

LCFF Budget Overview for Parents

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

CDS Code: 19 64451 0000000

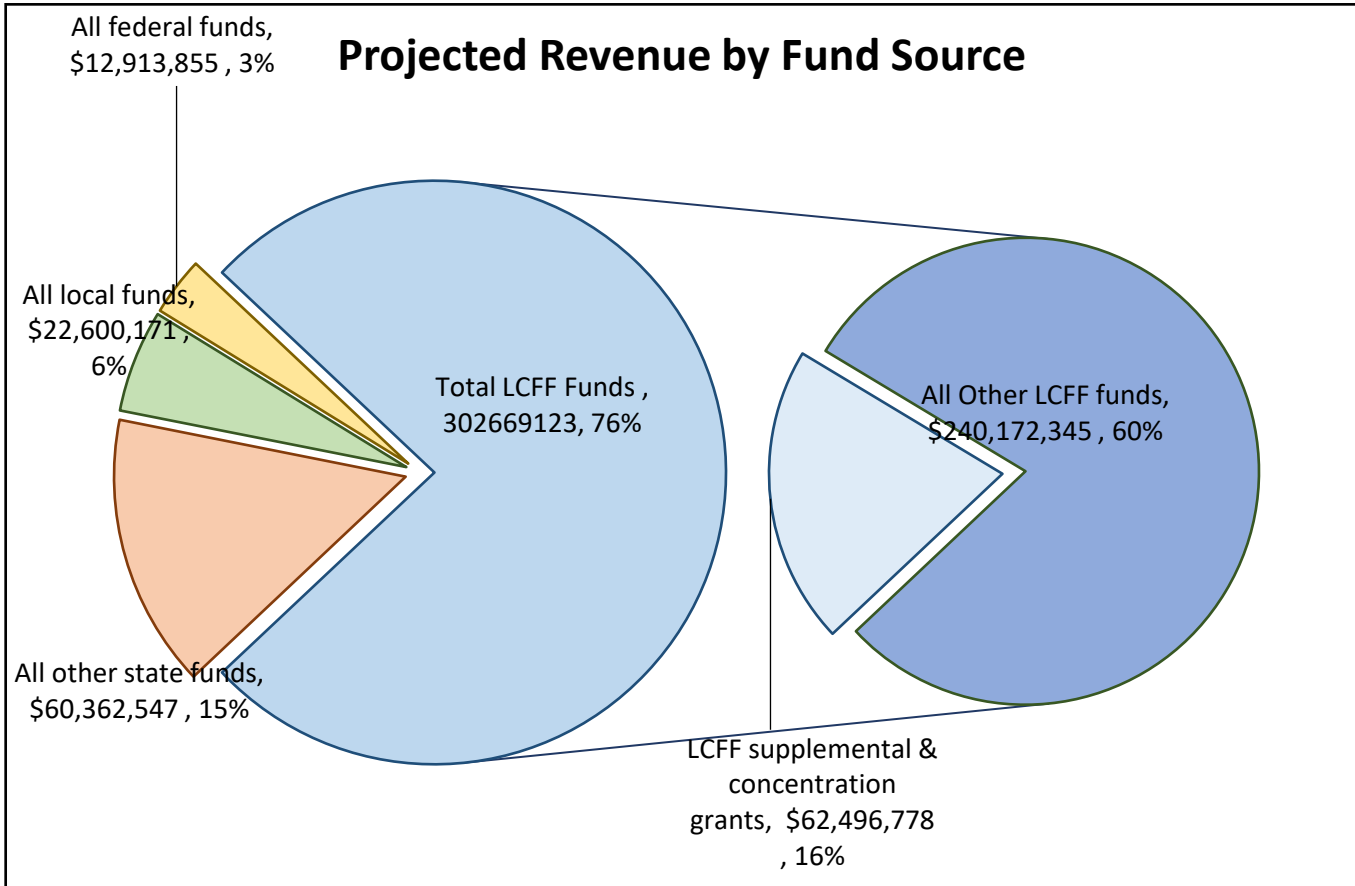
School Year: 2024-2025

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).

Budget Overview for the 2024-2025 School Year

Projected Revenue by Fund Source

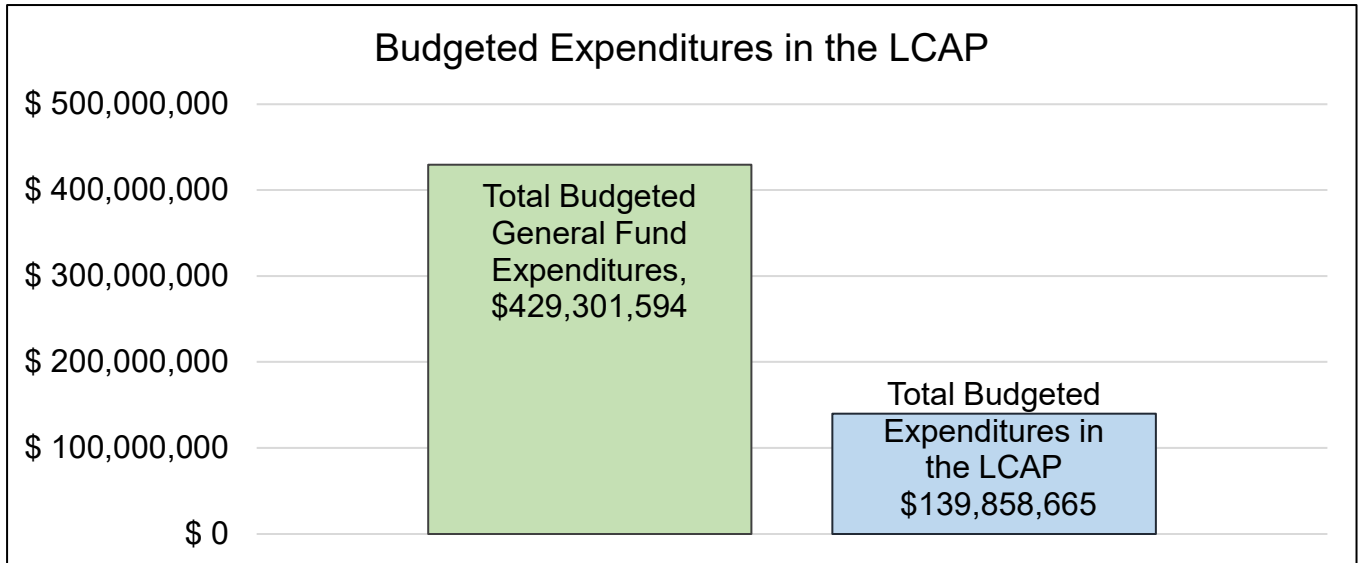


This chart shows the total general purpose revenue Downey Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Downey Unified School District is \$398,545,696.00, of which \$302,669,123.00 is Local Control Funding Formula (LCFF), \$60,362,547.00 is other state funds, \$22,600,171.00 is local funds, and \$12,913,855.00 is federal funds. Of the \$302,669,123.00 in LCFF Funds, \$62,496,778.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Downey Unified School District plans to spend for 2024-2025. 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 \$429,301,594.00 for the 2024-2025 school year. Of that amount, \$139,858,665.00 is tied to actions/services in the LCAP and \$289,442,929.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

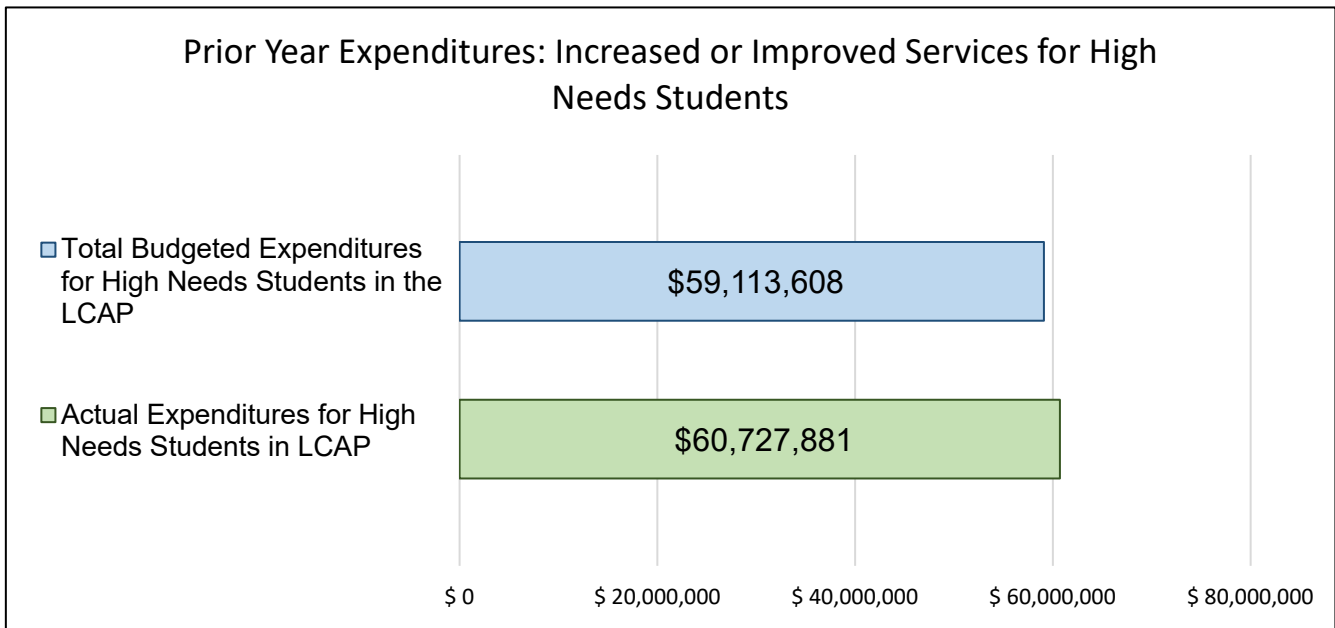
Eighty percent of the total General Fund Expenditures are allocated to cover the cost of salaries and statutory benefits and taxes of all employees. The remaining expenditures, cover the cost of the general operations of the district, such as maintenance and operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Downey Unified School District is projecting it will receive \$62,496,778.00 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 \$62,496,801.00 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 2023-2024



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 2023-2024, Downey Unified School District's LCAP budgeted \$59,113,608.00 for planned actions to increase or improve services for high needs students. Downey Unified School District actually spent \$60,727,881.00 for actions to increase or improve services for high needs students in 2023-2024.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downey Unified	Darryl Browning Director, Instructional Support Programs and Certificated Human Resources	dbrowning@dusd.net 562-469-6543

Goals and Actions

Goal

Goal #	Description
1	We aim to ensure that all students graduate college and career-ready. We aim to equip students with the 21st Century learning skills of creativity, communication, collaboration, critical thinking and civic responsibility. We aim to ensure that all students experience academic progress and success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
UC/CSU Eligible graduates	52.5% (2019-2020)	48.6% (2020-21)	53.2% (2021-22)	53.3% (22-23)	60%
AP Exam Passing Rate with a 3 or better	74% (2019-2020)	41% (2020-21)	50% (2021-22)	85% (22-23)	85%
AP Course Enrollment	6,010 (2019-2020)	1245 (2020-21 Unduplicated students. Students counted once regardless of # of AP courses taken.)	1310 -Unduplicated & 2013 -Duplicated (2021-22)	1586- Unduplicated & 4960- Duplicated (2022-23)	1,307 (Increase by 5% ; unduplicated student count)

SBA ELA: Percentage of All Students that meet/exceed standard	51.1% (2018-2019)	N/A	47.16% (2021-22)	50.43% (2022-23)	60%
SBA Math: Percentage of students that meet/exceed standard	39.7% (2018-2019)	N/A	31.5% (2021-22)	34.45% (2022-23)	50%
SBA ELA (Grade 3-8): Points from level 3	1 point above standard (2018-2019)	N/A	10.8 points below standard (2021-22)	4.2 points below standard (2022-23)	10 points above standard
SBA Math Grades 3-8: Points from level 3	31.1 points below standard (Yellow) (2018-19)	N/A	53.5 points below standard (2021-22)	45.3 points below standard (2022-23)	20 points below standard
English Learner Progress (making progress towards English language proficiency on the ELPAC) Students who are level 3 and level 4 on ELPAC	56.21% (2018-2019)	52.63% (2020-21)	50.8% (2021-22)	51.9% (2022-23)	64%
CTE Enrollment Rates	54% (2018-2019)	43% (2020-21)	77% (2021-22)	88% (2022-23) yearlong duplicated	64%
CTE Completion Rates: Percentage of students completing a CTE program and earning a high school diploma	29% (2018-2019)	12.4% (2020-21)	7.1% (2021-22)	11.3% (2022-23)	38%
Graduation Rate	96.6% (2019-2020)	94.4% (2020-21)	94.2% (2021-22)	95.4% (22-23)	98%
Reclassification Rate	10.3% (2019-2020)	12% (2020-21)	10% (2021-22)	15.3%(2022-23)	20%
Early Assessment Program ELA	57% Met/Exceeded Standard (2018-2019)	N/A	58.7% Met/Exceeded Standard (2021-22)	62.23% Met/Exceeded Standard (2022-23)	65%
Early Assessment Program Math (2018-2019)	32.24% Met/Exceeded Standard (2018-19)	N/A	24.1% Met/Exceeded Standard (2021-22)	25.05% Met/Exceeded Standard (2022-23)	45%
California Science Test (CAST)	25.5% (2018-2019)	N/A	23.79% (2021-22)	28.63% Met/Exceeded Standard (2022-23)	45%

Met/exceeded Standard					
Implementation of State Standards - Reflection Tool/Rating Scale (Local Indicator)	Standard Met (2018-2019)	Full Implementation (2020-21)	Standard Met (2021-22)	Standard Met (2022-23)	Standard Met
A-G and CTE Completion	41.5% (2019-20)	9.0 % (2020-21)	5.9% (2021-22)	9.6% (2022-23)	A-G: 50% CTE Course Participation: 7,000 students CTE 2 or more Courses Completed: 300 students
Adopted Course of Study - Response to Narrative Responses from CA School Dashboard (Local metric)	Standard Met (2018-2019)	Standard Met (2020-21)	Standard Met (2021-22)	Standard Met (2022-23)	Standard Met
Instructional Materials Report- Percentage of students who have access to standards-aligned instructional materials.	100% (2018-19)	100% (2020-21)	100% (2021-22)	100% (2022-23)	100%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1.1 Virtual Academy: The implementation of the Virtual Academy was implemented as planned. The graduation rate for VA was 95.2% with 31.6% meeting the CCI, and 83.3% meeting UC/CSU requirements. Moving forward into the 2023-24 school year, an adjustment was made to limited this program to elementary only this year due to declining enrollment. The District downsized the Virtual Academy to serve grades 1-5 only and added this program to an existing school site/administrative team. Therefore, not all funds were expended; under-expended by \$170,000.

Action 1.2 NGSS & SS PD: Planning and professional development of NGSS and Social Studies. Overestimated the cost of professional development in this action; Educator Effectiveness Fund (EEF) funded a portion of this action. The new Ethnic Studies course curriculum was completed and Board approved.

Action 1.3 K-16 Bridge: Fully implemented, budget met.

Action 1.4 AP Testing: Fully implemented, budget met.

Action 1.5 AVID: Fully implemented; Budget met.

Action 1.6 CTE Pathways: This action was fully implemented. Costs increased due to a 5% salary increase as well as the increase in costs for student competition including travel and registration as well as CTE equipment, materials & supplies.

Action 1.7 CA State Standards Aligned Implementation: Fully implemented. DUSD CAASPP scores demonstrate an increase in all areas of ELA, Math, and Science. We over-expended due an increase of academic planning hours, a 5% salary increase in salaries, and rising cost of supplies; over-expended by ~\$600,000.

Action 1.8 Summer Enrichment: Robust summer enrichment programs were fully implemented.

Action 1.9 English Learner Coordinators- Fully implemented and budget was met.

Action 1.10 Extend library Access. Overspent by \$35,565 due to increases in salary and benefits needed to keep the library open before and after school. Action was fully implemented.

Action 1.11 CCC Tech/Advisors: Fully implemented this action. Budget Met, \$615,000

Action 1.12 Accessibility of Media Technology: Fully implemented this action. Budget underspent by \$1,178,507.

Action 1.13 MTSS: Fully implemented; under-expended in this area. Academic interventionists were partially funded by ESSR funds. Under by \$350,000 = 16%

Action 1.14 Supporting A-G Completion: Fully implemented programs and resources for our low-income high school students to meet the A-G criteria; including the expansion of dual enrollment options for students. Budget Met.

Action 1.15 TK and K Interventionists- This action was fully implemented. Specific metrics for this action were not defined as the action was added recently. However, iReady (districtwide academic progress measuring tool) was used to monitor individual academic achievement. Teachers & staff were surveyed; results demonstrated that staff were satisfied & felt supported at this level. DUSD over-expended in this area due to larger-than-expected student enrollment. This year, DUSD expanded access to TK students and staffed full-time interventionists and teachers by an unpredictable increase in staffing to meet the need to support the actual enrollment of TK students. In addition, staff received a 5% increase in pay; over-expended by ~\$2,000,000.

Action 1.16 Supplemental and Concentration Funding- School sites were allotted per pupil budgets to address needs at their sites relevant to the LCAP and identified in their school plans. Budget was overspent by \$624,459.00.

Action 1.17 Credentialed teachers, classified staff, materials and supplies - fully implemented as intended. Budget Met.

Action 1.18 Professional Development (Repeated expenditure. Tied to Goal 1, Action 7)- fully implemented. We over-expended due an increase of academic planning hours, a 5% salary increase in salaries, and rising cost of supplies; over-expended by ~\$600,000.

Successes included the District's ability to meet student needs. Student benefitted from the services, programs and supports provided directly to students, to their teachers and classified staff. Downey USD was able to make adjustments in other goals to make up for the over-expenditures in this goal. Challenges included the District's inability to predict the fiscal impact on some of the actions with the increase in salaries and rising costs of materials and supplies.

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 1.1 Virtual Academy: Downsized the Virtual Academy to serve grades 1-5 only; added to an existing school site/administration. Underspent.

Action 1.2 NGSS & SS PD: Overestimated the cost of professional development in this action; Educator Effectiveness Fund (EEF) funded a portion of this action.

Action 1.6 CTE Pathways: Fully implemented. DUSD over-expended in this area due to an underestimate of the costs of student competition entries, travel costs, and staff supervision pay.

Action 1.7 CA State Standards Aligned Implementation: Fully implemented. We over-expended due an increase of academic planning hours, a 5% salary, and rising cost of supplies.

Action 1.10 Extend library Access: Action was fully implemented. Overspent due to salary increases for staff needed to keep the library open before and after school.

Action 1.12 Library Media Technicians: Action was fully implemented by the end of the school year however the cost to implement this action was transitioned to ESSER funding.

Action 1.13 MTSS: Fully implemented; under-expended in this area. Academic interventionists were partially funded by ESSR funds.

Action 1.15 TK and K Interventionists: This action was fully implemented. DUSD over-expended in this area. Underestimated the number of required staff as well as salary increases.

Action 1.16 Supplemental and Concentration Funding: This action was fully implemented. Schools sites required additional funding to meet the needs of the goals established in their school plans. Funding was reallocated to the school sites for this use.

In the programs and services that exceeded the planned budget, we reconciled by reallocating resources from actions where there was an under-expenditure.

