
3	2	3.2 Transportation	Homeless, Foster Youth	Yes	Limited	Low Income, Foster Youth	All Schools	Ongoing	$0	$433,021	$433,021	$0	$0	$0	$433,021	0.00%
3	3	3.3 Supplemental Academic Support & Educational Experiences (Tutoring)	Homeless, Foster Youth	Yes	Limited	Low Income, Foster Youth	All Schools	Ongoing	$0	$150,000	$150,000	$0	$0	$0	$150,000	0.00%
3	4	3.4 Homeless and Foster Youth - Professional Development	Homeless, Foster Youth, All	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$0	$15,000	$15,000	$0	$0	$0	$15,000	0.00%
4	1	4.1 School Support: Additional Staff for SEL & PBIS	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$6,374,244	$0	$6,374,244	$0	$0	$0	$6,374,244	0.00%
4	2	4.2 Online Resources for Library and Media Centers	All	Yes	LEA-wide	Low Income	Specific Grade Spans, 6-12	Ongoing	$0	$53,000	$53,000	$0	$0	$0	$53,000	0.00%
4	3	4.3 Teacher instruction and support for the CA State Standards	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$2,094,118	$401,551	$2,495,669	$0	$0	$0	$2,495,669	0.00%
4	4	4.4 Leadership Development	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$126,526	$269,718	$396,244	$0	$0	$0	$396,244	0.00%
4	5	4.5 Additional Teacher Professional Development Days	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$5,209,720	$0	$5,209,720	$0	$0	$0	$5,209,720	0.00%
5	1	5.1 Public Relations and Communication	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$374,701	$313,813	$688,514	$0	$0	$0	$688,514	0.00%
5	2	5.2 Parent Engagement & Education	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$8,098	$69,132	$77,230	$0	$0	$0	$77,230	0.00%
5	3	5.3 Parent Input Opportunities & Monitoring District Initiatives (Qualtrics)	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$0	$111,097	$111,097	$0	$0	$0	$111,097	0.00%
6	1	6.1 Maintenance of technology in teaching and learning	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,510,677	$6,762,999	$9,273,676	$0	$0	$0	$9,273,676	0.00%

6	2	6.2 Technology Devices and digital resources	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$10,578,646	$10,578,646	$0	$0	$0	$10,578,646	0.00%
6	3	6.3 Connectedness on Safe and Secure Campuses	All	Yes	LEA-wide	Low Income	Specific Grade Spans, 6-12	Ongoing	$1,251,276	$1,269,870	$2,521,146	$0	$0	$0	$2,521,146	0.00%
7	1	7.1 Alt Ed: CHS & WA - Additional Site Administration	All	No				Ongoing	$115,000	$0	$0	$115,000	$0	$0	$115,000	0.00%
7	2	7.2 Alt Ed: CHS & WA - Parent Liaison	All, Foster Youth, Homeless, Hispanic or Latino, African-American, Low Income	No				Ongoing	$135,000	$0	$0	$135,000	$0	$0	$135,000	0.00%
7	3	7.3 Alt Ed: CHS & WA - MTSS Supports	All	No				Ongoing	$307,676	$0	$0	$307,676	$0	$0	$307,676	0.00%

2026-2027 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
$263,501,333.00	$79,213,793.00	30.06%	0.00% - No Carryover	30.06%	$79,213,793.00	0.00%	30.06%	**Total:**	$79,213,793.00
								LEA-wide Total:	$75,399,151.00
								Limited Total:	$3,814,642.00
								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	1.1 CTE Pathways &. STEAM	Yes	LEA-wide	Low Income	All Schools	$7,500,000.00	0.00%
1	2	1.2 Equitable Access to A-G	Yes	LEA-wide	English learner (EL)	All Schools	$3,284,547.00	0.00%
1	3	1.3 AP Testing Cost	Yes	Limited	Low Income	Specific Grade Spans, 9-12	$210,000.00	0.00%
1	4	1.4 AVID Expansion	Yes	LEA-wide	Low Income	All Schools	$2,425,888.00	0.00%
1	5	1.5 Extend Library Access	Yes	LEA-wide	Low Income	All Schools	$106,544.00	0.00%
1	6	1.6 CA State Standards Aligned Instruction	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$2,000,000.00	0.00%

1	7	1.7 Multi-Tiered System of Support	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$2,842,749.00	0.00%
1	8	1.8 English Learner (EL) Categorical Teachers	Yes	Limited	English learner (EL)	All Schools	$1,811,590.00	0.00%
1	9	1.9 Summer Matters Enrichment	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$3,200,000.00	0.00%
1	11	1.11 Technology Accessibility and Assistance	Yes	LEA-wide	Low Income	Specific Grade Spans, TK-8	$1,456,403.00	0.00%
1	12	1.12 Kindergarten Intervention	Yes	LEA-wide	Low Income	Specific Grade Spans, Kindergarten	$5,200,000.00	0.00%
1	13	1.13 Supplemental and Concentration Funding	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$2,400,000.00	0.00%
1	16	1.16 College-Credit Courses	Yes	LEA-wide	Low Income	Specific Schools, Downey High School & Warren High School	$200,000.00	0.00%
1	17	1.17 Long Term English Learners (LTELs)	Yes	Limited	English learner (EL)	All Schools	$365,000.00	0.00%
2	1	2.1 Positive Behavior Interventions and Supports (PBIS)	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$829,703.00	0.00%
2	2	2.2 Link Crew & W.E.B. (Where Everybody Belongs)	Yes	LEA-wide	Low Income	Specific Grade Spans, 6-12	$106,500.00	0.00%
2	3	2.3 SEL Curriculum for TK-5 (Re-Think Ed!)	Yes	LEA-wide	Foster Youth, Low Income	Specific Grade Spans, TK-5	$81,900.00	0.00%
2	4	2.4 Mental Health Team - Clinical School Therapists (CSTs)	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$2,892,491.00	0.00%
2	5	2.5 Character Counts!	Yes	LEA-wide	Low Income	All Schools	$306,141.00	0.00%
2	6	2.6 Community Agency Counseling Support	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$300,000.00	0.00%
2	7	2.7 Physical Education Program	Yes	LEA-wide	Low Income	Specific Grade Spans, TK-5	$1,636,694.00	0.00%
2	8	2.8 Additional School Nurses	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$835,405.00	0.00%

3	1	3.1 Program Specialists for Homeless and Foster Youth	Yes	Limited	Low Income, Foster Youth	All Schools	$845,031.00	0.00%
3	2	3.2 Transportation	Yes	Limited	Low Income, Foster Youth	All Schools	$433,021.00	0.00%
3	3	3.3 Supplemental Academic Support & Educational Experiences (Tutoring)	Yes	Limited	Low Income, Foster Youth	All Schools	$150,000.00	0.00%
3	4	3.4 Homeless and Foster Youth - Professional Development	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$15,000.00	0.00%
4	1	4.1 School Support: Additional Staff for SEL & PBIS	Yes	LEA-wide	Low Income	All Schools	$6,374,244.00	0.00%
4	2	4.2 Online Resources for Library and Media Centers	Yes	LEA-wide	Low Income	Specific Grade Spans, 6-12	$53,000.00	0.00%
4	3	4.3 Teacher instruction and support for the CA State Standards	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$2,495,669.00	0.00%
4	4	4.4 Leadership Development	Yes	LEA-wide	Low Income	All Schools	$396,244.00	0.00%
4	5	4.5 Additional Teacher Professional Development Days	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$5,209,720.00	0.00%
5	1	5.1 Public Relations and Communication	Yes	LEA-wide	English learner (EL)	All Schools	$688,514.00	0.00%
5	2	5.2 Parent Engagement & Education	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$77,230.00	0.00%
5	3	5.3 Parent Input Opportunities & Monitoring District Initiatives (Qualtrics)	Yes	LEA-wide	English learner (EL)	All Schools	$111,097.00	0.00%
6	1	6.1 Maintenance of technology in teaching and learning	Yes	LEA-wide	Low Income	All Schools	$9,273,676.00	0.00%
6	2	6.2 Technology Devices and digital resources	Yes	LEA-wide	Low Income	All Schools	$10,578,646.00	0.00%

6	3	6.3 Connectedness on Safe and Secure Campuses	Yes	LEA-wide	Low Income	Specific Grade Spans, 6-12	$2,521,146.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$309,436,871.00	$316,649,945.00