Downey USD fully implemented all planned actions in Goal #1.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 1 Actions provided Downey Unified School District students with curriculum, support, and resources that increase learner engagement and achievement at every grade level. Despite continuing challenges from the pandemic and school closures in the 2020-21 and 2021-22 school years, DUSD implemented the LCAP as planned and was effective in meeting the actions in Goal 1 considering the challenges produced by the pandemic and school closures.

Actions 1.1, 1.5, 1.7, 1.8, 1.10, 1.11, 1.14, 1.15: DUSD slightly increased graduation to 95.4% (desired outcome: 98%), which is higher than the state and county percentages, we maintained our UC/CSU eligible rate at 53.3 % (desired outcome: 60%).

Actions 1.4, 1.5, 1.11, 1.14, 1.15: significantly increased our AP passing rate with a score of 3 or higher by 35 points to 85%, which met the desired outcome. AP enrollment increased by 276 unduplicated students and increased by 2,947 duplicated (multiple courses taken by one student); the desired outcome in this area was set to 1,307 unduplicated enrollments and the goal was exceeded by 279 students.

Actions 1.1, 1.2, 1.7, 1.8, 1.10, 1.11, 1.13, 1.14.1.15, 1.17, 1.18: CAASPP achievement data is interpreted with caution as we continue to see lingering implications of learning loss and SEL needs. In addition to using CAASPP data, we use iReady data to support the positive outcomes and successes of our District. In the area of SBA:ELA scores among all students, we increased to 50.43% at "Met/Exceeded Standard" (desired outcome: 60%). In SBA:Math scores among all students, we increased to 34.45% at "Met/Exceeded Standard" (desired outcome: 50%). Students in grades 3-8 in SBA: ELA increased 6.6 points to 4.2 points "Below Standard" (desired outcome: 10 points Above Standard). Students in grades 3-8 in SBA: Math increased 8.2 points to 45.3 points "Below Standard" (desired outcome: 20 points Below Standard). Early Assessment: ELA demonstrates an increase of 3.5 points to 62.23% in "Met/Exceeded Standard" (desired outcome: 65%). Early Assessment: Math demonstrates a slight increase of about 1 point to 25% in "Met/Exceeded Standard" (desired outcome: 45%). DUSD's students demonstrate an increase in achievement in CAST by almost 5 points from 23.8% to 28.6 % in "Met/Exceeded Standard" (desired outcome: 45%). In terms of TK-K, iReady (districtwide academic progress measuring tool) was used to monitor individual academic achievement. Teachers & staff were surveyed; results demonstrated that staff were satisfied & felt supported at this level.

Actions 1.1, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14, 1.15, 1.16: Our English Learners "Making Progress" increased by 1 point to 51.9%; the desired outcome of 64% was not met. The reclassification rate increased from 10% to 15.3%. Though there is significant improvement in this area, the desired outcome of 20% reclassification was not met.

Actions 1.3, 1.6, 1.12, 1.15: Our Career Readiness Indicators demonstrate that CTE Enrollment's baseline (duplicated) was 54% in 2018-19. The enrollment rate has significantly increased each year; from 77% in the 2021-22 to 88% in the 2022-23 far exceeding the desired outcome of 64%. CTE completers have increased 4.2 points to 11.3% but did not meet the desired outcome set at 38%. Of our graduates in the Class of 2023, 9.6% met the A-G eligibility criteria AND completed at least one CTE Pathway. This percentage is an increase of 3.7% from the previous graduate class. However, the A-G & CTE rate's desired outcome of 50% was not met.

All actions: On local indicator measures, we were at a “standard met” in Implementation of State Standards and Adopted Course of Study and met our goal of 100% in the Instructional Materials Report.

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

Action 1.1 Virtual Academy: will be downsized to serve grade 5 only in 2024/25 and will be abolished the following year due to lack of need for an online learning platform for elementary school.

Action 1.2 & 1.7 were combined. NGSS/SS PD (1.2) & CA State Standards Aligned Materials and Training (1.7): Planning and professional development of NGSS and Social Studies falls under the description and intent of action 1.7, providing resources and training to meet the CA State Standards, therefore in subsequent years, support of NGSS and SS will become an element of the CA State Standards action item. To be identified as Action 1.6 in the new 3-year plan.

Action 1.7 CA State Standards Aligned Materials and Training: focuses on CA State Standards, moving forward this action will also include consultation services to align instructional practices to maximize student achievement in the areas of state standards. In addition, this action will also include instructional inclusive practices to provide access and maximize all students' academic achievement in the general education setting, such as co-teaching, push-in support, district- and site-level consultation with teacher/staff training that support the implementation of inclusive practices. To be identified as Action 1.6 in the new 3-year plan.

Actions 1.3, 1.11 and 1.14 were combined. Bridge Program (1.3), College and Career Technicians (1.11), and Reach Higher Initiative were condensed into one action. College & Career technicians support the Bridge Program to facilitate students' post-secondary transitions. This action will continue to provide college-going resources and supports provided by guidance counselors and college & career technicians. To be identified as Action 1.2 in the new 3-year plan.

Action 1.13 will also provide MTSS per the Community Schools Initiative & referrals made by them. To be identified as Action 1.7 in the new 3-year plan.

Action 1.15 TK/K- TK Interventionists will be moved to another funding source as the staffing ratio has become law. One and a half hours a day Kindergarten classes will continue to be supported by an Interventionist. To be identified as Action 1.12 in the new 3-year plan.

Action 1.16 will be added to the 24-25 LCAP. This action covers college-credit courses and materials; this will expand college & career readiness options for students.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Suspension Rate	3.1% (2019-2020)	0.1% (2020-21)	3.2% (2021-22)	3.5% (2022-23)	1.5%
Attendance Rate	95.4% (2019-2020)	90% (2020-21)	89.42% (2021-22)	92.7% (2022-23)	97%
Chronic Absenteeism	8.3% (2019-2020)	11.6% (2020-21)	37.7% (2021-22)	30.5% (2022-23)	5%
Middle School Dropout Rate	0% (2018-2019)	0% (2020-21)	0% (2021-22)	0% (2022-23)	0%
High School Dropout Rate	2.1% (2018-2019)	4.2% (2020-21)	3% (2021-22)	3.7% (2022-23)	1%
Expulsion Rate	0% (2018-2019)	0% (2020-21)	0% (2021-22)	0% (2022-23)	0%
School Climate : % of students who Strongly Agree or Agree with the statement, "I feel safe at school." (LCAP Survey)	90% (LCAP Spring Survey 2020)	88.9% (LCAP Spring Survey 2021)	85.3% (LCAP Spring Survey 2022)	90% (LCAP Spring Survey 2023)	93%
School Climate : % of teachers who Strongly Agree or Agree with the statement, "Adults in my school treat students with respect."	97% (LCAP Survey Spring 2020)	97.3% (LCAP Survey Spring 2021)	88.6% (LCAP Survey Spring 2022)	88% (LCAP Survey Spring 2023)	97%
School Climate : % of parents who Strongly Agree or Agree with the statement, "The students at my child's	83.3% (LCAP Spring Survey 2020)	88.3 % (LCAP Spring Survey 2021)	84.4% (LCAP Spring Survey 2022)	85% (LCAP Spring Survey 2023)	95%

school treat each other with respect."					
School climate: School connectedness. % of students who feel connected to their school teacher (feel the teacher cares for them) and feel they are recognized when they do well.	84% (LCAP Spring Survey 2020)	89.2% (LCAP Spring Survey 2021)	81.7% (LCAP Spring Survey 2022)	83% (LCAP Spring Survey 2023)	92%
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."	85% (LCAP Spring Survey 2020)	84.8% (LCAP Spring Survey 2021)	83.4% (LCAP Spring Survey 2022)	86% (LCAP Spring Survey 2023)	88%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Downey USD fully implemented all planned actions in Goal #2. An overall success is the communication among staff and most education partners to maximize support for all students. A challenge in meeting this goal was the limited engagement of our students & families with most needs.

Action 2.1 This action which addresses PBIS has been fully implemented. Each school has a school culture team that has attended planning, training and coaching sessions throughout the year. All school sites have been provided an allocation for expenses incurred in the development of their individual programs. Budget spent.

Action 2.2 Link Crew and WEB- This action has been fully implemented. Our Middle and high schools have robust programs that support the transitions as students matriculate from Elementary to Middle and Middle to High School. Budget spent.

Action 2.3 Mental Health and Wellness support - This action was fully implemented. Clinical Therapists, Interns and our Wellness center clerks support mental health needs at all school sites. The reduced expenditure is due to the cost of the interns that was estimated as a salary, but charged as hourly employees which resulted in a significant cost savings. Wellness Center Clerks were budgeted for in this LCAP line however they were paid through ESSER funding this past year.

Action 2.4 Community Day School - Fully implemented at Woodruff Academy budget met. (under by \$75,000 9%)

Action 2.5 Character Counts - Fully implemented and spent.

Action 2.6 Community Agency Mental Health Support to Schools. Action item met, additional mental health services provided to students and families through outside agencies. Budget met.

Action 2.7 Additional counselor support at middle and high schools.- Two counselors were added, one for each comprehensive high school however, salary expenses for these new employees came in lower than was budgeted. The action was modified in that middle schools were not supported in this action, but did receive similar support through the addition of Deans described in Goal 4. The additional counselors at the high schools were able to support students as they navigate the many options such as CTE Pathways and Early College options as they develop a learning plan to graduate college and career ready.

Action 2.8 Increase PE programs- The increased expenditures for this action is due to the cost of salaries increasing during the school year with a 5% raise and the addition of a veteran teacher to the PE team at a higher pay rate. The action was fully implemented.

Action 2.9 Nursing staff - Fully implemented-budget not fully spent.

Action 2.10 Social and emotional support for at-risk students (TLC) Fully implemented, funding spent.

In the programs and services that exceeded the planned budget, we reconciled by reallocating resources from actions where there was an under-expenditure.

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 2.3 Clinical Therapists, Interns and Clerks for Wellness centers were fully implemented, however funds were not fully spent. The reduced expenditure is due to the cost of the interns that was estimated as a salary, but charged as hourly employees which resulted in a significant cost savings. Wellness Center Clerks were budgeted for in this LCAP line however they were paid through ESSER funding this past year.

Action 2.7 Additional counselor support at middle and high schools. This action was implemented at the high schools. Middle schools were supported similarly via Goal 4. Salary expenses for these new employees came in \$55,492 lower than was budgeted.

Action 2.8 Increase PE programs- This action was overbudget due to the salary increases. The action was fully implemented.

Action 2.9 Additional Nursing support- This action was under budget because not as many nurses were needed as were budgeted for. All schools were supported with nursing staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Downey USD was somewhat effective in making progress towards the desired outcomes in Goal 2 though there are actions that did not meet the desired outcome as established prior to the pandemic. Due to the unprecedented nature of the global pandemic and subsequent impact it has had on students and families, we continue to see the effects across behavior incidents, school attendance, and high school dropout rates where we did not meet our desired outcomes. Although we did not meet all our School Climate rate goals, we matched or slightly exceeded our pre-pandemic baselines demonstrating we have made progress since the pandemic and are effective in our efforts to help our students feel safe and connected to school even with the unprecedented impact of the global crisis.

Action 2.1, 2.3, 2.5, 2.6, 2.10: Suspension rates have fluctuated since our return to school from the pandemic school closures. The suspension baseline rate is 3.1% and we maintained a 3.5% suspension rate (desired outcome: 1.5%).

Actions 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10: DUSD's attendance baseline rate is 95.4% and we have decreased to 92.7% (desired outcome: 97%). The Chronic Absenteeism baseline rate is 8.3% and it significantly increased to 37.7% in the 21-22 school year following our return to in-person attendance post-pandemic; however the Chronic Absenteeism rate has dropped 7.2% to 30.5% in the 22-23 school year (desired outcome: 5%).

Actions 2.3, 2.4, 2.7, 2.10: Downey Unified does not have dropouts in middle school but data shows a slight increase in high school dropouts. The baseline set in the 2018-19 school year is 2.1%. In the 2020-21 school year, due to the global pandemic, the dropout rate increased to 4.2% . The dropout rate for the 2022-23 school year is 3.7% (desired outcome: 1%). The expulsion rate baseline has been 0% each school year since the 2018-19 school year.

Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10: Survey data completion by students demonstrate that 90% feel “safe at school”. This rate matches the baseline rate though there was a slight dip in the rate during school closures. The desired outcome rate was set at 93%. Teacher survey data states that 88% of them agree with the statement, “Adults in my school treat students with respect.” Both the baseline and desired outcome rates were 97%. Parent data shows that 85% of parents strongly agree or agree that “students ... treat each other with respect.” (desired outcome: 95%). Parents survey data also demonstrates that 83% of parents feel that their child feels connected to their school teacher and feel recognized when they do well. The baseline is 84%; desired outcome was set at 92%.

2.1, 2.3, 2.4, 2.5, 2.6, 2.10: In spite of the efforts as demonstrated on the CA Dashboard, the graduation rate for our Homeless students declined by 2.9% to 87% of 69 students. The suspension rate for this group slightly increased by 0.7% to 9.6% of 188 students. Our students who are Homeless decreased in academic performance on the CAASPP in ELA by 25.6 points to 87 points below standard and in Math increased by 5.9 points to 115.6 points below standard. The increasing needs and increasing numbers of homeless students will be addressed in the next plan within our new goal 3 for Homeless and Foster Youth.

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

Action 2.1 This action which addresses PBIS has been fully implemented. All school sites have been provided an allocation for start up costs and expenses incurred in the development of their individual programs. Since all sites now have programs running, the budget allocation will be decreased next year.

2.7 (30) The implementation of counseling support at our middle and high schools is a continued effort however in subsequent years this will be addressed in goal 1 Action 1.2 in support for completing A-G requirements for graduation.

Action 2.10 Social and emotional support for at-risk students- True Lasting Connections (TLC), DUSD’s family resource center, will continue to serve our community but will do so within the scope of Community Schools Grant funding. Action 2.10 will no longer be a part of LCAP.

Goal 2 will continue to address the social emotional supports for all students and encourage engagement. We recognize that due to our Homeless population’s low academic performance and increased suspensions, the District will focus on this population and include our students identified as Homeless into goal #3 to meet their unique needs along with our Foster Youth. Moving forward, Goal #3 will focus specifically on our Foster Youth and Homeless groups.

Updated metrics: The California Healthy Kids Survey (CHKS) School Connectedness and Safety data will be used in the new plan to measure outcomes for the actions in Goal 2.

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.

Goal

Goal #	Description
3	Promote and increase positive outcomes for our foster youth. We aim to decrease the gap between our overall student group and foster youth in the following areas: <ul style="list-style-type: none"> • Academic Achievement • Chronic Absenteeism • Suspension rate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
ELA CAASPP (Foster Youth)	113.5 points below standard (2021-22)			52.3 Points below standard (2022-23)	107 points below standard
Math CAASPP (Foster Youth)	59 points below standard (2021-22)			105.9 points below standard (2022-23)	54 points below standard
Chronic Absenteeism Rate (Foster Youth)	35.3% (2021-22)			24.5% (2022-23)	25.3%
Suspension Rate (Foster Youth)	8.5% (2021-22)			9.8% (2022-23), Spring 2024 6.09%	6.5%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 3.1 Foster Youth Program Specialists: This action was fully implemented. The program specialists serve as a direct support to the students and families involved. Program specialists also serve as liaisons to outside agencies that work with these students in an effort to increase positive outcomes for each student. Our Foster Youth demonstrated growth in academic achievement in the area of ELA but decreased achievement in Math. DUSD will continue to focus on our Foster Youths' outcomes in both areas but emphasize support in the area of Math. However, students identified as Foster Youth improved in Chronic Absenteeism by 10.8%. The district over-expended in this area due to 5% pay raises granted this year.

Action 3.2 Transportation for Foster Youth. This action was successfully implemented. Budget Met.

Action 3.3 Supplemental Academic Support & Educational Experiences: This action was fully implemented. Our Foster Youth demonstrated growth in academic achievement in the area of ELA but decreased achievement in Math. DUSD will continue to focus on our Foster Youths' outcomes in both areas

but emphasize support in the area of Math. However, students identified as Foster Youth improved in Chronic Absenteeism by 10.8%. Budget spent. Action 3.4 This action was fully implemented. Although resources and professional development to support our Foster Youth has been a focus, the District's local indicators demonstrate that the rate of suspension among our Foster Youth has increased by 1.3%. We will continue to focus in this area. Our Foster Youth's needs and identified schools will adequately address the needs of Foster Youth at their site with District-level professional development and ongoing support.

The actions in this goal were all fully implemented. The district will continue to evaluate data to identify how to strengthen our support services to maximize our FY's engagement in school.

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 3.1 Foster Youth Program Specialists: Fully implemented supports and services. DUSD over-expend due to 5% salary raises. Over by \$180,552.

In the programs and services that exceeded the planned budget, we reconciled by reallocating resources from actions where there was an under-expenditure. Downey USD fully implemented all planned actions in Goal #3.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The focus on our Foster Youth has been effective in areas previously identified as areas of need.

Actions 3.1, 3.2, 3.3, 3.4: Our Foster Youth significantly improved their academic performance in ELA (CAASPP) growing from a baseline of 113.5 points below standard in 2021-22 to 52.3 points below standard in the 2022-23 school year; a gain of 61.2 points. The desired outcome in this area was set to 107 points below standard which was exceeded. Math CAASPP scores demonstrate a significant drop in academic achievement. The baseline was 59 points below standard in 2021-22 with a desired outcome at 54 points below standard. Unfortunately, CAASPP data shows that our Foster Youth are at 105.9 points below standard in 2022-23.

Action 3.1, 3.3, 3.4: The Chronic Absenteeism rate for our Foster Youth in the 2022-23 school year was 24.5%, just shy of the desired outcome set at 25.3%. The baseline was at 35.3% in the 2021-22 school year.

Actions 3.1, 3.3, 3.4: Suspension rates among our Foster Youth continue to be an area of concern. The baseline in 2021-22 was 8.5% and increased to 9.8% in 2022-23 according to the CA Dashboard. The desired outcome was set at 6.5%.

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

Moving forward, this goal will continue to keep the District accountable for the needs of this special population of students. In addition, this goal will include our students who are identified as Homeless. Local indicators demonstrate that our homeless youth would benefit from support and services that meet the needs of their individual situations, especially in the areas of academic achievement and rate of suspensions.

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.

Goal

Goal #	Description
4	We aim to hire the best teachers, ensure a highly effective and trained staff and promote opportunities for shared and distributed leadership. Provide students and staff members access to world-class tools and resources (see Facilities)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Fully Credentialed and Appropriately Assigned Teachers	100% (2020-2021)	99% (2021-22)	99% (2022-23)	99% (2023-24)	100%
Percentage of Staff who are overall satisfied as an employee of DUSD	94.6% (Spring 2020)	91% (Spring 2021)	89.1% (Spring 2022)	92% (Spring 2023)	95%
Percentage of Staff who feel they have the necessary training to be successful in their job	72.9% (Spring 2020)	70% (Spring 2021)	63% (Spring 2022)	66% (Spring 2023)	80%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

4.1 Strengths Training-This action was fully implemented and budget met.

4.2 Illuminate (assessment analysis tool)- This action was fully implemented and Illuminate continues to be used by teachers to create assessments and monitor student achievement. Budget met.

4.3 VP's and Deans- This item was fully implemented and the budget was met.

4.4 Library/Media Center software- This action was fully implemented yet underspent by \$13,217 due to an overestimation of the cost of library software expenses.

4.5 TOSA's - This action was fully implemented. Teacher specialists support students throughout the grades and across subject matter. Budget was exceeded due to salary increases.

4.6 Build school leaders- This action was fully implemented. Administrators were supported in their efforts to develop PLC's. This action was underspent due to overestimation of consultation fees by \$115,542

4.7 STEAM TOSA/PD- This action was fully implemented, however the cost of services and instructional materials to support the action were less than estimated. Budget met.

4.8 Additional Teacher Professional Development Days- this action was fully implemented as planned. This PD provided teachers with the opportunity to maximize instruction for all learners from the onset of the school year. Budget met.

All actions were implemented as planned. Successes include the district's ability to appropriately assign a high percentage of fully credentialed staff and to fill the positions that were vacated during and post-COVID. Some challenges include significant turnover in our teaching staff and a dip in overall job satisfaction and engagement in trainings after our return to in-person teaching post-COVID. Survey data will be analyzed and will drive future trainings in the areas that teachers identify to be of greatest need to support their effectiveness in the classroom.

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.

4.4 Library/Media Center software- This action was fully implemented yet underspent by \$13,217 due to the overestimation of the cost of library software.

4.5 TOSA's -over by \$310,000, 12%, due to raises . This action was fully implemented. Teacher specialists support students throughout the grades and across subject matter.

4.6 Build school leaders- This action was fully implemented but underspent by \$115,542 due to the overestimation of consultation fees.

4.7 STEAM TOSA/PD- This action was fully implemented, but the budget was underspent by \$36,000 or 15% due to an overestimation.

In the programs and services that exceeded the planned budget, we reconciled by reallocating resources from actions where there was an under-expenditure. Downey USD fully implemented all planned actions in Goal #4.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The initial metrics do not align with the actions, other metrics discussed demonstrate that the actions were effective. The job satisfaction data demonstrates that Downey USD has been effective in supporting our staff through the lasting impact of the global pandemic on our staff. In contrast, our teachers/staff identified that they do not find trainings to be effective.

The actions' metrics include a high rate of fully credentialed teachers who are appropriately assigned. This metric highlights the District's ability to procure effective teachers to maximize student outcomes. Moving forward, teachers will be surveyed during professional developments for follow up professional development and/or supports to identify specific areas of need/interest.

Action 4.1 Strengths Training is part of the evaluation process and will continue to support teachers' individuality. Ongoing training in this area will include a clearer message of how this training directly ties to their teaching practice and informs the evaluation process. Teachers identified trainings were not as effective as the district intended.

Action 4.2 Illuminate- A tool used to create and monitor student progress was effective in supporting goal-attainment; data collection and reports from Illuminate provided opportunities to analyze data and the outcome reports were used to drive PLC discussions, approaches. Illuminate training will continue to be provided. Basic and expansion of the tool's options will be taught and supported throughout the school year to maximize its implementation to drive student-focused practices. This action will be moved to Goal 1, where it will contribute to measuring student achievement and the identification of needs.

Action 4.3, SEL & PBIS- This action was effective as demonstrated by survey data completed by education partners. Student responses demonstrate that 90% feel "safe at school". This rate matches the baseline rate though there was a slight dip in the rate during school closures. The desired outcome rate was set at 93%. Teacher survey data states that 88% of them agree with the statement, "Adults in my school treat students with respect." Both the baseline and desired outcome rates were 97%. Parent data shows that 85% of parents strongly agree or agree that "students ... treat each other with respect." (desired outcome: 95%). Parents survey data also demonstrates that 83% of parents feel that their child feels connected to their school teacher and feel recognized when they do well. The baseline is 84%; desired outcome was set at 92%.

Action 4.4, Online Resources for Students- This action was effective. This goal provided secondary students with online academic support and resources; SED population as a target. Graduation Rates (2023) demonstrate that graduation rates for our SED population is higher than our overall graduation rate, SED: 95.6%, All: 95.3%.

Action 4.5, Academic TOSAs- This goal was somewhat effective. This goal provided additional academic preparation support to teachers to maximize student learning. Academic performance increased in ELA in elementary schools and graduation rates increased.

Action 4.6, Leadership Development- This goal was effective overall. This goal supported the improvement of first-best instructional practices on their sites. Academic performance increased in ELA in elementary schools and graduation rates increased. Reclassification of students in the EL program and CTE enrollments increased.

Action 4.7, STEAM Support- This action was effective. Students improved on CAST assessment.

Action 4.8, Additional PD Days for teachers- This goal was somewhat effective in most content areas. The SBAC scores demonstrate most schools improved in ELA, Science, increased CTE completion and graduation rates.

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

The results from reflection on prior practice demonstrated that this goal was ineffective as written; some actions will be moved from this goal to other goals where they align better. Strength training, 4.1, will be removed from LCAP. Although teachers expressed that the PD provided was not satisfactory, the PD had been fundamental to teaching practices at DUSD and was necessary to maximize the implementation of tools and strategies to support learner outcomes by the high number of new teachers.

4.1 Strengths Training- This action will be eliminated from the LCAP in the next year. Our DUSD staff has been trained and will continue to use and benefit from this experience as we collaborate with one another, however any subsequent training will be completed from other funding sources.

4.2 Illuminate- Our schools continue to use Illuminate to create assessments and monitor student data. This tool will be enveloped into our implementation of

MTSS within the Student Achievement Goal.

4.7 STEAM TOSA/PD- This action will be enveloped in an action within Goal 1 in the next year as the STEAM TOSA and program are better suited to and support student achievement.

The actions in goal 4 will focus on supporting staff, teachers, and leaders; will not include tools / resources for students. Metrics are adjusted to directly measure each action and uses a combination of education partners feedback, student performance data, and student surveys to measure their effectiveness.

A new question will be added to the staff's LCAP survey to directly align to Action 4.3. "Teachers: to what extent to you agree with the following statement: "I implement the California Teaching Standards in my daily lessons.""

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.

Goal

Goal #	Description
5	We actively involve parents and community members in decision making at the school and district level. We give parents the tools they need to help their children succeed. We build connections between the community and the schools so as to foster investment in education. We provide meaningful and transparent communication with all stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Parent Input in Decision Making	34% (Percentage of Parents completing survey, Spring 2020)	27% (Spring 2021)	50% (Spring 2022)	42% (Spring 2023)	40%
Parent participation in child's education	92% of all parents agree that their child's school encourages parents to participate in their child's education. (Spring 2020 Survey) *revised	84.8% (Spring 2021 Survey) *revised	91% (Spring 2022 Survey)	91.73% (Spring 2023 Survey)	93%

Parent involvement in decision making	85% strongly agree or agree that their child's school involves parents when making decisions about school programs. (LCAP Spring Survey 2020) *revised	85% (LCAP Spring 2021) *revised	84% (LCAP Spring 2022 Survey)	85.88% (Spring 2023 Survey)	90%
Effective communication with parents	91% strongly agree or agree that their child's school communicates effectively with parents. (2020 Spring LCAP Survey) *revised	91% (2021 Spring LCAP Survey) *revised	90% (2022 Spring LCAP Survey)	91.14% (2023 Spring LCAP Survey)	93%
Communicating in home language	96% strongly agree or agree that their child's school sends information home in a language they understand (Spring 2020) *revised	96% (Spring 2021) *revised	96% (Spring 2022)	96.41% (2023 Spring LCAP Survey)	96%
Parent participation in programs for unduplicated pupils	30% participate in parent workshops (Spring 2020)	25% (Spring 2021)	27% (Spring 2022)	21% (Spring 2023)	45%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 5.1 Monitoring District Initiatives (Qualtrics): Fully implemented this action. Budget met.

Action 5.2 Public Relations-: Fully implemented this action. Budget Met.

Action 5.3 Interpreters at School Board Meetings- Fully implemented this action. Budget Met.

Action 5.4 Parent Academies- Fully implemented this action. Budget met.

All the actions in Goal 5 were fully implemented. Successes include parent input is considered in the decision-making process and communication with parents in their home language. We are marginally close to meeting the desired outcomes in (1) parents identifying that they participate in their child's education and (2) effectively communicating with families. Areas of challenge include documenting parent participation of students who are eligible for unduplicated counts. There is a possibility that the impact of COVID and school closures may have strongly impacted these our unduplicated-eligible families. The district feels that the data in these metrics for these groups are comparable to what the overall data shows. The data collected may be skewed due to the ineffective self-identification prompt in the parent survey. In general, we identify that connections and communications with parents/families are strong and

we'll continue with ongoing outreach to our unduplicated-eligible families to engage with them.

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.

Downey USD fully implemented all planned actions in Goal #5.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Downey Unified has been effective in meeting some actions' desired outcomes and making progress towards meeting goal 5. The data in the actions demonstrate that the impact of the global pandemic had a negative effect on our families but the District's efforts to engage parents is on an upward trend.

Actions 5.1, 5.2, 5.3, 5.4: Parent Engagement data demonstrates that 42% of parents feel they have an opportunity to provide input to the decision making process at their site. The desired outcome was exceeded by 2%, set at 40%.

Actions 5.1, 5.2, 5.3, 5.4: The baseline data of "Parents agree that their child's school encourages parents to participate in their child's education" was 92% in spring 2020 and dropped to 84.8% in 2021. The spring 2023 survey shows that 91.73% of parents agree which is below the 93% set for the desired outcome.

Actions 5.1, 5.2, 5.3, 5.4: Almost 86% of parents (85.88% in spring 2023) of parents agree that their child's schools involve them when making decisions about school programs. The baseline was 85% in 2020 and the desired outcome was set at 90%.

Actions 5.1, 5.2, 5.3, 5.4: The parent survey data shows that there has been a steady rate of about 91% (91.14% in spring 2023) of parents who agree that their child's school communicates effectively with them. The baseline was 91% in spring 2020, and the desired outcome was set at 93%.

Actions 5.1, 5.2: The parent survey data shows that there has been a steady rate of about 96% (96.41% in spring 2023) of parents who agree that their child's school sends information in a language they understand. DUSD slightly surpassed the desired outcome set at 96%. The baseline was 96% in spring 2020.

Actions 5.1, 5.2, 5.3, 5.4: The data for participation rates for parent workshops, of 27%, among parents of unduplicated student groups shows that DUSD did not meet the desired outcome of 45%. The baseline was set at 30% in spring 2020.

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

Action 5.3 which provided translation services at School Board meetings will be combined with action 5.4 which addresses translation at all parent meetings, workshops and events. This action will be identified as Action 5.2 in the new 3-year plan.

Action 5.4 Parent Academies: This action will be identified as Action 5.2 in the new 3-year plan. The metrics are updated and based on perception data. The desired outcome in this action was not met. Reflection on prior practice informs the need to maintain the budgeted allowance to remain the same and outreach to parents will continue as we effectively use the budgeted funds to meet the demands of engaging parents of unduplicated students.

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

Goal

Goal #	Description
6	We aim to upgrade and modernize our facilities, technology and equipment. We aim to give students access to the latest and best equipment to bridge the opportunity and digital divide. We aim to ensure safe, secure and aesthetically pleasing learning environments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SBA ELA: Percentage of all students that met/exceeded standard	51.1% (2018-19)	N/A	47.2% (2021-22)	50.42% (2022-23)	60%
SBA Math: Percentage of students that met/exceed standard	39.7% (2018-19)	N/A	31.5% (2021-22)	34.45% (2022-23)	50%
Chronic Absenteeism for Low-income	8.3 % (2019-20)	16% (2020-21)	42.1% (2021-22)	33.4% (2022-23) 26.6% Feb.2024 review	5%
Chronic Absenteeism for HFY	HY: 34.1% (2018-19) FY: 20.6% (2018-19)	HY- 44.5% (2020-21) FY- 33.5% (2020-21)	HY - 61.3% (2021-22) FY - 35.3% (2021-22)	HY- 58.9% (2022-23) 33.5% Feb.2024 FY- 24.5% (2022-23) 28.6% Feb.2024	HY: 30% FY: 18%
Facilities in "Good Repair"	100% of schools received an overall rating of exemplary. (2020-21)	100% (2021-22)	100% (2022-23)	100% (23-24)	100%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 6.1 21st Century Learning Communities Initiative: Action fully implemented. Budget overspent due to salary increases. Technology initiatives are fully supported with staff for tech support and instructional technology support. Our students are thriving in robotics and esports as these options for students grow.

Action 6.2 Technology Integration: Action fully implemented. Under-expended.

Action 6.3 Connectedness & Safety: Action fully implemented. Campuses are staffed with support personnel to enhance safety and provide a welcoming environment. Budget met.

An overall challenge with the implementation of this goal was keeping up with the ever-changing needs and quantities of advances in technology and facilities.

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 21st Century Learning Communities Initiative: This action was fully implemented. The over-expenditure of this action item is due to salary increases.

Action 6.2 Technology Integration: Action fully implemented. There was under-expenditure ; a portion of this action's funding was set aside for new technology but the large order was postponed.

In the programs and services that exceeded the planned budget, we reconciled by reallocating resources from actions where there was an under-expenditure.

Downey USD fully implemented all planned actions in Goal #6.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Downey USD's data trends for Goal 6's metrics demonstrate that we are making progress to meeting the desired outcomes in most actions.

Action 6.1, 6.2: The CAASPP ELA data shows that students met/exceeded standard at a rate of 50.42% in spring 2023. The baseline was set at 51.1% in the 2018-19 school year, then post-pandemic, dropped to 47.2 in 20/21. The desired three year outcome was 60%. While we have not met that desired outcome, academic achievement data is improving after the post-pandemic decline.

Action 6.1, 6.2: The CAASPP Math data shows that students met/exceeded standard at a rate of 34.45% in spring 2023. Post-pandemic, in 20/21 scores fell to 31.5%. The desired three year outcome of 50% has not been achieved, however the math achievement data is improving after the post-pandemic drop.

Action 6.3: The baseline data for Chronic Absenteeism was 8.3% in spring of 2020; doubled to 16% in the 2020-21 school year and significantly increased to 42.1% in the 2021-22 school year. The data from the 2022-23 school year, 33.4%, shows that we are starting to see improvements in this category since the

pandemic.

Actions 6.1, 6.3: The metric of “facilities in good repair” has maintained a steady rate of 100% since the 2020-21 school year. The desired outcome was met.

Overall, the metric outcomes seem to demonstrate that the actions were ineffective. The actions are likely to be interpreted as ineffective since the expiring metrics did not align with this goal/actions. The updated metrics will directly align to the goal/actions in the 2024-25. DUSD will continue to strengthen student engagement and maintain safe schools to maximize student performance and outcomes.

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

The actions in this goal will remain but the metrics for each action have been adjusted to directly tie to the action, as listed below, for a more accurate measurement of progress made towards meeting the goal.

Action 6.1 21st Century Learning Communities Initiative: New metric- perception data from the Staff LCAP Survey, "My school has the technology students need to learn." AND "The career and technical education (CTE) offered by Downey Unified is appropriate." Action 6.1 will focus on the maintenance of our technology and networks along with technology needs of staff for instruction.

Action 6.2 Technology Integration: New metric- perception data from the Student LCAP Survey, "My school has the technology I need to learn". Action 6.2 will cover the cost of devices, software, subscriptions and accessories.

Action 6.3 Connectedness & Safety: New metric- perception data from the CHKS Survey from elementary, middle, and high schools plus Staff's perception of school safety as reported by the CHKS results.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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 Director, Instructional Support Programs and Certificated Human Resources	dbrowning@dusd.net 562-469-6543

Plan Summary 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

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 74.4% of residents identifying as Latino, 13.6% as Anglo/White, 7.2% as Asian, 3.8% as Black/African-American, and 18.6% who identify with two or more races. Within the city of Downey, 49.4% of housing units are owner-occupied. The median home is valued at \$679,000 and the median household income is approximately \$84,000. Downey has a 9.5% poverty rate.

- The Downey Unified School District is comprised of the following:
- 13 elementary schools
 - 4 middle schools
 - 1 elementary online independent study program serving grades second through fifth grade
 - 2 comprehensive high schools
 - 1 continuation/community day school
 - 1 Early Learning Program for 3 year olds

We have a total of 22,880 enrolled students. Our student population is 88.6% Latino, 5.3 % White, 3% African American, and 2% Asian. 12.8% are English Learners, less than 1% are foster youth, and 69.5% 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. Eight of the thirteen elementary schools are Apple Distinguished Schools. Three of our elementary schools offer dual immersion language programs. All elementary schools have innovation labs for students. Students in K-8 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 is 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 two elementary campuses is due to begin in the 2024-25 school year.

Downey Unified School District has established eight goals that encompass the Eight State Priorities and compose our Local Control Accountability Plan (LCAP). These goals align with the intended application of Local Control Funding Formula (LCFF) supplemental and concentration funds. LCAP programs and services support all Downey Unified students with a focus on high-needs populations (low-income, English learners, foster youth). Annual data-driven reviews and revisions of the DUSD's goals and expenditures include input from educational partners.

The eight 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: Downey Virtual Academy, Woodruff Academy, and Columbus High School.

Along with analyzing student performance data, the annual District LCAP process includes educational partners' input from our various representative groups: executive cabinet, principals, parents, teachers, students, staff, certificated and classified union leaders, District English Learner Advisory Committee, Parent Advisory Committee, School Site Councils, the DUSD Board of Education, and members of the community. The feedback obtained from our various partners shape the LCAP goals, services, programs, and actions that reflect our current priorities and target the unique needs of the Downey Unified School District students.

We believe that "Our Students Deserve the Best". We make sure students have access to positive and rigorous learning environments that guide and inspire them to realize their full potential and ensure they graduate college and career ready. Clean and safe learning environments provide conditions that support high engagement and academic achievement in schools. Downey Unified recruits, trains, and retains highly qualified staff who possess high ethical character, implement quality professional standards, and who consistently model a passion for teaching and learning for all. All school leadership teams strive to create positive school cultures where all staff collaborate and work together to foster a culture of understanding and mutual respect among all members of the learning community. The primary goal of all school sites is to provide students with supportive school environments that foster student academic, social, emotional, and behavioral development. We believe in cultivating strong and collaborative partnerships with families and the surrounding community to optimize opportunities for student learning and growth. We use information gathered from multiple sources of data to engage in a cycle of continuous improvement. Our goal is to provide a range of high-quality programs, supports, and interventions that will maximize all students' engagement, learning experiences, and provide them with the best opportunity to be successful.

Reflections: Annual Performance

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

Downey Unified analyzes data provided in the California School Dashboard, DataQuest, and uses local & internal measures to identify areas of success and areas in need of improvement. The findings of these analyses drive programmatic decisions. Our College and Career Readiness indicators demonstrate that we are making gains in some areas but need to improve in others.

Our District takes pride in maintaining a high graduation rate. Although our graduation rate was impacted by the effects of COVID for a few years, we are close to pre-COVID graduation rates. We have made gains from 94.2% (2021-22) to 95.4% (2022-23). This demonstrates the effectiveness of ongoing whole-child approaches that the district has adopted to mediate the learning loss that we are still recovering from. We achieved a "Standard Met" rating in the implementation of state standards on the Dashboard by providing professional learning opportunities for teachers; teachers have access to appropriate resources, and are implementing high-quality programs and policies in all core content areas. We maintained a "Standard Met" on access to a broad course of study. Additionally, our AP exam passing rate "3 or better" increased by 35% from 50% (2021-22) to 85% (2022-23). Our unduplicated AP Course Enrollment increased from 1310 students (2021-22) to 1,613 students in (2022-23) in grades 9-12. The graduating class of 2023's AP pass rate was 27.5%.