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	1.1 CTE Pathways &. STEAM	Yes	$7,500,000.00	$7,443,590.00
1	2	1.2 Equitable Access to A-G	Yes	$3,000,000.00	$3,093,898.00
1	3	1.3 AP Testing Cost	Yes	$200,000.00	$221,412.00
1	4	1.4 AVID Expansion	Yes	$2,500,000.00	$2,425,888.00
1	5	1.5 Extend Library Access	Yes	$50,000.00	$106,544.00
1	6	1.6 CA State Standards Aligned Instruction	Yes	$2,500,000.00	$2,513,412.00
1	7	1.7 Multi-Tiered System of Support	Yes	$2,500,000.00	$3,425,627.00
1	8	1.8 English Learner (EL) Categorical Teachers	Yes	$2,000,000.00	$1,410,425.00
1	9	1.9 Summer Matters Enrichment	Yes	$3,000,000.00	$2,840,841.00
1	10	1.10 Dual Immersion (repeated expenditure, Goal 1, Action 14)	No	$0.00	$0.00
1	11	1.11 Technology Accessibility and Assistance	Yes	$1,600,000.00	$1,456,403.00
1	12	1.12 Kindergarten Intervention	Yes	$5,000,000.00	$5,080,441.00
1	13	1.13 Supplemental and Concentration Funding	Yes	$2,500,000.00	$2,175,598.00
1	14	1.14 Credentialed Teachers, Classified Staff, Materials	No	$239,887,527.00	$239,887,527.00

		and Supplies			
1	15	1.15 Development of Credentialed Teachers, Classified Staff (repeated expenditure, Goal 1, Action 14)	No	$0.00	$0.00
1	16	1.16 College-Credit Courses	Yes	$200,000.00	$200,000.00
1	17	1.17 Long Term English Learners (LTELs)	Yes	$400,000.00	$400,000.00
2	1	2.1 Positive Behavior Interventions and Supports (PBIS)	Yes	$850,000.00	$829,703.00
2	2	2.2 Link Crew & W.E.B. (Where Everybody Belongs)	Yes	$106,500.00	$106,500.00
2	3	2.3 SEL Curriculum for TK-5 (Re-Think Ed!)	Yes	$200,000.00	$200,000.00
2	4	2.4 Mental Health Team - Clinical School Therapists (CSTs)	Yes	$2,500,000.00	$2,782,316.00
2	5	2.5 Character Counts!	Yes	$300,000.00	$306,141.00
2	6	2.6 Community Agency Counseling Support	Yes	$300,000.00	$300,000.00
2	7	2.7 Physical Education Program	Yes	$2,000,000.00	$1,591,840.00
2	8	2.8 Additional School Nurses	Yes	$1,000,000.00	$885,131.00
3	1	3.1 Program Specialists for Homeless and Foster Youth	Yes	$810,000.00	$848,934.00
3	2	3.2 Transportation	Yes	$285,000.00	$433,021.00
3	3	3.3 Supplemental Academic Support & Educational Experiences (Tutoring)	Yes	$110,000.00	$150,000.00
3	4	3.4 Homeless and Foster Youth - Professional Development	Yes	$15,000.00	$15,000.00
4	1	4.1 School Support: Additional Staff for SEL & PBIS	Yes	$4,500,000.00	$6,283,871.00
4	2	4.2 Online Resources for Library and Media Centers	Yes	$50,000.00	$53,000.00
4	3	4.3 Teacher instruction and support for the CA State	Yes	$2,500,000.00	$2,422,645.00