In addition to an extensive selection of AP course offerings, DUSD now offers Early College at both comprehensive high schools. Currently, we have a total of four cohorts of 30 freshmen. In an effort to continue broad access to all students, both comprehensive high schools also provide opportunities for students to complete College Credit Courses that are offered on-site; the College Credit Course completion rate for the Class of 2023 was 2.2%. Using a strengths-based approach, DUSD promotes the achievement of the State Seal of Biliteracy to all students but focuses on our English Learners' success in this area; 18.6% of the Class of 2023 earned the State Seal of Biliteracy. The Downey Unified School District continues to push forward and increase the academic expectations for our students. In the 2022-23 school year, 2,950 students were enrolled in CTE

pathways for at least one full year. Of those who graduated in June 2023, 17.5% completed a CTE Pathway, an increase of 5.1% from last year.

Beginning in the 2026-27 school year, all Downey Unified high school graduates will be increasingly prepared to meet the rigor of A-G as the graduation requirement will increase to passing all A-G courses with a 2.0 Grade Point Average (GPA) or better.

Local LCAP survey data, gathered in Spring 2023, resulted in a high approval rating from our educational partners in the following indicators: school climate, parent engagement, and overall satisfaction with Downey Unified. In the area of school climate, 90% of students agree or strongly agree that their schools are safe and 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, 83% of 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. In overall satisfaction with DUSD, 92% of all staff are satisfied as employees of DUSD.

DUSD attributes the successes in these areas to the following strategies: continued focus on first best instruction and implementing the CA Common Core Standards state standards, continued focus on providing equity and access to all students and high-quality professional development for all certificated staff, and continue a broad array of technological resources for both students and teachers.

DUSD had a decrease of 2% in our percentage of UC/CSU eligible graduates from 53% (2021-22) to 51% (2022-23). The College and Career Indicator shows that 42.7% of the Class of 2023 was Prepared; 20.1% is Approaching Prepared, and 37.2 % is Not Prepared. Currently, DUSD does not have a group in the Very Low performance level in the College/Career Indicator.

College/Career Indicators

Columbus High School, performed in the Very Low category for English Learners, Socioeconomically Disadvantaged, Students With Disabilities and Hispanic. The Graduation Rate at Columbus is on the rise at 88.4% which has been a focus and success. Columbus is a Continuation High School.

The Spring 2023 CAASPP English Language Arts (ELA) results indicate our performance rate slightly dropped from 47.1% in ELA to 46.7% of all students Met or Exceeded Standards. An analysis of our disaggregated data on the Dashboard demonstrates that as a district, our homeless group falls within the Red performance level in English Language Arts (87 points below standard in 2023; 59.5 points below standard in 2022) with a drop in performance level of 25.6%. Our Students with Disabilities continued to fall within the Red in English Language Arts (99.9 points below standard in 2023; 99.6 points below standard in 2022); with a slight decrease in performance of 0.3%. Our Students with Disabilities at ten of our sites, performed below standard and fell in the Red performance level of the California Dashboard. This is the largest concentration in the Red performance level for our district and is indicative of a rising concern.

Individual School data for sites with Students with Disabilities in the lowest performance band is as follows:

+ Gauldin Elementary is 99.5 points away from meeting the standard but up .2 compared to 2022.

+ Rio Hondo Elementary is 82.1 points away from meeting the standard but up .6 from last year.

The remaining schools show decline from last year.

+ Alameda Elementary is 99.5 points away from meeting the standard down 7.3 from 2022.

+ Old River Elementary is 101.2 points away from meeting the standard down 13.4 from 2022.

+ Rio San Gabriel Elementary is 106.4 points away from meeting the standard down 9.0 from last year.

+ Unsworth Elementary is 77 points away from meeting the standard down 3.6 from last year.

+ Ward Elementary is 114.3 points away from meeting the standard down 7.3 from last year.

+ Griffiths Middle School is 112.6 points away from meeting the standard down 17.6 from last year.

+ Sussman Middle School is 129.5 points away from meeting the standard down 18.5 from last year.

+ Downey High School is 100.8 points away from meeting the standard down 9.4 from last year.

Each of these schools will develop goals and plans of action that they implement with fidelity which include data tracking. As students with disabilities, the students in this band have IEPs. Schools need to dig into the IEPs, specifically the eligibility report to find the root of the disability and determine best practices for making growth in ELA considering each student's individual needs. As a district we are implementing a new process for referring students to SST that includes targeted data tracking and a multi-tiered system of support for students to address their academic needs. Students who participate in targeted interventions implemented with fidelity prior to being identified as Special Education, may never become part of this group. An action item will be written into our LCAP to address the needs of students falling below standard in English Language Arts identified as Special Needs or working through the Pre-SST and SST process. Our Special Education department supports our identified students with targeted interventions that address the learning needs of each student in their IEP.

Individual School data also demonstrates that three schools' English Learners are in the lowest performance band according to the California Dashboard, in English Language Arts achievement.

- + Doty Middle School is 72 points away from the standard, up 1.5 from last year.
- + Griffiths Middle School is 72.6 points away from the standard, down 8.8 compared to last year.
- + Downey High is 90.1 points away from standard for English Learners which is down 24.1 from 2022.

+ Columbus, our Model Continuation High School, Socioeconomically Disadvantaged students performed in the lowest band at 92.9 points below standard, an improvement of 1.8 points from 2022.

We will target these areas of need by developing goals, providing supports and intervention, and encourage student progress in English Language Arts. As a district we will develop an action to monitor the development of our ELL students and continue to train teachers in implementing the best practices for developing all areas of language arts in English.

In Mathematics, when compared to the previous year, DUSD improved from 33.4% to 34.6% in the Met or Exceeded Standards. Our 2023 mathematics performance data on the Dashboard shows that we have improved overall (45.3 points below standard; 53.2 points below standard in 2022); an increase of 7.9%. A deeper dive demonstrates that our Foster Youth and our Students with Disabilities have improved overall. These two groups have transitioned to the Orange performance level when compared to the previous year where they were in the Very Low performance level. While our overall performance in math has improved, we still find on the California Dashboard nine indicators in the red for individual schools, the highest concentration of which are for Students with Disabilities. Data for these schools is as follows:

- + Gallatin Elementary scored 110.7 points below standard, down 12.4 compared to 2022.
- + Rio San Gabriel Elementary scored 119.8 points below standard, down 8.7 from 2022.
- + Ward Elementary scored 139.9 points below standard, down 2.2 compared to 2022.
- + Griffiths middle school at 112.6 points below standard, down 17.6,.
- + Sussman at 164.6 below standard, down 6.1 compared to 2022.
- + Downey High School scored 185 points below standard, down 4.5 from 2022.

Two of our middle schools had math achievement levels in the red for ELL students in math.

+Griffiths scored 72.6 points below the standard, down 8.8 from 2022.

+Stauffer scored 100.4 points below standard, down 12.6 from last year.

In addition, Stauffer's African American students scored 104.6 points below standard, down 35.9 from 2022.

+Columbus High, our Model Continuation High School, Hispanic student group performed in the red band at 189.7 points away from the standard, a .8 point increase from last year.

DUSD's English Learner Progress Indicators shows that we maintained a rate of 47.2% of 2,286 English Learner (EL) students who are making progress towards English language proficiency. The Summative ELPAC demonstrates that 46% (45.5% in 2022) of ELs have progressed at least one ELPI level and 19.3% (20.7% in 2022) of ELs have decreased at least one ELPPE level. English Learner TOSAs support academic progress and strengthen the English Language acquisition of our ELs. At the secondary level, an EL TOSA supports Tier 1 instruction. DUSD has made our multilingual learners a focus for the 2024-25 school year and beyond. The English Learner Proficiency Indicator places six of our thirteen elementary schools lowest performance band.

Of those schools, three served grades TK-3 at the time the dashboard indicators were gathered. +Carpenter Elementary progress rate was 26.6 which is down 5.5 points from 2022.

+Imperial Elementary's progress rate was 37.3, a decrease of 15.7 from last year.

+Williams Elementary progress rate was 43.1, a 13.8 point decline from last year.

These three schools have Dual Immersion Language programs. The other three elementary schools are TK-5 schools.

+Price Elementary performed at 30.1%, a 36.5 point decline.

+Rio San Gabriel Elementary performed at 33.3%, a 23.3 point decline.

+Ward Elementary performed at 29.9%, a 32.5 point decline.

None of our secondary schools fell in the lowest performance band for ELPI.

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. In the Fall of 2023, DUSD was recognized and awarded a Golden Bell Award for its implementation of effective inclusive practices. All schools hired additional intervention teachers and offered expanded opportunities for tutoring and intervention. Downey Unified also offered an expanded summer session in the Summer of 2023 to help with credit recovery and academic remediation. DUSD is planning for another robust Summer School offering in Summer 2024.

In the area of Academic Engagement on the Dashboard (Chronic Absenteeism), we have 30.5% of students who are chronically absent. Our rate of chronic absenteeism declined 7.2%, which is improved when compared to last year's rate of 37.7%. Analyzing disaggregated data for student groups demonstrates that our Pacific Islander students have the highest chronic absenteeism rate of 43.2% and fall within the red performance level. The attendance rate for the 2023-2024 school year as of February 2024 is 94% This is an increase of approximately 1% from Spring 2023, however it is still a decrease of 1% from the 2019-20 base rate of 95.4%. Our chronic absenteeism rate as of February 2024 shows a 6.2% decrease from the spring of 2023, however the increase of 16 points from our baseline in 2019-20 is still not acceptable. The improvement has brought us into the "medium" range of achievement in this area with a 30.5% rate on the California Dashboard, a decrease of 13.7% from last year. Four student groups performed below the medium range or with Chronic Absenteeism rates higher than the district average. Our homeless group made a 2.4% improvement at 58.9% down from 61.3% falling in the low-medium band. Foster Youth, a new significant group is at 24.5% below district percentage, but in the low-medium band, White has decreased by 12.1 points from 40.7% to 28.6% which is below the district percentage, but in the low-medium band, and a new, still small, but now considered significant group of 37 students, Pacific Islander at 43.2%, is higher than the district percentage and in the "lowest performance" band. At six of our schools, the White group is performing in the lowest performance band for chronic absenteeism. These schools will develop 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 small Pacific Islander group to determine the distinct needs of this group and offer incentives and education to address those needs.

Eight of our schools have Dashboard indicators in the red for Chronic Absenteeism they are as follows:

- + Alameda Elementary, English Learners rose 8 to a rate of 36.8%.
- + Gallatin Elementary, English Learner rate rose 3.6 to a rate of 36.6%, Socioeconomically Disadvantaged rose .2 to a rate of 33.4%, Students with Disabilities rose 1.1 to 31.3% and White students rose 1.7 to 27.8%
- + Imperial Elementary, Students with Disabilities rose 5.4 to a rate of 62.4%, and White students rose 10.1 to 35.9%
- + Price Elementary, English Learners rose 1 point to a rate of 30.6% and White students rose 3.7 to 26.3%
- + Unsworth Elementary, White group rose 8.6 points to 22%
- + Williams Elementary, English Learners rose 3.1 to 43.7%
- + Doty Middle School, African American students rose 1.4 points to 22.6%, and White students rose .9 to 20.3%
- + Griffiths Middle School, White students rose .1 to 26.2%

In the area of Conditions and Climate (Suspension Rate), DUSD has maintained the rate at 3.5% which slightly increased by 0.4% from the previous school year. In the category of unduplicated students, our Foster (9.8%; increased 1.3%) and our homeless group (9.6%; increased 0.7%) student groups which fall in the red performance level. The current rates for these groups are, Foster Youth 6.09% and Homeless 2.34%. In analyzing the suspension rates for our racial/ethnic student groups, our African American students have the highest suspension rate at 9.4% which is a 1% increase from last school year and falls in the red performance level. The data from our local student data system shows at mid-year 2023/24 Suspension Rates are declining. Our total district rate has gone from 3.5% to 1.76% and the Suspension Rate for Foster Youth has dropped to 6.09% a decrease of about 3 percentage points and Homeless has dropped to 2.34%, down more than 7 percentage points. Our African American group suspension rate is currently at 3.73% a decrease of more than 5.5 points. In addition to these district wide concerns, there are three schools with groups performing the lowest band for Suspension Rate.

Ward Elementary School is in the red band for all students with a rate of 4.2% which is an increase of 3.7 from the prior year. Disaggregated data shows that at Ward, Socioeconomically Disadvantaged are in the red with 4.6% and Hispanic at 4.1% an increase of 4.4 and 3.7 respectively. At our mid-year mark, Ward Suspension rate is down significantly to .3%.

Sussman Middle School's African American group fell in the lowest performance band at 23.5% as well as their White Group at 17.1%. Both of these reflect an increase of 2.1 and 2.9 from last year, however mid-year local data is showing declines to .3% for African American and less than .01% for White.

Downey High School had one group, African American, in the Red with a Suspension Rate of 12.5% up 4.2 from 2002. This group has a rate at mid-year of 3%.

Columbus High School fell within the Very Low range in the College/Career Indicator on the CA Dashboard. The number of students "prepared" were 1.3% out of 232 students in the baseline year 2022-23. Students groups identified within this range included English Learners, Hispanic, SED, and SWD.

Our Foster Youth have consistently fallen in the lower levels in chronic absenteeism and suspension rate, DUSD will add an LCAP goal and actions targeting these areas. Our Homeless and Foster Youth Program Specialists will continue to target these two groups to ensure they feel connected to their schools and receive the resources and support required to maximize learning opportunities. To support all students, DUSD will continue to provide outreach and support services via middle and high school counselors and mental health support providers who will collaborate with families to problem-solve issues impacting attendance.

DUSD's Diversity, Equity, and Inclusion TOSA continues to lead the work in implementing our equity plan. Part of the plan is to provide culturally responsive training for all staff and implement actions and strategies that will provide equitable opportunities for all students and increase their positive outcomes. We continue our commitment to provide a supportive, safe, and engaging environment for all students. The established Wellness Centers at all elementary and secondary sites focus on and provide wellness and mental health support for students in need. One Clinical School Therapist (CST) program administrator oversees twenty-two clinical school therapists and ten paid CST-Interns provide an additional layer of support for students who require targeted social-emotional support. Each secondary Wellness Center is supported by a clerk, seven clerks total. DUSD trained all elementary teachers in Kagan strategies to increase student engagement and adopted the ReThinkEd curriculum to promote a strong understanding of our students' needs to address them. All secondary teachers received training in Capturing Kids Hearts, which provides strategies for building positive relationships between staff and students. Elementary and secondary schools all implement Positive Behavior Intervention Strategies (PBIS) offering a tiered level of behavioral support for students. DUSD will continue to provide training to all schools in Trauma-Informed Practices, Restorative Practices, Culturally Responsive Practices, Character Counts!, ReThinkEd, and Capturing Kids' Hearts.

As evidenced in our data, there continues to be a need to support our students emotionally, socially, academically, and behaviorally. In March 2023, the CDE awarded DUSD the California Community Schools Partnership Program (CCSPP) Implementation Grant which will support the development of Community Schools in the schools that are most in need. Through this work, DUSD will strengthen its Multi-Tiered System of Support (MTSS) to address the needs of our students and provide necessary resources, services, and support in the areas of academic, behavioral, and social-emotional. Our 21st Century Learning Communities Initiative continues to be a priority. Eight of the thirteen elementary schools are Apple Distinguished Schools. Three of our elementary schools offer dual immersion language programs. All elementary schools have innovation labs for students. Students in K-8 participate in the 1:1 iPad initiative. Through the use of technology, we increase our students' academic achievement. Our purchase and use of online assessment and data systems aid the formative assessment process that helps teachers guide their instruction to increase student learning. All schools have additional staff who provide additional direct services (academic, behavioral, and emotional) to students to increase their positive outcomes. Downey Unified focuses on continued growth for all students and analyzes quantitative and qualitative data to make informed program decisions.

Reflections: Technical Assistance

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

Downey USD was identified for Differentiated Assistance (DA) based on our students who are identified as homeless' rate of suspension and academic performance on the ELA and Math CAASSP. Suspension rates for our homeless youth are disproportionately higher than those of their peers. Their ELA and Math CAASPP performance scores are disproportionately lower than those of their peers. Downey Unified convened with Los Angeles County Office of Education to analyze data, identify targets, and to strengthen our programs to maximize focus-groups' academic and behavior performance.

Downey USD's student who are identified as homeless have consistently performed below standard. Our homeless students experience higher rates of trauma compounded by home and school instability. As such, they demonstrate lower outcomes in academic achievement, engagement, and school connectedness. In the 2022-23 CAASPP assessment, our homeless youth scored 87 points below standard in English Language Arts which was a 25.6 point decline, and 115.6 points below standard in Math which was a 5.9 point improvement. In engagement and school connectedness, our students identified as homeless have a 9.6% suspension rate and 58.9% chronic absenteeism rate. By appropriately addressing the factors impacting our homeless youth's experience in school, we can improve their school outcomes.

Supporting our homeless group in maximizing performance rates in English Language Arts (ELA) and Math requires a multifaceted approach that addresses both academic and non-academic barriers to learning. Here are some strategies Downey Unified School District will employ:

Resource Allocation: Allocate additional resources specifically targeted at our homeless group, including funding for tutoring, school supplies, transportation assistance, and access to technology for remote learning.

Specialized Staffing: Continue to develop the professional expertise of our program specialists who extend support and services to eligible students and to school sites to

provide individualized support, guidance, and advocacy both within the school setting and in the broader community.

Flexible Learning Options: Offer flexible learning options to accommodate the unique needs and challenges faced by our homeless group, such as remote learning and highly individualized alternative education program opportunities.

Individualized Education Plans (IEPs): When a student has an IEP, develop and implement an IEP for homeless students that address their academic strengths and challenges, as well as their social and emotional well-being; create a plan that actively supports the whole-child.

Supportive Services: Provide access to supportive services such as tutoring, mentoring, counseling, and mental health support to help our homeless group succeed academically and address any trauma or emotional issues they may be experiencing.

Collaboration with Community Partners: Collaborate with local community organizations, shelters, and government agencies to coordinate services and support for our homeless group, including access to stable housing, food assistance, healthcare, and other basic needs.

Attendance and Truancy Support: Implement strategies to monitor and support homeless students' attendance and address any barriers that may prevent them from regularly attending school, such as transportation issues or unstable living situations.

Professional Development: Provide ongoing professional development opportunities for teachers and staff to increase their awareness and understanding of the unique needs of our homeless group and how to best support them academically and emotionally.

Data Collection and Monitoring: Collect and monitor data on the academic performance and progress of our homeless group to identify areas for improvement and evaluate the effectiveness of support services and interventions.

Advocacy and Policy Initiatives: Advocate for policies and initiatives at the district and state levels that prioritize the needs of our homeless group and provide additional funding and resources to support their academic success.

By implementing these strategies and actively supporting our homeless group, Downey Unified can help maximize performance rates in ELA among our homeless group and ensure that all students have the opportunity to succeed academically.

DUSD Homeless Student Group in Suspensions

On the 2024 Dashboard, the Homeless student group received a Red Performance Level for the Suspension Rate indicator at 9.6% up from 6.1% in 2022. Minimizing suspension rates among our homeless group requires a proactive and supportive approach from Downey Unified School District. Here are some strategies that the district will implement:

Trauma-Informed Practices: Train district staff in trauma-informed practices to better understand and address the underlying causes of behavioral issues among our homeless group to create a supportive and empathetic environment that reduces the likelihood of suspensions.

Positive Behavior Interventions and Supports (PBIS): Implement PBIS frameworks within schools to promote positive behavior and create a supportive school culture. Provide targeted interventions and supports for homeless students who may be struggling with behavior issues.

Conflict Resolution and Social-Emotional Learning (SEL): Offer conflict resolution opportunities and SEL-based approaches to help our homeless group develop essential social and emotional skills for managing conflict, regulating emotions, and building positive relationships with peers and adults.

Individualized Support Plans: Develop individualized Student Study Team (SST) plans for homeless students who are at risk of suspension, including proactive interventions, academic accommodations, and targeted support services to address their unique needs and challenges.

Culturally Responsive Practices: Implement culturally responsive practices that recognize and value the cultural backgrounds and experiences of our homeless group. Create a culturally inclusive environment where all students feel respected, supported, and engaged in their learning.

Restorative Practices: Utilize restorative practices as an alternative to traditional disciplinary measures. Focus on repairing harm, restoring relationships, and promoting accountability and growth for both the student and the school community.

Family and Community Engagement: Engage families and community organizations in supporting our homeless group and addressing the root causes of behavioral issues. Collaborate with local agencies to provide wrap-around-like services and resources for homeless families, including housing assistance, mental health support, and access to basic needs.

Attendance and Truancy Support: Provide targeted support for homeless students to improve attendance and reduce truancy, as chronic absenteeism is often linked to disciplinary issues. Address barriers to attendance, such as transportation, unstable housing, or health-related issues.

Professional Development: Offer professional development opportunities for school staff on strategies for supporting our homeless group and reducing suspension rates. Provide training on trauma-informed practices, cultural competence, restorative, and effective behavior management techniques.

Data Monitoring and Evaluation: Collect and analyze data on suspension rates among our homeless group to identify trends, disparities, and areas for improvement. Use this information to inform decision-making, allocate resources, and evaluate the effectiveness of interventions over time.

By implementing these strategies and fostering a supportive and inclusive school environment, Downey Unified can help minimize suspension rates among our homeless group and ensure that all students have the opportunity to succeed academically and thrive socially and emotionally.

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.

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

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 discuss ongoing needs and solutions to support schools. When the entire team does not meet, subgroups of Instructional Leadership collaborate on specific topics such as first-best instruction, A-G requirements, English Learner needs, intervention support, social-emotional learning, health and safety, and equity. The Instructional Cabinet analyzed the district's data, provided solutions for instructional gaps and areas of need, and provided feedback on initiatives and implemented actions. When we needed specific data to support LCAP actions, we held meetings with identified staff to discuss current implementation and needed changes to meet student needs. Throughout the course of the year, the Instructional Cabinet reflected on successes and challenges in implementing the various actions associated with the LCAP, and other district initiatives. The gathered information and input from the various Instructional Cabinet meetings became part of the revisions of the 2024-27 LCAP.
Principals and Co-Administrators	In many ways, the 2023-2024 school year felt like we were finally back on track after the pandemic. Despite much positivity and growth, we found that many of our students continue to have higher levels of emotional, behavioral, and academic needs. As such, DUSD focused on first-best instruction, staff support, inclusivity, and social-emotional learning. DUSD convened the Principals and Co-administrators from the 23 school sites every month, from July 2023 through June 2024. All Principals and Co-administrators meet monthly for the Combined Principals' Meetings. In these meetings, administrators reviewed data, discussed district wide initiatives, vertical articulation, provided feedback on selected topics, and received training. In addition to the combined meetings, all site administrators meet by segment (elementary and secondary) every month. Each segment meeting focused specifically on elementary and secondary needs, always linking back to DUSD's focus on providing our students with the best first instruction and the necessary support for their success. The discussions, data, and information gathered from the combined and segment Principal meetings provide the foundation for our LCAP.
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.
Site Educational Partner Outreach	Each school site has a School Site Council which analyzes school data, reviews the school plan, and provides input on school activities, programs, and expenditures. During the 2023-24 school year, all elementary and middle schools met with their SSC a minimum of four times to discuss school needs and expenditures. During these meetings, needs assessments were conducted, and discussions on specific data occurred. From February – May 2024, a district leader attended an SSC Meeting at each school to share information about the LCAP and gather each school's feedback. This data was then analyzed for trends and was used for the LCAP development.
Teachers and Staff	All schools hold teacher and staff meetings 2-3 times per month. During these meetings, the school leaders discuss topics pertinent to their staff and gather their feedback. The Principals share information gathered from the staff meetings at the principals' meetings to determine trends and overall needs.
Parents	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	During the 2021-22 school year, the Superintendent established the Superintendent's Council. This council is composed of 10th-12th grade students and their purpose is to provide feedback on selected topics. In the 2023-24 school year, the council met approximately six times. They specifically discussed and addressed issues related to equity and how DUSD can create more inclusive schools. Though the students' discussions are confidential, general feedback and trends from these meetings are analyzed and incorporated into the LCAP development.
Online Surveys- Students, Staff, Parents	In addition to the data and input gathered from all the aforementioned meetings, DUSD releases an online survey to the three largest educational partner groups: teachers and staff, parents, and students. The teacher and staff survey focuses on measures of satisfaction and their views on students and schools. The parent survey focuses on student needs, engagement, and opportunities for students to develop college and career readiness. The student survey focuses on measures of student engagement, school climate, and school

	connectedness. DUSD posts the parent survey on the district home webpage and parents receive regular reminders from their student's school to complete the LCAP Parent Survey. Teachers and staff received access and reminders to complete the survey from their school sites. Students completed the online survey during the school day. Schools sent out consistent reminders and communication from March 1 through May 3, 2024, to ensure participation from all groups. The LCAP surveys closed on May 3, 2024.
Parent Advisory Committee (PAC)	This committee serves as a formal mechanism for parental involvement in district decision-making. The PAC is comprised of over forty representatives: 2-3 parents from each school site, nine parents from across the district (with parents representing low-income, English Learners, Foster Youth, and Special Education students), a staff member, and a classified staff member. The PAC meets five times per year. The 2023-24 meeting dates for PAC were September 26, 2023; November 30, 2023; January 31, 2024, March 19, 2024, and May 16, 2024. DUSD presented the draft 2024-25 LCAP during the May 16th meeting. Activities for the 2023-24 school year included: LCAP goals and metrics, Parent Engagement Policy, review and discussion on school site educational partner input, ideas for capacity building for PAC representatives, presentations on Multilingual Learners, Human Relations Council & Equity, and Homeless & Foster Youth, feedback on LCAP actions, and the LCAP budget.
District English Learner Advisory Committee (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 2023-24 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 15, 2024.
Board of Education	The Board of Education convened for a total of 16 meetings during the 2023-24 school year. Throughout the 2023-24 school year, the Board had an opportunity to listen to presentations about the various District programs and comment on proposed District initiatives and implemented programs. On February 19, 2024, the Board heard a presentation of the LCAP Mid-year review of services, metrics and budget. The Board met on June 11, 2024, to review and hold a public hearing for the LCAP draft. After that meeting, designated District staff reviewed the feedback and finalized the plan. On June 25, 2024, the Board approved the LCAP.
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.
District Personnel	The Superintendent invites district personnel (both classified and certificated) to attend four yearly meetings with the Superintendent called "What's Happening in Downey." 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 11, 2024, and June 25, 2024. The agenda for each meeting included a designated time for public comment. The draft LCAP update was posted on the district website from June 11 to June 25, 2024. 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.
Equity Multiplier Staff	A meeting was held with the instructional leadership at Woodruff Academy and Columbus HS, as well as the administrative staff that oversees the Elementary Virtual Academy, to gather input and information regarding goals and relevant metrics. 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.

Downey Unified School District (DUSD) continues to sustain an extensive and collaborative effort to gather and incorporate educational partner feedback. This process is an opportunity for an expansive and inclusive conversation about the district's vision and plans for student achievement and a place to tie together the district's instructional initiatives with the allocation of resources. DUSD's 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" continues to be at the forefront of our work. The LCAP delineates the strategies and resources necessary to advance and realize this vision. As described in the following paragraphs, educational partner engagement continues to be an integral component of district practice.

DUSD has an inclusive and robust educational partner engagement process. Educational partner feedback informed the review of LCAP actions and new budget allocations.

Based on all the data gathered from our educational partners, the following is a summary of the feedback from the various groups:

- All partners expressed an interest to continue to provide student access to technology and educational initiatives integrating the use of technology.
- PAC members prioritized school nurse support. They expressed the benefit of a nursing staff to triage our students' physical and mental health needs.
- Middle school and elementary administrators and teachers expressed the continued need for Intermediate Media Technicians to foster a college-going culture and support the implementation and management of the technology at the site level.
- Teachers and staff continue to express their need for supplemental materials, resources, and training to deepen the implementation of the California State Standards (ELA and Math) and the English Language Development Framework.
- PAC and DELAC members commented on the need to continue to provide district-wide parent education and to develop and encourage participation in more parent workshops at the site level.
- Our parents indicated they are satisfied with the District's communication and feel they receive timely and essential information.
- All educational partners identified the need to continue to prioritize mental health support and increase training and support in the area of Social-Emotional Learning.
- All educational partners have identified the need for mental health support for students experiencing trauma and loss due to the pandemic.
- All educational partners advocate for increased academic intervention support and summer school opportunities for all students.
- Our school site administrators advocate for refining our basic educational program and ensuring we have aligned practices, provide social-emotional training for staff and support for students, and prioritize our implementation of PLCs.
- Our school site administrators and teachers advocate for the continued development of a Multi-Layered System of Support to meet the needs of all students.
- The PAC prioritized the continued support of actions that support academic achievement including interventionists, A-G implementation and support and CTE Pathway development.
- The PAC supports the continued efforts toward meeting the needs of our Homeless and Foster Youth. They have shown their appreciation for the work being done by our HFY Program specialists to support our families in these categories despite the increasing numbers of students to serve.
- Our students indicate the need to provide more equitable and inclusive spaces in our school district.

There were no comments received from PAC and DELAC requiring the superintendent to respond in writing. Comments received were to support the actions and reinforced that the district has already created actions to target our students' needs.

A summary of the feedback provided by specific educational partners.

The DUSD's LCAP development was an iterative process where input from our educational partners directly informed the plan. Based on a review of all data and input, our educational partners consistently indicated agreement with the structure of the LCAP, actions, and budget allocations. The lingering effects of the pandemic have amplified existing needs and created an urgency to implement actions to address them. These needs include implementing equitable practices, creating inclusive school environments, providing mental and social-emotional support for students, maintaining safe and healthy schools, providing intervention during the instructional day, maintaining staffing to support student academic, social, and behavioral needs, providing high-quality instructional program, providing robust CTE pathways, ensuring our students are college and career ready, and provide our students and staff with needed educational resources (materials, technology, and training). The 2024-25 LCAP includes specific expenditures that emerged from these sessions.

Our educational partners expressed an interest to continue to expand student access to necessary technology, and the continued implementation of the initiatives that involve the use of technology to support instruction. During the 2023-24 school year, three more of our elementary schools were invited by Apple to apply for Apple Distinguished Schools (ADS) status. Should they be chosen we will have a total of fourteen schools with an ADS distinction. Our middle school teachers received their initial Apple Certification and began integrating technology in all core content areas. Our middle schools are in the ADS process for future years and our high schools have begun to switch to the iOS platform finding the students matriculating through the DUSD system use their devices as an integral tool for their learning, production and creativity. In response to this district initiative and teacher feedback, the LCAP continues to have multiple actions to support technology integration. These actions include ongoing professional development for staff, providing Instructional Technology Coaches to support teacher learning, staff to maintain the needed digital infrastructure, acquisition of upgraded devices, and access to the internet and Wi-Fi hotspots, as needed. Elementary and middle school staff (teachers and administrators) expressed the need for Intermediate Media Technicians (IMTs) to support their schools technology integration, device management, and control, and foster a college-going environment by staffing the school library. In response, the district funded 4 8-hour IMTs at the middle school level during the 2023-24 school year. For the 2024-25 school year, the district will fund 8-hour IMTs at the elementary school level.

On the 2023 LCAP survey, 92% of teachers and staff indicate they are satisfied and feel supported as employees of DUSD, and 66% are satisfied with the type of professional development they receive. Additionally, they express the need to continue to receive supplemental materials, resources, and training for the implementation of the California Common Core Standards and the English Language Development Framework. The LCAP includes continued funding for California State Standards and ELD Framework

implementation. This action includes funding for instructional materials, professional development, continued PD and coaching from our Teacher Specialists, and ELD program support from our English Learner Coordinators. Members of our PAC and DELAC and our parent community have commented on their satisfaction with the various parent workshops and academies the district and schools provide. Elementary schools provide specific workshops based on parent feedback such as data, grade level standards, and supporting your child's mental health. At the secondary level, an example of parent workshops included cyber safety, social interactions and peer conflict, self-concept/self-esteem, and depression.

Parents report they feel informed, 90% of parents in the LCAP survey indicate the school provides resources and training needed to help their child succeed and 91% agree that the schools communicate effectively with parents. Parent feedback indicated developing workshops and information on the adolescent student in the areas of social-emotional support, managing social media, building self-esteem, discipline, and bullying. The district ensured the academies touched on these topics during the 2023-24 school year and will continue to develop more workshops around these topics in the 2024-25 school year.

There continues to be a need to provide our students with mental health and wellness support. All educational partners expressed the need to continue providing increased access to mental health and wellness support. In the 2021-22 school year, DUSD implemented Wellness Centers at every secondary school and staffed them with full-time Clinical School Therapists and a Wellness Center Clerk. The Wellness Centers provide various levels of social emotional and mental health support for students. In the 2022-23 school year, the elementary schools established Wellness Spaces, and each school had a full-time Clinical School Therapist. For the 2024-5 school year, the LCAP continues to provide increased funding for mental health staff salaries. All schools have access to therapists and counseling support through a partnership with community agencies.

Due to the school closures, students returned to school with additional social and behavioral needs. Students returned to school with a need to re-learn and practice positive behaviors across all levels. Teachers and staff commented on the need to continue to focus on behavioral strategies. In the 2022-23 school year, the district added a second Board-Certified Behavior Analyst (BCBA) to collaborate with the middle schools to implement behavioral strategies for our most intensive students. In addition to these services, there is a need to continue to provide school-wide support for all students. PBIS (Positive Behavior Intervention and Support) is implemented in all schools. In the LCAP there is an action and associated funding to support behavior support and PBIS in the schools. All schools receive an allocation to support their implementation of PBIS and the District has assigned staff who support the implementation of that framework. All staff (teachers, classified staff, and administrators) have indicated the importance of having support staff on campus to ensure our schools are safe and students feel connected to the school. LCAP-funded vice-principals and deans provide additional site support to promote a positive school culture, assist with implementing PBIS, Character Counts!, SEL curriculum for Elementary Schools, address bullying, and provide universal social-emotional support for students. An SEL Teacher Specialist funding through the LCAP will support teachers in providing lessons and support for the social emotional needs of students.

An analysis of our state indicator data indicates that our students continue to need intervention and extra academic support. Our students do not have the same level of skills as before the pandemic and larger numbers are at risk of not meeting grade-level expectations. Teachers, site administrators, and parents continue to advocate for increased intervention support for all students in need. The LCAP continues to fund actions to provide more support for our students in the 2024-25 school year. Additionally, we will provide a robust summer school to ensure our students continue to learn and accelerate their learning outside of the regular school year. We will continue to provide funding for the intervention program for the 2024-25 school year as we develop and refine a Multiple Tier System of Support for students.

Downey Unified School District has recovered some momentum lost during the pandemic however as a district we do have three areas of student performance with lower outcomes (ELA, Chronic Absenteeism, and Suspensions). Despite this, we have observed growth in our 2022-23 formal measures. We saw an increase in our college and career indicators (,1% increase in UC/CSU eligible rates, 35% increase in AP pass rates) and we made a slight growth in our graduation rate at 94.5%. Our CAASPP data demonstrates our students are still 4.2 points below standard in ELA, this is a 6.6 point improvement, and 45.3 points below standard in Mathematics, an 8.2 point improvement. An analysis of our 2022-23 iReady assessment (BOY and EOY comparison) indicates an increase in student growth: elementary schools students demonstrated a growth of 26% in ELA and 34% in Math and secondary students demonstrated a growth of 19% in ELA and 10% in Math. Our iReady scores and CCR indicators reinforce our belief that our implementation of the LCAP actions is making a positive impact on student outcomes.

A meeting was held with the instructional leadership at Virtual Academy, Woodruff Academy and Columbus HS, to gather input and information regarding goals and relevant metrics, such as attendance, transitions rates back into comprehensive High Schools, Credit Recovery Success, Graduation Rates and enrollment in CTE pathway courses, as applicable. Student, parent, and staff site-needs input was collected using the LCAP survey. Aside from the LCAP survey, the admin team and the administrators organizing the LCAP met with educational partners at the Virtual Academy and the SSC at CHS/Woodruff Academy to explain the LCAP process and provided an opportunity for SSC members to contribute to the discussion of site strengths and needs that would influence the development of the Equity Multiplier focus goals. This information in coordination with information gathered from the Instructional Cabinet was used to create Equity Multiplier Goals and Actions.

Our students continue to have access to 21st-century learning tools and are engaged in their learning. Secondary students have access to a broad course of study through our

twenty-four CTE pathways, AVID program, and a wide range of courses. In elementary schools, all students have access to STEAM learning experiences including robotics, coding, and engineering design projects. We continue to collaborate and engage our parents through the various workshops, academies, and school events that occur throughout the school year. DUSD strives to provide parents with the knowledge and tools to support their children's school success. Throughout the 2024-25 school year, we will engage our educational partners by analyzing the formal measures that the CDE will release in the fall, analyzing mid-year implementation data, and gathering continued feedback on the various district initiatives. We will use this data to refine our implementation of the actions to maximize our students' achievement and ensure they are college and career-ready, globally competitive, and citizens of good character because our students deserve the best!

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 address 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.		