		Standards			
4	4	4.4 Leadership Development	Yes	$300,000.00	$377,087.00
4	5	4.5 Additional Teacher Professional Development Days	Yes	$2,997,379.00	$5,121,957.00
5	1	5.1 Public Relations and Communication	Yes	$660,000.00	$688,514.00
5	2	5.2 Parent Engagement & Education	Yes	$110,000.00	$77,230.00
5	3	5.3 Parent Input Opportunities & Monitoring District Initiatives (Qualtrics)	Yes	$80,000.00	$111,097.00
6	1	6.1 Maintenance of technology in teaching and learning	Yes	$8,500,000.00	$8,527,999.00
6	2	6.2 Technology Devices and digital resources	Yes	$6,350,000.00	$9,372,954.00
6	3	6.3 Connectedness on Safe and Secure Campuses	Yes	$1,500,000.00	$1,925,723.00
7	1	7.1 Alt Ed: CHS & WA - Additional Site Administration	No	$120,000.00	$115,000.00
7	2	7.2 Alt Ed: CHS & WA - Parent Liaison	No	$150,000.00	$135,000.00
7	3	7.3 Alt Ed: CHS & WA - MTSS Supports	No	$305,465.00	$307,676.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$74,631,491.00	$68,973,879.00	$74,631,491.00	($5,657,612.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	1.1 CTE Pathways &. STEAM	Yes	$7,500,000.00	$7,443,590.00	0.00%	0.00%
1	2	1.2 Equitable Access to A-G	Yes	$3,000,000.00	$3,093,898.00	0.00%	0.00%
1	3	1.3 AP Testing Cost	Yes	$200,000.00	$221,412.00	0.00%	0.00%
1	4	1.4 AVID Expansion	Yes	$2,500,000.00	$2,425,888.00	0.00%	0.00%
1	5	1.5 Extend Library Access	Yes	$50,000.00	$106,544.00	0.00%	0.00%
1	6	1.6 CA State Standards Aligned Instruction	Yes	$2,500,000.00	$2,013,412.00	0.00%	0.00%
1	7	1.7 Multi-Tiered System of Support	Yes	$2,500,000.00	$2,752,376.00	0.00%	0.00%
1	8	1.8 English Learner (EL) Categorical Teachers	Yes	$2,000,000.00	$1,410,425.00	0.00%	0.00%
1	9	1.9 Summer Matters Enrichment	Yes	$3,000,000.00	$2,840,841.00	0.00%	0.00%
1	11	1.11 Technology Accessibility and Assistance	Yes	$1,600,000.00	$1,456,403.00	0.00%	0.00%
1	12	1.12 Kindergarten Intervention	Yes	$5,000,000.00	$5,080,441.00	0.00%	0.00%
1	13	1.13 Supplemental and Concentration Funding	Yes	$2,500,000.00	$2,175,598.00	0.00%	0.00%
1	16	1.16 College-Credit Courses	Yes	$200,000.00	$200,000.00	0.00%	0.00%
1	17	1.17 Long Term English Learners (LTELs)	Yes	$400,000.00	$0.00	0.00%	0.00%
2	1	2.1 Positive Behavior Interventions and Supports (PBIS)	Yes	$850,000.00	$829,703.00	0.00%	0.00%
2	2	2.2 Link Crew & W.E.B. (Where Everybody Belongs)	Yes	$106,500.00	$106,500.00	0.00%	0.00%
2	3	2.3 SEL Curriculum for TK-5 (Re-Think Ed!)	Yes	$200,000.00	$200,000.00	0.00%	0.00%
2	4	2.4 Mental Health Team - Clinical School Therapists (CSTs)	Yes	$2,500,000.00	$2,782,316.00	0.00%	0.00%

2	5	2.5 Character Counts!	Yes	$300,000.00	$306,141.00	0.00%	0.00%
2	6	2.6 Community Agency Counseling Support	Yes	$300,000.00	$300,000.00	0.00%	0.00%
2	7	2.7 Physical Education Program	Yes	$2,000,000.00	$1,591,840.00	0.00%	0.00%
2	8	2.8 Additional School Nurses	Yes	$1,000,000.00	$885,131.00	0.00%	0.00%
3	1	3.1 Program Specialists for Homeless and Foster Youth	Yes	$810,000.00	$848,934.00	0.00%	0.00%
3	2	3.2 Transportation	Yes	$285,000.00	$433,021.00	0.00%	0.00%
3	3	3.3 Supplemental Academic Support & Educational Experiences (Tutoring)	Yes	$110,000.00	$150,000.00	0.00%	0.00%
3	4	3.4 Homeless and Foster Youth - Professional Development	Yes	$15,000.00	$15,000.00	0.00%	0.00%
4	1	4.1 School Support: Additional Staff for SEL & PBIS	Yes	$4,500,000.00	$6,283,871.00	0.00%	0.00%
4	2	4.2 Online Resources for Library and Media Centers	Yes	$50,000.00	$53,000.00	0.00%	0.00%
4	3	4.3 Teacher instruction and support for the CA State Standards	Yes	$2,500,000.00	$2,422,645.00	0.00%	0.00%
4	4	4.4 Leadership Development	Yes	$300,000.00	$377,087.00	0.00%	0.00%
4	5	4.5 Additional Teacher Professional Development Days	Yes	$2,997,379.00	$5,121,957.00	0.00%	0.00%
5	1	5.1 Public Relations and Communication	Yes	$660,000.00	$688,514.00	0.00%	0.00%
5	2	5.2 Parent Engagement & Education	Yes	$110,000.00	$77,230.00	0.00%	0.00%
5	3	5.3 Parent Input Opportunities & Monitoring District Initiatives (Qualtrics)	Yes	$80,000.00	$111,097.00	0.00%	0.00%
6	1	6.1 Maintenance of technology in teaching and learning	Yes	$8,500,000.00	$8,527,999.00	0.00%	0.00%
6	2	6.2 Technology Devices and digital resources	Yes	$6,350,000.00	$9,372,954.00	0.00%	0.00%
6	3	6.3 Connectedness on Safe and Secure Campuses	Yes	$1,500,000.00	$1,925,723.00	0.00%	0.00%

2025-2026 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)
$253,305,124.00	$74,631,491.00	0.00%	29.46%	$74,631,491.00	0.00%	29.46%	$0.00 - No Carryover	0.00% - No Carryover

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

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).