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 (2027): 20%	
2	CCI Academic Performance	Academic Perf-CCI (all students, 22-23): 42.7% Academic Perf-CCI (low income, 22-23): 38.4%			Academic Perf-CCI (all students, 22-23): 47% Academic Perf-CCI (low income, 22-23): 42%	

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): 15% A-G & CTE Completion Rate (Socioeconomically Disadvantaged): 13%	
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: All: 98% Multilingual Learners (EL): 86% Students With Disabilities (SWD): 86% Socioeconomic Disadvantaged (SED): 98%	
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%			CSU/UC Eligible Graduates (2027): All: 60% Multilingual Learners (EL): 25% Students With Disabilities (SWD): 20% Socioeconomically Disadvantaged (SED): 55%	
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: 75% (scores 3 & 4 combined) EAP Math: 35% (scores 3 & 4 combined)	

7	AP Exam Pass Rates	AP Exam Pass Rates (ALL, duplicated, 2022-23): 49% Socioeconomically Disadvantaged duplicated (passed 1 or more exam): 48%			AP Exam Pass Rates (All, duplicated, 2025-26): 70% Socioeconomically Disadvantaged duplicated (passed 1 or more exam): 57%	
8	AVID Program- CSU/UC Eligible Graduates	AVID Program- CSU/UC Eligible Graduates (2022-23): All AVID students: 53% SED AVID students: 46.7%			AVID Program- CSU/UC Eligible Graduates (2025-26): 70% all AVID students 65% SED AVID students	

9	State Academic Performance (CAASPP ELA, Math)	<p>2022-23: CAASPP ELA (all, Grade 3-8): 4.2 points below standard (2022-23) CAASPP Math (all, Grade 3-8): 45.3 points below standard (2022-23)</p> <p>CAASPP ELA - All Students Met/Exceeded Standard: 50.43% (2022-23) CAASPP Math -All Students Met/Exceeded Standard: 34.45% (2022-23)</p> <p>SED CAASPP ELA Met/Exceeded Standard: 45.83% (2022-23) SED CAASPP Math Met/Exceeded Standard: 30.01% (2022-23)</p> <p>SWD CAASPP ELA Met/Exceeded Standard: 13.5% (2022-23) SWD CAASPP Math Met/Exceeded Standard: 9.52% (2022-23)</p> <p>African-American, CAASPP ELA: 36.74% Met/Exceeded(2022-23) African-American, CAASPP Math: 20% Met/Exceeded (2022-23)</p> <p>CA Science Test (CAST), 28.63% Met/Exceeded (2022-23)</p>			<p>SBA ELA (Grade 3-8): 0 pts below standard (2025-26) SBA Math (Grade 3-8): 30 pts below standard (2025-26)</p> <p>SBA ELA- All Students Met/Exceeded Standard: 60% (2025-26) SBA Math- All Students Met/Exceeded Standard: 44% (2025-26)</p> <p>SWD SBA ELA: 18% (2025-26) SWD SBA Math: 15% (2025-26)</p> <p>SED SBA ELA: 60% (2025-26) SED SBA Math: 40% (2025-26)</p> <p>African-American, CAASPP ELA: 40% Met/Exceeded African-American, CAASPP Math: 30% Met/Exceeded</p> <p>CA Science Test (CAST) Met/Exceeded Standard: 35%</p>	
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10	Reclassification Rate	Reclassification Rate: 15.3% (2022-23)			Reclassification Rate: 20%	
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 Learners (EL) CAASPP ELA: 25%, Multilingual Learners (EL) CAASPP Math: 20%	
12	Multilingual Learner (aka, EL) Progress Indicator- ELPI CA Dashboard	ELPI 47.2% (2023-24)			ELPI 60%	
13	Kindergarten Academic Development- % of classes supported with Interventionist	Supported Kindergarten Classrooms: 100% (Spring 2024)			Supported Kindergarten Classrooms: 100%	

14	iReady Kindergarten Reading and Math -	<p>Spring 2024</p> <p>All Students:</p> <p>Reading- % of Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 68%</p> <p>Math- % of Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 47%</p> <p>Low Income:</p> <p>Reading- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 66.13%</p> <p>Math- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 43.80%</p> <p>Spring 2024 iReady Growth:</p> <p>Reading End of Year Met Typical Growth All Kdg: 29%</p> <p>Math End of Year Met Typical Growth All Kdg: 27%</p>			<p>All Students:</p> <p>Reading- % of Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 78%</p> <p>Math- % of Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 57%</p> <p>Low Income:</p> <p>Reading- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 76%</p> <p>Math- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 54%</p> <p>iReady:</p> <p>Reading End of Year Met Typical Growth All Kdg: 39%</p> <p>Math End of Year Met Typical Growth All Kdg: 37%</p>	
15	Fully Credentialed and Appropriately Assigned Teachers	Fully Credentialed and Appropriately Assigned Teachers: 99% (2023-2024)			Fully Credentialed and Appropriately Assigned Teachers: 100%	

16	VAPA enrollment (metric for Broad Course of Study)	VAPA enrollment: 100% (elementary, May 2024) VAPA enrollment: 44% (secondary, May 2024)			VAPA enrollment: 100% (elementary) VAPA enrollment: 50% (secondary)	
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 (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%	

Goal Analysis for 2024-2025

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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	<p>CTE courses are available at all middle schools; CTE Pathways are available at the high school level.</p> <p>Provide an additional academic counselor to support each comprehensive high school.</p> <p>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.</p>	\$6,500,000.00	Yes
2	1.2 Equitable Access to A-G	<p>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.</p> <p>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.</p> <p>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.</p> <p>Online subscriptions to Eureka.</p>	\$2,800,000.00	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.	\$200,000.00	Yes
4	1.4 AVID Expansion	<p>AVID continuously monitors DUSD's program and DUSD is expanding in the middle and elementary schools.</p> <p>Elementary Schools are taking part in training to provide AVID skills and processes at the elementary level.</p> <p>Middle and High schools constantly evaluate the program and increase sections offered.</p>	\$2,100,000.00	Yes

		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.		
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 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.	\$100,000.00	Yes
6	1.6 CA State Standards Aligned Instruction	<p>Increase equitable A-G access to all students via inclusive pedagogy.</p> <p>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 Spring 2024 CAASPP scores in ELA, Math, and the ELPI. This action also addresses the needs of schools that perform in the "red" in ELPI, and Math and ELA on the California Dashboard.</p> <p>The lowest status on the indicators will be met at the following sites: 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)</p> <p>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)</p> <p>Carpenter Elem- ELPI (all) Imperial Elem- ELPI (all) Price Elem- ELPI (all)</p>	\$1,550,000.00	Yes

		Williams Elem- ELPI (all)		
7	1.7 Multi-Tiered System of Support	<p>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. This action meets the academic needs of EL and low-income students and we will measure its effectiveness with the Spring 2024 CAASPP scores in ELA, Math, and the ELPI. This action also address the needs of schools that perform in the "red" in ELPI, and Math and ELA on the CAASPP as demonstrated on the California Dashboard.</p>	\$2,100,000.00	Yes
8	1.8 English Learner (EL) Categorical Teachers	<p>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 Spring 2024 CAASPP scores in ELA and the ELPI. This action meets the academic needs of EL students and we will measure its effectiveness with the Spring 2024 CAASPP scores in ELA, Math, and the ELPI. This action provides support to the schools that perform in the "red" in ELPI on the California Dashboard.</p> <p>The lowest status on the indicators will be met at the following sites: 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)</p>	\$1,600,000.00	Yes

		Williams Elem- ELPI (all)		
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.	\$3,000,000.00	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 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.	\$1,600,000.00	Yes
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 kindergarten 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.	\$7,674,930.00	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.	\$2,312,726.00	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.	\$76,017,864.00	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.	\$100,000.00	Yes

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 address 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)			Attendance Rate: 95%	
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 (all): 15% Chronic Absenteeism (DUSD PI): 35% Chronic Absenteeism (DUSD EL): 25% Chronic Absenteeism (DUSD AA): 24% Chronic Absenteeism (DUSD Wh): 20% Chronic Absenteeism (DUSD SWD): 31% Chronic Absenteeism (DUSD SED): 25%	

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)			Suspension Rate (DUSD all): 2.9% Suspension Rate (DUSD Wh): 2.9% Suspension Rate (DUSD Hisp): 2.9% Suspension Rate (DUSD SED): 3.5%	
4	Expulsion Rate	Expulsion Rate: 0% (2022-23)			Expulsion Rate: 0%	
5	HS Dropout Rate	High School Dropout Rate: 3.7% (2022-23, Data Quest)			High School Dropout Rate: 2.7%	
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)			LCAP School Climate : % of teachers who Strongly Agree or Agree with the statement, "Adults in my school treat students with respect.": 90%	
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.": 87%	
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: 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%	

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%			CHKS Elementary School Students: School Connectedness: 79% CHKS Middle School Students: School Connectedness: 63% CHKS High School Students: School Connectedness: 75%	
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%			CHKS Elementary School Students: Perceived School Safety: 85% CHKS Middle School Students: Perceived School Safety: 70%% CHKS High School Students: Perceived School Safety: 75%	
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%			School Safety CHKS- Staff Is a safe place for staff 65% Is a safe place for students 70%	
12	Social Emotional Learning Supports (CHKS Elementary Students)	CHKS Elementary Students: Social Emotional Learning Supports: 76% (spring 2024)			CHKS Elementary Students: Social Emotional Learning Supports: 79%	
13	Middle School Drop Out Rate	0% CALPads Data (June 2023)			0% CalPads Data	
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	

Goal Analysis for 2024-2025

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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 that perform in the "red" in Suspensions and Chronic Absenteeism on the	\$850,000.00	Yes

		<p>California Dashboard.</p> <p>The lowest status on the indicators will be met at the following sites: 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)</p>		
2	2.2 Link Crew & W.E.B. (Where Everybody Belongs)	<p>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.</p>	\$25,000.00	Yes
3	2.3 SEL Curriculum for TK-5 (Re-Think Ed!)	<p>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 that perform in the "red" in Suspensions and Chronic Absenteeism on the California Dashboard.</p> <p>The lowest status on the indicators will be met at the following sites: 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)</p>	\$165,000.00	Yes
4	2.4 Mental Health Team - Clinical School Therapists (CSTs)	<p>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</p>	\$2,700,000.00	Yes

		<p>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 that perform in the "red" in Suspensions and Chronic Absenteeism on the California Dashboard.</p> <p>The lowest status on the indicators will be met at the following sites: 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)</p>		
5	2.5 Character Counts!	<p>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 that perform in the "red" in Suspensions and Chronic Absenteeism on the California Dashboard.</p> <p>The lowest status on the indicators will be met at the following sites: 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)</p>	\$300,000.00	Yes
6	2.6 Community Agency Counseling Support	<p>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,</p>	\$300,000.00	Yes

		<p>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.</p> <p>The lowest status on the indicators will be met at the following sites: 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)</p>		
7	2.7 Physical Education Program	<p>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 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.</p>	\$1,600,000.00	Yes
8	2.8 Additional School Nurses	<p>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.</p>	\$750,000.00	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: <ul style="list-style-type: none"> • Academic Achievement • Chronic Absenteeism • Suspension rate 	Broad Goal

State priorities address by this goal.

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

An explanation of why the LEA has developed this goal.

Downey USD was identified for Differentiated Assistance (DA) based on our Homeless' rate of suspension and academic performance on the ELA CAASSP. Data demonstrates that suspension rates for our Homeless are disproportionately higher than those of their peers. Their ELA CAASPP performance scores are disproportionately lower than those of their peers.

Historically both our Homeless and Foster Youth student groups consistently have performed below standard. Educational partners agree that our foster youth and homeless students experience higher rates of trauma compounded by home and school instability and need additional focus and supports. As such, they demonstrate lower outcomes in academic achievement, engagement, and school connectedness. In the 2022-23 CAASPP assessment, our foster youth scored 52.3 points below standard in English Language Arts and 105.9 points below standard in Mathematics, which is a slight improvement from the prior year. Homeless Youth scored 87 points below standard in English Language Arts which was a 25.6 point decline, and 115.6 points below standard in Math which was a 5.9 point improvement. In engagement and school connectedness, foster youth have a chronic absenteeism rate of 24.5% and an 9.8% suspension rate. Homeless have a 9.6% Suspension Rate and 58.9% Chronic Absenteeism rate. By appropriately addressing the factors impacting our homeless and foster youth's experience in school, we can improve their school outcomes.

The metrics will include the latter and will help us gauge our HFY students' progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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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)			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%	
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 Rate: 15% Homeless - Chronic Absenteeism Rate: 30%	
3	Suspension Rate	FY - Suspension Rate: 9.8% (2022-23 CA Dashboard) Homeless - Suspension Rate: 9.6% (2022-23 CA Dashboard)			FY - Suspension Rate: 9.3% Homeless - Suspension Rate: 9.1%	

Goal Analysis for 2024-2025

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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	<p>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 population.</p> <p>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.</p> <p>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,</p>	\$810,000.00	Yes

		<p>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.</p>		
2	3.2 Transportation	<p>Provide transportation to/from school. Our Homeless and Foster Youth often have an unstable 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.</p>	\$225,000.00	Yes
3	3.3 Supplemental Academic Support & Educational Experiences (Tutoring)	<p>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).</p> <p>Our Homeless Youth Group has been identified for Differentiated Assistance due to academic achievement. We will closely monitor CAASPP data and Chronic Absenteeism rates as a measure of improvement and success.</p>	\$60,000.00	Yes
5	3.4 Homeless and Foster Youth - Professional Development	<p>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 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.</p> <p>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</p>	\$15,000.00	Yes

	<p>(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 implementation of effective strategies to maximize our HFY students' whole-child outcomes.</p>	
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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 address 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.
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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: 100%	
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: 95%	
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 2027: Percentage of Staff who are satisfied or very satisfied with Downey Unified's Professional Development offerings: 75%	

4	LCAP Q for Students: My school gives me resources, books and supplies I need to learn.	Strongly Agree or Agree: 92.37% (2024-25)			Strongly Agree or Agree: 95%	
5	CAASPP (ELA, Math) & CAST	<p>2022-23: CAASPP ELA (Grade 3-8): 4.2 points below standard (2022-23) CAASPP Math (Grade 3-8): 45.3 points below standard (2022-23)</p> <p>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)</p> <p>CA Science Test (CAST) Met/Exceeded Standard: 28.63% (2022-23)</p>			<p>CAASPP ELA (Grade 3-8): 0 pts below standard (2025-26) CAASPP Math (Grade 3-8): 30 pts below standard (2025-26)</p> <p>CAASPP ELA- All Students Met/Exceeded Standard: 60% (2025-26) CAASPP Math- All Students Met/Exceeded Standard: 44% (2025-26) Multilingual Learners (EL) CAASPP ELA: 25%, Multilingual Learners (EL) CAASPP Math: 20% SED CAASPP ELA: 60% (2025-26) SED CAASPP Math: 40% (2025-26)</p> <p>CA Science Test (CAST) Met/Exceeded Standard: 35% (2025-26)</p>	

6	Textbook Sufficiency- Williams Report	100% of schools reviewed found sufficient (Fall 2023 report)			100% of Schools Reviewed Sufficient	
7	CHKS: Connectedness	CHKS Spring 2024 CHKS Elementary School: School Connectedness: 76% CHKS Middle School: School Connectedness: 53% CHKS High School: School Connectedness: 62%			CHKS Elementary School: School Connectedness: 79% CHKS Middle School: School Connectedness: 63% CHKS High School: School Connectedness: 75%	
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: All Students: 2.9% Foster Youth: 4% Homeless: 4% AA: 4%	
9	CSU/UC Eligible Graduates- SED	CSU/UC Eligible Graduates 2023- SED 46.7%			CSU/UC Eligible Graduates- SED 55%	
10	Multilingual Learner (aka, EL) Progress Indicator- ELPI CA Dashboard	ELPI 47.2% (2023-24)			ELPI 60%	
11	Chronic Absenteeism	2022-23 CA Dashboard: Chronic Absenteeism (all): 30.5% Chronic Absenteeism (DUSD PI): 43.2%			Chronic Absenteeism (all): 15% Chronic Absenteeism (DUSD PI): 35%	

12	LCAP Staff Survey: "I implement the California Teaching Standards in my daily lessons." percent of teachers who Agree or Strongly agree.	This will be a new question on the 2024-25 Staff Survey, therefore we do not have baseline data. Year 1 outcome will serve as baseline for the following two years.			98% of staff indicate they Agree or Strongly agree with the statement: "I implement the California Teaching Standards in my daily lessons."	
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Goal Analysis for 2024-2025

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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	<p>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 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 that perform in the "red" in Suspensions and Chronic Absenteeism on the California Dashboard.</p> <p>The lowest status on the indicators will be met at the following sites: 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) Sussman Middle School- Suspension Rate (AA, WH) Ward Elem- Suspension Rate (All, SED, HI)</p>	\$4,400,000.00	Yes
2	4.2 Online Resources for Library and Media Centers	<p>This action provides online database resource access (Overdrive, GALE, Noodle). to enable teachers to support middle and high school students.</p> <p>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.</p>	\$50,000.00	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	\$2,200,000.00	Yes

		coaching. In addition, the Teacher Specialists support the efficient 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. English Learners and low-income students demonstrated an increased need for targeted instruction in ELA and Math to reach grade level proficiency.		
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.	\$150,000.00	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. 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 especially for our new teachers. We expect this action will positively impact our CAASPP scores in ELA and Mathematics.	\$5,024,145.00	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 address 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: 94%	
2	LCAP Q: Decision-making Opportunities	Parent involvement in decision making: 85.88% (LCAP spring 2023)			Parent involvement in decision making: 91%	
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) Elementary 90% Middle School 65% High School 65%	

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 6000 Percent of Parents reporting as Free and Reduced Lunch 80% Percent of Parents reporting as EL 35%	
5	LCAP Parent Survey: Parent Education/Workshops/Academics (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 %			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 %	
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			LCAP Q: My child's school sends information home in a language I understand. All participants: 98% agree or strongly agree Families of EL: 98% agree or strongly agree	
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%			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 = 93% EL: Strongly Agree/Agree = 93.5%	

8	CHKS Student Survey	CHKS Student Survey Spring 2024, Promotion of Parent Involvement: Elementary 81% Middle School 53% High School 54%			CHKS Student Survey, Promotion of Parent Involvement: Elementary 90% Middle School 65% High School 65%	
9	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			LCAP Survey Q: My child's school presents information at meetings in a language I understand. All participants: 98% Agree or Strongly Agree Families of EL: 98%	
10	LCAP Q: Effective Communication	LCAP Parent Survey 2024 Q: "My child's school communicates effectively with parents." Strongly Agree/Agree = 90.32%			Q: "My child's school communicates effectively with parents." Strongly Agree/Agree = 93%	

Goal Analysis for 2024-2025

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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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 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."	\$550,000.00	Yes
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.	\$110,000.00	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	\$65,000.00	Yes

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.

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 address 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.
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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". (Student LCAP Survey) = 97%	
2	Facilities in "Good Repair": 100% (2022-23)	Facilities in "Good Repair": 100% (2022-23)			Facilities in "Good Repair": 100%	
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%			CHKS Elementary School: Perceived School Safety: 85% CHKS Middle School: Perceived School Safety: 70% CHKS High School: Perceived School Safety: 75%	

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%			School Safety CHKS- Staff Survey Is a safe place for staff 65% Is a safe place for students 70%	
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			"My school has the technology students need to learn."(Staff LCAP Survey) = 98% agree/strongly agree "The career and technical education (CTE) offered by Downey Unified is appropriate." (Staff LCAP Survey) = 98% agree/strongly agree	
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 respondents: 91.93% Agree or Strongly Agree			2027 LCAP Parent Survey: SED 97% Agree or Strongly Agree All 97% Agree or Strongly Agree	
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			2026-27 LCAP Survey: 92%- Parents reporting as Free and Reduced Lunch Agree or Strongly Agree 93% % - Parents "all" Agree or Strongly Agree	

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%			CAASPP ELA -All Students Met/Exceeded Standard: 60% (2022-23) CAASPP Math - All Students Met/Exceeded Standard: 44% (2022-23) SED CAASP ELA: Met/Exceeded Standard 60% SED CAASP Math: Met/Exceeded Standard 40%	
9	Chronic Absenteeism- SED	2022-23 CA Dashboard: Chronic Absenteeism All students: 30.5% SED: 33.4%			Chronic Absenteeism All students: 15% SED: 25%	

Goal Analysis for 2024-2025

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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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.	\$5,910,000.00	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.	\$3,250,000.00	Yes
3	6.3 Connectedness on Safe and Secure Campuses	Continue to fund additional staff on campus (campus aides, clerks) in the secondary schools. 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.	\$1,350,000.00	Yes

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: CHS- ELA (SED), Math (HI), CCI (all, EL, SED, SWD,HS); WA- ELA (all) & Math (all).	Equity Multiplier Focus Goal

State priorities address by this goal.

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

An explanation of why the LEA has developed this goal.

Columbus HS & Woodruff Academy have been identified as Equity Multiplier Schools. Educational partners were given the opportunity to discuss student outcome data and contribute to the development of this goal. Educational partners agree that the site is in need of additional resources to support the goal-attainment of our students who struggle the most.

Columbus High School is an alternative education setting that 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 that meet the unique needs of each student and family.

Woodruff Academy is a Community Day School that provides intensive behavioral- and social-emotional-regulating support for students to maximize individual goal attainment.

Due to environmental and familial stressors, some students continue to have difficulty achieving positive academic and behavior outcomes at a comprehensive secondary campus. The range and depth of complex needs require 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; 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, both CHS and WA, continue to evolve to meet students and families' needs.

Columbus HS' local indicators 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 are not meeting the College & Career Readiness indicators. The school has identified the need for academic intervention support and a parent liaison to maximize communication with families.

The Woodruff Academy (also referred to as a Community Day School), housed at Columbus High School is a program that provides individualized support to students who need an intensive small group environment due to their at-risk social and emotional behaviors that go beyond what a traditional middle school and comprehensive high school has to offer up to grade 10. Student who are identified as displaying significant at-risk social-emotional behaviors are not academically successful tend to have a greater risk of dropping out of school. Often, students in the socioeconomically disadvantaged group, do not have access to the resources and support they need to overcome academic and behavior challenges. Support from this goal and the actions therein will provide additional classroom support which includes a parent liaison, two paraprofessionals and Tier 2 counseling support for students. Most students in this program are transient as their individual goals includes returning to their home school once they learn to self-regulate. Due to the high transiency rate, the class sizes are usually small, with less with less than ten students per classroom and there is a student-to-

adult ratio of 1 to 5. The ratio significantly increases access to a quality individualized academic plan designed to promote academic success, daily social-emotional lessons, and a highly structured learning environment. Woodruff Academy provides opportunities to earn course credits and demonstrate self-regulating behavior with.

Local Indicators on the CA Dashboard for Woodruff Academy 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 communication with families.

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% Suspension: 32.4% Transiency Rate: 26%; 9/34 students returned to home MS/HS (Sept 23-Apr 24)			Woodruff Academy: Reading iReady: 84% of WAS students are 3 or more levels below grade level in Reading (May 2024) Math iReady: 91% of WAS students are 3 or more levels below grade level (May 2024) Chronic Absenteeism: 40% Suspension: 20% Transiency Rate: 35% returned to home MS/HS (Sept -Apr)	

2	WA: Perception Data	Woodruff Academy: Spring 2024 CHKS CHKS- Student Survey, School perceived as safe: 82% CHKS- Student Survey, Promotion of Parent Involvement: 72% CHKS- Student Survey, Caring Adult Relationships: 62% CHKS- Student Survey, School Connectedness: 59%			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%	
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 CAASP ELA for SED: 92.9 points below standard 2023 CAASP Math for Hispanic: 189.7 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% 2023 CAASP ELA for SED: 90 points below standard 2023 CAASP Math for Hispanic: 185 points below standard	

4	CHS: Perception Data	Columbus HS: Spring 2024 Survey: CHKS- Student Survey, School perceived as safe: 68% CHKS- Student Survey, Promotion of Parent Involvement: 55% CHKS- Student Survey, Caring Adult Relationships: 57% CHKS- Student Survey, School Connectedness:50%			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%	
5	CHS: College/Career Indicator (CA Dashboard)	College/Career Indicator (CA Dashboard 2022/23): All Students: 1.3% prepared EL: 0% prepared Hispanic: 1.4% prepared SED: 0.5% prepared Students with Disabilities: 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	

Goal Analysis for 2024-2025

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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.	\$120,000.00	No
2	7.2 Alt Ed: CHS & WA - Parent Liaison	<p>Columbus HS' local indicators 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.</p> <p>Woodruff Academy's local indicators on the 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.</p> <p>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</p>	\$150,000.00	No

		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.		
3	7.3 Alt Ed: CHS & WA - MTSS Supports	<p>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.</p> <p>Woodruff Academy will provide additional paraprofessionals who will focus on the individual and complex academic (focus on ELA and Math) and behavior regulation.</p>	\$440,000.00	No

Goal

Goal #	Description	Type of Goal
8	The Downey Virtual Academy will provide students with individualized instruction & supports that create the opportunity for elementary online students to demonstrate academic growth in the areas of ELA (all) and Math (all) by the end of the 2024-25 school year.	Equity Multiplier Focus Goal
State priorities address by this goal.		
2, 4, 5		
An explanation of why the LEA has developed this goal.		
<p>The Virtual Academy is designed to allow students the opportunity to access their education with academic and social emotional support on an online platform and provides opportunities for customization and flexibility. Demand for this program has significantly decreased, therefore, only one teacher will be funded. 2024-25 will be the last year for the Virtual Academy.</p> <p>The DUSD Virtual Academy has been identified as an Equity Multiplier Site. The Virtual Academy was created in response to the pandemic and serves students from families who continue to have reservations regarding in person instruction, or have special circumstances which prohibit the student from attending school in person. Students using the online platform require close monitoring to ensure they are benefitting from the experience and continue to make academic progress.</p>		

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	VA Attendance Rate	VA Attendance Rate: 90.49 (End of 2023)			VA Attendance Rate: 98%	
2	Academic Performance (VA)	VA- CAASPP ELA (Grade 3-8): 23.8 points above standard (2022-23) VA- CAASPP Math (Grade 3-8): 33.2 points above standard (2022-23)			VA- CAASPP ELA (Grade 3-8): 25 points above standard VA-CAASPP Math (Grade 3-8): 35 points above standard	

Goal Analysis for 2024-2025

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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	8.1 Virtual Academy-Student support services	The students attending the Elementary Virtual Academy require close monitoring to ensure they are making progress academically and that the "whole child" is developing. 70% of the school population is low income. Students might not have access to extra support in the home. This action provides support services via an Academic Interventionist, Vice Principal and Site Based Therapist. This team will work together to ensure the students are receiving any and all services they require such as tutoring, counseling/therapy, home visits to monitor health and well being and attendance monitoring.	\$634,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$62,496,778.00	\$6,424,947.00

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
26.35%	0.00%	\$0.00	26.35%

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	<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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 and Career Indicator on the Dashboard.</p>	CCI CA Dashboard for SED and all students

1.2 Equitable Access to A-G	<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Online subscriptions to Eureka.</p>	<p>Graduation Rates for Multilingual Learners (EL) and all students CSU/UC Eligible Graduates for for Multilingual Learners (EL) and all students</p>
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1.4 AVID Expansion	<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	Graduation Rate for SED and all students SED & all SBA ELA & Math
1.5 Extend Library Access	<p>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.</p>	<p>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.</p> <p>This action is also extended LEAwide who may benefit from accessing this action due to unknown individual needs and home-life situations.</p>	SBA in ELA and Math for All Students and SED

<p>1.6 CA State Standards Aligned Instruction</p>	<p>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.</p>	<p>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).</p> <p>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.</p> <p>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.</p>	<p>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</p>
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1.7 Multi-Tiered System of Support (MTSS) & Professional Development	<p>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.</p> <p>DUSD All Students CAASPP ELA Met/Exceeded Standard: 50.43% (2022-23) DUSD All Students CAASPP Math Met/Exceeded Standard: 34.45% (2022-23)</p> <p>FY CAASPP ELA Met/Exceeded Standard: 38.24% (2022-23) FY CAASPP Math Met/Exceeded Standard: 20.59% (2022-23)</p> <p>Multilingual Learners (EL) CAASPP ELA Met/Exceeded Standard: 16.32%, Multilingual Learners (EL) CAASPP Math Met/Exceeded Standard: 12.43%</p> <p>SED CAASPP ELA Met/Exceeded Standard: 45.83% SED CAASPP Math Met/Exceeded Standard: 30.01%</p> <p>Chronic Absenteeism (DUSD all): 30.5% Chronic Absenteeism (DUSD SED): 33.4% Chronic Absenteeism (DUSD EL): 33.5%</p>	<p>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 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 with success in core subjects), and Tier III (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.</p> <p>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.</p>	<p>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</p>
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1.9 Summer Matters Enrichment	<p>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.</p>	<p>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.</p> <p>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.</p>	<p>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</p>
1.11 Technology Accessibility and Assistance	<p>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.</p> <p>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.</p>	<p>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.</p> <p>This action will benefit all learners LEAwide to ensure each student benefits from learning tools and technology.</p>	<p>ELA and Math SBA data on Dashboard: SED & all students</p>
1.12 Kindergarten Intervention	<p>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:</p> <ol style="list-style-type: none"> 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. 	<p>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.</p> <p>This action is extended LEAwide to benefit learners who are challenged in accessing grade-level and/or age-developmental skills and knowledge.</p>	<p>Local grade-level indicators (iReady ELA & Math) for SED and all. Percent of Kindergarten classes with Intervention support</p>

1.13 Supplemental and Concentration Funding	<p>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.</p>	<p>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.</p> <p>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.</p>	<p>CAASPP ELA, Math and Science: SED ,EL, and all students</p> <p>Graduation Rates-All, Low Income, and EL</p>
1.16 College Credit Courses	<p>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.</p> <p>Education partners expressed a need to increase college & career readiness options.</p>	<p>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.</p> <p>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.</p>	<p>College Credit Course Enrollment and Pass Rates: SED and all</p> <p>CSU/UC Eligible Graduates: All and SED</p>

2.1 Positive Behavior Interventions & Supports (PBIS)	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	Chronic Absenteeism: LI, FY, all Suspension rate: LI, FY, all
2.2 Link Crew & WEB	<p>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.</p> <p>22-23 Chronic Absenteeism (DUSD SED): 33.4% 21-22 Chronic Absenteeism (DUSD SED): 42.1%</p> <p>Student CHKS Middle School: School Connectedness: 53% Student CHKS High School: School Connectedness: 62%</p>	<p>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.</p> <p>Transitions are a challenge for students and this action will benefit students LEAwide.</p>	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.	<p>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.</p> <p>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.</p>	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.	<p>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.</p> <p>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.</p>	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.	<p>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.</p> <p>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.</p> <p>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.</p>	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	<p>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.</p>	<p>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 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.</p> <p>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.</p>	<p>Chronic Absenteeism: all & LI Suspension Rate: all, LI CHKS- Climate Survey- School Connectedness</p>
4.2 Online Resources for Library and Media Centers	<p>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.</p>	<p>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.</p> <p>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.</p>	<p>LCAP Student Survey - materials CCI indicator- LI and all</p>

4.3 Teacher instruction and support for the CA State Standards	<p>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.</p> <p>CAASPP ELA - All Students Met/Exceeded Standard: 50.43% (2022-23) CAASPP Math -All Students Met/Exceeded Standard: 34.45% (2022-23)</p> <p>CAASPP SED Met/Exceeded Standard ELA: 45.83% CAASPP SED Met/Exceeded Standard Math: 30.01%</p> <p>CAASPP Multilingual Learners (EL) ELA 16.32%, CAASPP Multilingual Learners (EL) Math: 12.43% ELPI 47.2%</p>	<p>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.</p> <p>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.</p> <p>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.</p>	CAASPP results in ELA and Math: all, LI, EL CA Science Test: all, LI, EL ELPI
4.4 Leadership Development	<p>This action targets our low income (Socioeconomically Disadvantaged, SED) students who demonstrate learning gaps in comparison to all students on the CAASPP.</p> <p>CAASPP ELA - All Students Met/Exceeded Standard: 50.43% (2022-23) CAASPP Math -All Students Met/Exceeded Standard: 34.45% (2022-23)</p> <p>SED CAASPP ELA: 45.83% (2022-23) SED CAASPP Math: 30.01% (2022-23)</p> <p>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.</p>	<p>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.</p> <p>While the purpose and focus of Leadership development, preparedness and knowledge is our low income students, the benefits will impact all students LEAwide .</p>	CAASP ELA- SED and all CAASP Math- SED and all LCAP Staff survey Job Satisfaction and Training

<p>4.5 Additional Teacher Professional Development Days</p>	<p>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.</p> <p>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.</p> <p>All Students CAASPP ELA Met/Exceeded Standard: 50.43% (2022-23) All Students CAASPP Math Met/Exceeded Standard: 34.45% (2022-23)</p> <p>SED CAASPP ELA Met/Exceeded Standard: 45.83% SED CAASPP Math Met/Exceeded Standard: 30.01%</p> <p>Multilingual Learners (ML/EL) CAASPP ELA Met/Exceeded Standard: 16.32%, Multilingual Learners (ML/EL) CAASPP Math Met/Exceeded Standard : 12.43% ELPI 47.2%</p>	<p>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.</p> <p>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.</p>	<p>CAASP ELA, SED & EL CAASP Math, SED & EL ELPI LCAP Staff Survey: "I implement the California Teaching Standards in my daily lessons." Textbook Sufficiency Fully Credentialed Teachers</p>
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5.1 & 5.3 Public Relations and Communicatio n	<p>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.</p> <p>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.</p> <p>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).</p> <p>Parent Participation - total surveys 5299 (Spring 2024) Percent of Parents reporting as EL 29%</p>	<p>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.</p> <p>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.</p>	<p>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 response data.</p>
5.2 Parent Academies	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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</p> <p>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%</p>

6.1 Maintenance of Technology in teaching and learning.	<p>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%.</p> <p>SED SBA Math: 30.01%</p>	<p>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 technicians and network staff to support the necessary infrastructure to maintain student and staff devices to maintain access to quality technological resources.</p> <p>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.</p>	<p>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</p>
6.2 Technology Devices and Digital Resources	<p>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%.</p> <p>SED SBA Math: 30.01%</p>	<p>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.</p> <p>This action will be extended LEAwide to benefit all learners with technology to maximize their engagement and learning outcomes.</p>	<p>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</p>

6.3 Connectedness on Safe and Secure Campuses	<p>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.</p> <p>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.</p>	<p>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.</p> <p>This action will extend the benefit to all students, LEAwide.</p>	<p>CHKS - Student & Staff - Safety Facilities in Good Repair Report LCAP Parent Survey- Filter by Free/Reduced Lunch- My child's school meets his/her social and emotional needs. Chronic Absenteeism- Low Income (SED)</p>
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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 achievement 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
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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.

Not Applicable

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 of the schools within Downey Unified have a high concentration (above 55 percent) of foster youth, English learners, and low-income students; thus, all actions and funding described are for all schools. The additional concentration grant add-on funding for the 2024-25 school year is approximately 6.1 million dollars and we will use it to increase the following services (people) for our students:

Goal 1 Action 1 - Career Technical Education (LCAP Line #9)

This action provides additional funding to expand our CTE pathways by hiring additional staff who will teach courses in our STEM and Vocational programs. These programs target our low-income students by providing them with additional opportunities to practice the skills they learn in their English and Mathematics courses. By providing more opportunities to extend their learning, our low-income students will be better engaged, demonstrate a higher rate of CTE completion, and demonstrate readiness in our CCI indicators.

Goal 1 Action 4- AVID

This action provides our low-income and English Learner students access to the AVID program. This is a college readiness program designed to increase the academic achievement of students in middle and high school. Research demonstrates that low-income and English Learner students who participate in AVID persist and graduate from college at a higher rate than students who do not. Every year, AVID expands in the middle and high schools and we are extending AVID to elementary schools in 2024-25. The expansion in secondary schools includes teachers for the course and AVID tutors per section that work directly with students and support them academically.

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%	N/A - 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%	N/A - all schools in the LEA are more than 55%

Action Tables

2024-2025 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 %)
2024-2025	\$237,170,424.00	\$62,496,778.00	26.35%	0.00%	26.35%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$138,724,665.00	\$1,134,000.00	\$0.00	\$0.00	\$139,858,665.00	\$108,771,051.00	\$31,087,614.00

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	\$4,600,000	\$1,900,000	\$6,500,000	\$0	\$0	\$0	\$6,500,000	0.00%
1	2	1.2 Equitable Access to A-G	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	\$2,700,000	\$100,000	\$2,800,000	\$0	\$0	\$0	\$2,800,000	0.00%
1	3	1.3 AP Testing Cost	Low Income	Yes	Limited	Low Income	Specific Grade Spans, 9-12	Ongoing	\$0	\$200,000	\$200,000	\$0	\$0	\$0	\$200,000	0.00%
1	4	1.4 AVID Expansion	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$1,900,000	\$200,000	\$2,100,000	\$0	\$0	\$0	\$2,100,000	0.00%
1	5	1.5 Extend Library Access	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$100,000	\$0	\$100,000	\$0	\$0	\$0	\$100,000	0.00%
1	6	1.6 CA State Standards Aligned Instruction	All	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	\$1,250,000	\$300,000	\$1,550,000	\$0	\$0	\$0	\$1,550,000	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	\$1,300,000	\$800,000	\$2,100,000	\$0	\$0	\$0	\$2,100,000	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	\$1,600,000	\$0	\$1,600,000	\$0	\$0	\$0	\$1,600,000	0.00%

1	9	1.9 Summer Matters Enrichment	All	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Summer	\$2,740,000	\$260,000	\$3,000,000	\$0	\$0	\$0	\$3,000,000	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	\$1,600,000	\$0	\$1,600,000	\$0	\$0	\$0	\$1,600,000	0.00%
1	12	1.12 Kindergarten Intervention	All	Yes	LEA-wide	Low Income	Specific Grade Spans, Kindergarten	Ongoing	\$7,674,930	\$0	\$7,674,930	\$0	\$0	\$0	\$7,674,930	0.00%
1	13	1.13 Supplemental and Concentration Funding	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	\$0	\$2,312,726	\$2,312,726	\$0	\$0	\$0	\$2,312,726	0.00%
1	14	1.14 Credentialed Teachers, Classified Staff, Materials and Supplies	All	No				Ongoing	\$60,489,476	\$15,528,388	\$76,017,864	\$0	\$0	\$0	\$76,017,864	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	\$100,000	\$100,000	\$0	\$0	\$0	\$100,000	0.00%
2	1	2.1 Positive Behavior Interventions and Supports (PBIS)	All	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	\$550,000	\$300,000	\$850,000	\$0	\$0	\$0	\$850,000	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	\$25,000	\$0	\$25,000	\$0	\$0	\$0	\$25,000	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	\$165,000	\$165,000	\$0	\$0	\$0	\$165,000	0.00%
2	4	2.4 Mental Health Team - Clinical School Therapists (CSTs)	All	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	\$2,650,000	\$50,000	\$2,700,000	\$0	\$0	\$0	\$2,700,000	0.00%
2	5	2.5 Character Counts!	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$220,000	\$80,000	\$300,000	\$0	\$0	\$0	\$300,000	0.00%

2	6	2.6 Community Agency Counseling Support	All	Yes	LEA-wide	Low Income, Foster Youth	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	\$1,595,000	\$5,000	\$1,600,000	\$0	\$0	\$0	\$1,600,000	0.00%
2	8	2.8 Additional School Nurses	All	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	\$744,000	\$6,000	\$750,000	\$0	\$0	\$0	\$750,000	0.00%
3	1	3.1 Program Specialists for Homeless and Foster Youth	Foster Youth, Homeless, Low Income	Yes	Limited	Low Income, Foster Youth	All Schools	Ongoing	\$810,000	\$0	\$810,000	\$0	\$0	\$0	\$810,000	0.00%
3	2	3.2 Transportation	Foster Youth, Homeless	Yes	Limited	Foster Youth, Low Income	All Schools	Ongoing	\$0	\$225,000	\$225,000	\$0	\$0	\$0	\$225,000	0.00%
3	3	3.3 Supplemental Academic Support & Educational Experiences (Tutoring)	Foster Youth, Homeless	Yes	Limited	Foster Youth, Low Income	All Schools	Ongoing	\$0	\$60,000	\$60,000	\$0	\$0	\$0	\$60,000	0.00%
3	5	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	\$4,400,000	\$0	\$4,400,000	\$0	\$0	\$0	\$4,400,000	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	\$50,000	\$50,000	\$0	\$0	\$0	\$50,000	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	\$2,170,000	\$30,000	\$2,200,000	\$0	\$0	\$0	\$2,200,000	0.00%
4	4	4.4 Leadership Development	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0	\$150,000	\$150,000	\$0	\$0	\$0	\$150,000	0.00%
4	5	4.5 Additional Teacher Professional Development Days	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	\$5,024,145	\$0	\$5,024,145	\$0	\$0	\$0	\$5,024,145	0.00%
5	1	5.1 Public Relations and Communication	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	\$240,000	\$310,000	\$550,000	\$0	\$0	\$0	\$550,000	0.00%
5	2	5.2 Parent Engagement & Education	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	\$22,500	\$87,500	\$110,000	\$0	\$0	\$0	\$110,000	0.00%
5	3	5.3 Parent Input Opportunities & Monitoring District Initiatives (Qualtrics)	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	\$0	\$65,000	\$65,000	\$0	\$0	\$0	\$65,000	0.00%
6	1	6.1 Maintenance of technology in teaching and learning	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$2,310,000	\$3,600,000	\$5,910,000	\$0	\$0	\$0	\$5,910,000	0.00%

6	2	6.2 Technology Devices and digital resources	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0	\$3,250,000	\$3,250,000	\$0	\$0	\$0	\$3,250,000	0.00%
6	3	6.3 Connectedness on Safe and Secure Campuses	All	Yes	LEA-wide	Low Income	Specific Grade Spans, 6-12	Ongoing	\$715,000	\$635,000	\$1,350,000	\$0	\$0	\$0	\$1,350,000	0.00%
7	1	7.1 Alt Ed: CHS & WA - Additional Site Administration	All	No				Ongoing	\$120,000	\$0	\$0	\$120,000	\$0	\$0	\$120,000	0.00%
7	2	7.2 Alt Ed: CHS & WA - Parent Liaison	Homeless, Hispanic or Latino, African-American, Low Income, Foster Youth, All	No				Ongoing	\$150,000	\$0	\$0	\$150,000	\$0	\$0	\$150,000	0.00%
7	3	7.3 Alt Ed: CHS & WA - MTSS Supports	All	No				Ongoing	\$440,000	\$0	\$0	\$440,000	\$0	\$0	\$440,000	0.00%
8	1	8.1 Virtual Academy- Student support services	Low Income, All	No				7/1/2024 - 6/30/2025	\$631,000	\$3,000	\$210,000	\$424,000	\$0	\$0	\$634,000	0.00%

2024-2025 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
\$237,170,424.00	\$62,496,778.00	26.35%	0.00% - No Carryover	26.35%	\$62,496,801.00	0.00%	26.35%	Total:	\$62,496,801.00
								LEA-wide Total:	\$59,601,801.00
								Limited Total:	\$2,895,000.00
								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	\$6,500,000.00	0.00%
1	2	1.2 Equitable Access to A-G	Yes	LEA-wide	English learner (EL)	All Schools	\$2,800,000.00	0.00%
1	3	1.3 AP Testing Cost	Yes	Limited	Low Income	Specific Grade Spans, 9-12	\$200,000.00	0.00%
1	4	1.4 AVID Expansion	Yes	LEA-wide	Low Income	All Schools	\$2,100,000.00	0.00%
1	5	1.5 Extend Library Access	Yes	LEA-wide	Low Income	All Schools	\$100,000.00	0.00%
1	6	1.6 CA State Standards Aligned Instruction	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$1,550,000.00	0.00%

1	7	1.7 Multi-Tiered System of Support	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$2,100,000.00	0.00%
1	8	1.8 English Learner (EL) Categorical Teachers	Yes	Limited	English learner (EL)	All Schools	\$1,600,000.00	0.00%
1	9	1.9 Summer Matters Enrichment	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$3,000,000.00	0.00%
1	11	1.11 Technology Accessibility and Assistance	Yes	LEA-wide	Low Income	Specific Grade Spans, TK-8	\$1,600,000.00	0.00%
1	12	1.12 Kindergarten Intervention	Yes	LEA-wide	Low Income	Specific Grade Spans, Kindergarten	\$7,674,930.00	0.00%
1	13	1.13 Supplemental and Concentration Funding	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$2,312,726.00	0.00%
1	16	1.16 College-Credit Courses	Yes	LEA-wide	Low Income	Specific Schools, Downey High School & Warren High School	\$100,000.00	0.00%
2	1	2.1 Positive Behavior Interventions and Supports (PBIS)	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$850,000.00	0.00%
2	2	2.2 Link Crew & W.E.B. (Where Everybody Belongs)	Yes	LEA-wide	Low Income	Specific Grade Spans, 6-12	\$25,000.00	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	\$165,000.00	0.00%
2	4	2.4 Mental Health Team - Clinical School Therapists (CSTs)	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$2,700,000.00	0.00%
2	5	2.5 Character Counts!	Yes	LEA-wide	Low Income	All Schools	\$300,000.00	0.00%
2	6	2.6 Community Agency Counseling Support	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$300,000.00	0.00%
2	7	2.7 Physical Education Program	Yes	LEA-wide	Low Income	Specific Grade Spans, TK-5	\$1,600,000.00	0.00%
2	8	2.8 Additional School Nurses	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$750,000.00	0.00%

3	1	3.1 Program Specialists for Homeless and Foster Youth	Yes	Limited	Low Income, Foster Youth	All Schools	\$810,000.00	0.00%
3	2	3.2 Transportation	Yes	Limited	Foster Youth, Low Income	All Schools	\$225,000.00	0.00%
3	3	3.3 Supplemental Academic Support & Educational Experiences (Tutoring)	Yes	Limited	Foster Youth, Low Income	All Schools	\$60,000.00	0.00%
3	5	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	\$4,400,000.00	0.00%
4	2	4.2 Online Resources for Library and Media Centers	Yes	LEA-wide	Low Income	Specific Grade Spans, 6-12	\$50,000.00	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	\$2,200,000.00	0.00%
4	4	4.4 Leadership Development	Yes	LEA-wide	Low Income	All Schools	\$150,000.00	0.00%
4	5	4.5 Additional Teacher Professional Development Days	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$5,024,145.00	0.00%
5	1	5.1 Public Relations and Communication	Yes	LEA-wide	English learner (EL)	All Schools	\$550,000.00	0.00%
5	2	5.2 Parent Engagement & Education	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$110,000.00	0.00%
5	3	5.3 Parent Input Opportunities & Monitoring District Initiatives (Qualtrics)	Yes	LEA-wide	English learner (EL)	All Schools	\$65,000.00	0.00%
6	1	6.1 Maintenance of technology in teaching and learning	Yes	LEA-wide	Low Income	All Schools	\$5,910,000.00	0.00%
6	2	6.2 Technology Devices and digital resources	Yes	LEA-wide	Low Income	All Schools	\$3,250,000.00	0.00%

6	3	6.3 Connectedness on Safe and Secure Campuses	Yes	LEA-wide	Low Income	Specific Grade Spans, 6-12	\$1,350,000.00	0.00%
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2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$280,841,505.00	\$282,455,778.00

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	(LCAP Line #4) Downey Virtual Academy	Yes	\$595,000.00	\$415,000.00
1	2	(LCAP Line #5) Planning and professional development for supplementary curriculum supports for the Next Generation Science Standards (NGSS), and Social Studies Framework (SS).	Yes	\$80,000.00	\$60,400.00
1	3	(LCAP Line #6) K-16 Bridge Program	Yes	\$30,000.00	\$30,000.00
1	4	(LCAP Line #7) AP Testing Cost	Yes	\$230,000.00	\$230,000.00
1	5	(LCAP Line #8) AVID	Yes	\$2,500,000.00	\$2,549,945.00
1	6	(LCAP Line #9) Career Technical Education (CTE) Pathways	Yes	\$7,000,000.00	\$7,910,132.00
1	7	(LCAP Line #10) CA State Standards Aligned Materials and Training	Yes	\$1,300,000.00	\$1,995,499.00
1	8	(LCAP Line #11) Summer School Programs	Yes	\$3,000,000.00	\$3,000,000.00
1	9	(LCAP Line #13) English Learner (EL) Categorical Teachers	Yes	\$1,685,000.00	\$1,685,000.00
1	10	(LCAP Line #16)	Yes	\$300,000.00	\$338,565.00

		Library/Media Access			
1	11	(LCAP Line #17) College and Career Technicians	Yes	\$615,000.00	\$638,983.00
1	12	(LCAP Line #19) Instructional Media Technicians (IMTs)	Yes	\$1,570,000.00	\$391,493.00
1	13	(LCAP Line #54) Multi-Tiered Systems of Support (MTSS)	Yes	\$2,200,000.00	\$2,105,000.00
1	14	(LCAP Line #55) Reach Higher Initiative	Yes	\$515,000.00	\$491,950.00
1	15	TK and K Certificated Interventionist	Yes	\$6,023,608.00	\$6,832,385.00
1	16	Supplemental and Concentration Funding	Yes	\$1,990,000.00	\$2,601,471.00
1	17	Credentialed Teachers, Classified Staff , and Materials and Supplies	No	\$221,727,897.00	\$221,727,897.00
1	18	Professional Development (repeated expenditure, Goal 1, Action 18)	No	\$0.00	\$0.00
2	1	(LCAP Line #21) Positive Behavior Interventions and Support (PBIS)	Yes	\$1,310,000.00	\$1,310,000.00
2	2	(LCAP Line #23) W.E.B and Link Crew	Yes	\$145,000.00	\$145,000.00
2	3	(LCAP Line #25) Mental Health Team - Clinical School Therapists (CSTs)	Yes	\$3,630,000.00	\$3,005,541.00
2	4	(LCAP Line #27) Community Day School	Yes	\$875,000.00	\$875,000.00
2	5	(LCAP Line #28) Character Counts!	Yes	\$90,000.00	\$111,476.00
2	6	(LCAP Line #29) Community Agency Counseling Support	Yes	\$300,000.00	\$300,000.00
2	7	(LCAP Line #30) Additional High School Counselors	Yes	\$470,000.00	\$414,508.00
2	8	(LCAP Line #31) Physical Education Program	Yes	\$1,200,000.00	\$1,518,786.00
2	9	(LCAP Line #32) Additional School Nurses	Yes	\$1,035,000.00	\$819,459.00
2	10	(LCAP Line#57) True Lasting Connections (TLC)	Yes	\$200,000.00	\$200,000.00
3	1	(LCAP Line #20) Foster	Yes	\$700,000.00	\$880,552.00

		Youth Program Specialists			
3	2	(LCAP Line #56) Transportation	Yes	\$150,000.00	\$150,000.00
3	3	(LCAP Line #57) Supplemental Academic Support & Educational Experiences	Yes	\$200,000.00	\$200,000.00
3	4	(LCAP Line #58) Foster Youth Practices and Professional Development.	Yes	\$25,000.00	\$25,000.00
4	1	(LCAP Line #33) Build Professional Staff Capacity	Yes	\$250,000.00	\$250,000.00
4	2	(LCAP Line #35) Data and Assessment System	Yes	\$180,000.00	\$180,000.00
4	3	(LCAP Line #36) School Support: Additional Staff for SEL & PBIS	Yes	\$4,350,000.00	\$3,940,000.00
4	4	(LCAP Line #37) Online Resources	Yes	\$80,000.00	\$66,783.00
4	5	(LCAP Line #38) Teachers on Special Assignment (TOSA)	Yes	\$2,650,000.00	\$2,995,046.00
4	6	(LCAP Line #39) Leadership Development	Yes	\$490,000.00	\$374,458.00
4	7	(LCAP Line#41) STEAM Support	Yes	\$250,000.00	\$214,000.00
4	8	Additional Teacher Professional Development Days	Yes	\$1,850,000.00	\$1,893,206.00
5	1	(LCAP Line #34) Monitoring District Initiatives (Qualtrics)	Yes	\$65,000.00	\$65,000.00
5	2	(LCAP Line #46) Public Relations	Yes	\$400,000.00	\$400,000.00
5	3	(LCAP Line#47) Interpreters at School Board Meetings	Yes	\$3,000.00	\$5,000.00
5	4	(LCAP Line#48) Parent Academies	Yes	\$110,000.00	\$110,000.00
6	1	(LCAP Line #49) 21st Century Learning Communities Initiative	Yes	\$4,500,000.00	\$5,711,067.00
6	2	(LCAP Line #51) Technology Integration	Yes	\$2,672,000.00	\$2,022,000.00
6	3	(LCAP Line #52)	Yes	\$1,300,000.00	\$1,270,176.00

2023-2024 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)
\$60,727,881.00	\$59,113,608.00	\$60,727,881.00	(\$1,614,273.00)	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	(LCAP Line #4) Downey Virtual Academy	Yes	\$595,000.00	\$415,000.00	0.00%	0.00%
1	2	(LCAP Line #5) Planning and professional development for supplementary curriculum supports for the Next Generation Science Standards (NGSS), and Social Studies Framework (SS).	Yes	\$80,000.00	\$60,400.00	0.00%	0.00%
1	3	(LCAP Line #6) K-16 Bridge Program	Yes	\$30,000.00	\$30,000.00	0.00%	0.00%
1	4	(LCAP Line #7) AP Testing Cost	Yes	\$230,000.00	\$230,000.00	0.00%	0.00%
1	5	(LCAP Line #8) AVID	Yes	\$2,500,000.00	\$2,549,945.00	0.00%	0.00%
1	6	(LCAP Line #9) Career Technical Education (CTE) Pathways	Yes	\$7,000,000.00	\$7,910,132.00	0.00%	0.00%
1	7	(LCAP Line #10) CA State Standards Aligned Materials and Training	Yes	\$1,300,000.00	\$1,995,499.00	0.00%	0.00%

1	8	(LCAP Line #11) Summer School Programs	Yes	\$3,000,000.00	\$3,000,000.00	0.00%	0.00%
1	9	(LCAP Line #13) English Learner (EL) Categorical Teachers	Yes	\$1,685,000.00	\$1,685,000.00	0.00%	0.00%
1	10	(LCAP Line #16) Library/Media Access	Yes	\$300,000.00	\$338,565.00	0.00%	0.00%
1	11	(LCAP Line #17) College and Career Technicians	Yes	\$615,000.00	\$638,983.00	0.00%	0.00%
1	12	(LCAP Line #19) Instructional Media Technicians (IMTs)	Yes	\$1,570,000.00	\$391,493.00	0.00%	0.00%
1	13	(LCAP Line #54) Multi-Tiered Systems of Support (MTSS)	Yes	\$2,200,000.00	\$2,105,000.00	0.00%	0.00%
1	14	(LCAP Line #55) Reach Higher Initiative	Yes	\$515,000.00	\$491,950.00	0.00%	0.00%
1	15	TK and K Certificated Interventionist	Yes	\$6,023,608.00	\$6,832,385.00	0.00%	0.00%
1	16	Supplemental and Concentration Funding	Yes	\$1,990,000.00	\$2,601,471.00	0.00%	0.00%
2	1	(LCAP Line #21) Positive Behavior Interventions and Support (PBIS)	Yes	\$1,310,000.00	\$1,310,000.00	0.00%	0.00%
2	2	(LCAP Line #23) W.E.B and Link Crew	Yes	\$145,000.00	\$145,000.00	0.00%	0.00%
2	3	(LCAP Line #25) Mental Health Team - Clinical School Therapists (CSTs)	Yes	\$3,630,000.00	\$3,005,541.00	0.00%	0.00%
2	4	(LCAP Line #27) Community Day School	Yes	\$875,000.00	\$875,000.00	0.00%	0.00%
2	5	(LCAP Line #28) Character Counts!	Yes	\$90,000.00	\$111,476.00	0.00%	0.00%
2	6	(LCAP Line #29) Community Agency Counseling Support	Yes	\$300,000.00	\$300,000.00	0.00%	0.00%
2	7	(LCAP Line #30) Additional High School Counselors	Yes	\$470,000.00	\$414,508.00	0.00%	0.00%
2	8	(LCAP Line #31) Physical Education Program	Yes	\$1,200,000.00	\$1,518,786.00	0.00%	0.00%
2	9	(LCAP Line #32) Additional School Nurses	Yes	\$1,035,000.00	\$819,459.00	0.00%	0.00%
2	10	(LCAP Line#57) True Lasting Connections (TLC)	Yes	\$200,000.00	\$200,000.00	0.00%	0.00%

3	1	(LCAP Line #20) Foster Youth Program Specialists	Yes	\$700,000.00	\$880,552.00	0.00%	0.00%
3	2	(LCAP Line #56) Transportation	Yes	\$150,000.00	\$150,000.00	0.00%	0.00%
3	3	(LCAP Line #57) Supplemental Academic Support & Educational Experiences	Yes	\$200,000.00	\$200,000.00	0.00%	0.00%
3	4	(LCAP Line #58) Foster Youth Practices and Professional Development.	Yes	\$25,000.00	\$25,000.00	0.00%	0.00%
4	1	(LCAP Line #33) Build Professional Staff Capacity	Yes	\$250,000.00	\$250,000.00	0.00%	0.00%
4	2	(LCAP Line #35) Data and Assessment System	Yes	\$180,000.00	\$180,000.00	0.00%	0.00%
4	3	(LCAP Line #36) School Support: Additional Staff for SEL & PBIS	Yes	\$4,350,000.00	\$3,940,000.00	0.00%	0.00%
4	4	(LCAP Line #37) Online Resources	Yes	\$80,000.00	\$66,783.00	0.00%	0.00%
4	5	(LCAP Line #38) Teachers on Special Assignment (TOSA)	Yes	\$2,650,000.00	\$2,995,046.00	0.00%	0.00%
4	6	(LCAP Line #39) Leadership Development	Yes	\$490,000.00	\$374,458.00	0.00%	0.00%
4	7	(LCAP Line#41) STEAM Support	Yes	\$250,000.00	\$214,000.00	0.00%	0.00%
4	8	Additional Teacher Professional Development Days	Yes	\$1,850,000.00	\$1,893,206.00	0.00%	0.00%
5	1	(LCAP Line #34) Monitoring District Initiatives (Qualtrics)	Yes	\$65,000.00	\$65,000.00	0.00%	0.00%
5	2	(LCAP Line #46) Public Relations	Yes	\$400,000.00	\$400,000.00	0.00%	0.00%
5	3	(LCAP Line#47) Interpreters at School Board Meetings	Yes	\$3,000.00	\$5,000.00	0.00%	0.00%
5	4	(LCAP Line#48) Parent Academies	Yes	\$110,000.00	\$110,000.00	0.00%	0.00%
6	1	(LCAP Line #49) 21st Century Learning Communities Initiative	Yes	\$4,500,000.00	\$5,711,067.00	0.00%	0.00%
6	2	(LCAP Line #51) Technology Integration	Yes	\$2,672,000.00	\$2,022,000.00	0.00%	0.00%

6	3	(LCAP Line #52) Connectedness and Safety	Yes	\$1,300,000.00	\$1,270,176.00	0.00%	0.00%
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2023-2024 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)
\$235,937,220.00	\$60,727,881.00	0.00%	25.74%	\$60,727,881.00	0.00%	25.74%	\$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.

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.

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.
- 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.

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* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.
- 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.

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 of 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).