

LCAP BUDGET FOR THE FISCAL YEAR 2024-25

LCAP#	Goal Area	Strategy	Services	New, Modified, Unchanged	EL, LI, FY	BUDGET	Mid-Year	Estimated Actuals	Indicators to address	Description of Service	Administrator Responsible	Metrics	
						FY 2024-25						FY 2024-25	Metrics Baseline
Goal 1: Student Achievement										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.			
1.1	Student Achievement	Foster a college-going culture	Expand CTE Pathways to include Elementary and Middle Schools (including PLTW) CTE (K-12) & STEAM	M	LI	6,500,000			CHS: CTE Completion	<p>Career Technical Education (CTE) bridges the gap between the world of work and the world of education. CTE provides students with the skills that prepare them for college or career entry and advancement. These funds are utilized for a 2:1 match for Career Technical Education Incentive Grant (CTEIG) and the K-12 Strong Workforce Programs (K-12 SWP) grant requirement.</p> <p>Provide an academic counselor to support each comprehensive high school.</p> <p>STEAM teacher specialist provides support to elementary teachers, staff and administrators through professional development during the school year and organizes a summer STEAM program for elementary students.</p>	ATYNER	<p>DUSD CTE Pathway Completion Rate (2022-23): 11%</p> <p>A-G & CTE Completion Rate (2022-23): All graduates: 9.6% SED Graduates: 8.1%</p> <p>CA Dashboard CCI Indicator 2023 All Students 42.7% SED 38.4%</p>	<p>CTE Pathway Completion Rate (2027): 20%</p> <p>A-G & CTE Completion Rate (2027): All graduates: 15% SED Graduates: 13%</p> <p>CA Dashboard CCI Indicator 2024 All Students 47% SED 42%</p>
1.2	Student Achievement	Foster a college-going culture	Equitable Access to A-G for All	M	EL	2,800,000			<p>District: ELA (Hom, SWD), Suspensions: (FY, Hom), Chr Abs (PI)</p> <p>Alameda: ELA (SWD), Chr Abs (EL)</p> <p>Carpenter: ELPI (all)</p> <p>Gallatin: Math (SWD), Chr Abs (EL, SED, SWD, Wh)</p> <p>Imperial: ELPI (all), Chr Abs (SWD, Wh)</p> <p>ORS: ELA (SWD)</p> <p>Price: ELPI (all), Chr Abs (EL, Wh)</p> <p>Rio Hondo: ELA (SWD)</p> <p>RSG: ELPI (all), ELA (SWD), Math (SWD)</p> <p>Unsworth: ELA (SWD), Chr Abs (Wh)</p> <p>Ward: ELPI (all), ELA (SWD), Math (SWD), Suspensions (all, SED, HI)</p> <p>Williams: ELPI (all), Chr Abs: (EL)</p> <p>Doty: ELA (EL), Chr Abs (AA, Wh)</p> <p>Griffiths: ELA (EL, SWD), Math (EL, SWD), Chr Abs (Wh)</p> <p>Stauffer: Math (EL, AA)</p> <p>Sussman: ELA (SWD), Math (SWD), Suspensions (AA, Wh)</p> <p>DHS: ELA (EL, SWD), Math (SWD), Suspensions (AA)</p> <p>CHS: ELA (SED), Math (HI)</p>	<p>Collaboratively develop, communicate, and monitor A-G requirement attainment processes via vertical articulation TK-12, to ensure equitable access for all learners.</p> <p>Fund college and career technicians at the high school level.</p> <p>Provide academic counselors to support each comprehensive high schools & middle schools.</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.</p> <p>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>Partial CCC admin salaries.</p> <p>Online subscriptions to Eureka.</p>	ATYNER	<p>Graduation Rates (2023) CA Dashboard Additional Report-Graduation Rate, Combined 4-and 5 year Graduation Rate Report: All: 95.3% Multilingual Learners (EL): 84% Students With Disabilities (SWD): 84.2% SED: 95.6%</p> <p>CSU/UC Eligible Graduates using CA Dashboard Additional Reports adn Data 2023: All: 50.9% Multilingual Learners (EL): 18.2% Students With Disabilities (SWD): 12.8% Socioeconomically Disadvantaged (SED): 46.7%</p> <p>EAP ELA: 62.23% (scores 3 & 4 combined, 2022-23) EAP Math: 25.05% (scores 3 & 4 combined, 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>Access to Broad Course of Study: measured by VAPA enrollments (as a sample of access) Elementary- 100% (grades TK - 5) Secondary- 44% *For secondary only: Used VAPA roster numbers per grade including SDC (provided by SIS upon request) divided by TOTAL number of enrolled students PER GRADE taken from most recent enrollment report (SIS)- not including IS/HS. Add semester 1 numbers from semester-long courses.</p>	<p>Graduation Rates -CA Dashboard Additional Report-Graduation Rate, Combined 4-and 5 year Graduation Rate Report: All: 98% Multilingual Learners (EL): 86% Students With Disabilities (SWD): 86% SED: 98%</p> <p>CSU/UC Eligible Graduates using 2026 Met UC/CSU Requirements adn Data 2023: All: 60% Multilingual Learners (EL): 25% Students With Disabilities (SWD): 20% Socioeconomically Disadvantaged (SED): 55%</p> <p>EAP ELA: 75% (scores 3 & 4 combined) EAP Math: 35% (scores 3 & 4 combined)</p> <p>African-American, CAASPP ELA: 40% met/exceeded (2025-26) African-American, CAASPP Math: 30% met/exceeded (2025-26)</p> <p>Access to Broad Course of Study: measured by VAPA enrollments (as a sample of access) Elementary- 100% (grades TK - 5) Secondary- 60%</p>
1.3	Student Achievement	Foster a college-going culture	AP testing cost for Low Income Students	U	LI	200,000				<p>Supplement the cost of high school Advanced Placement (AP) for all students.</p>	ATYNER	<p>AP Exam Pass Rates (2022-23): All students duplicated (passed 1 or more exam): 49% Socioeconomically Disadvantaged duplicated (passed 1 or more exam): 48%</p>	<p>AP Exam Pass Rates (2025-26): all students duplicated (passed 1 or more exam) 70% Socioeconomically Disadvantaged duplicated (passed 1 or more exam): 57%</p>
1.4	Student Achievement	Foster a college-going culture	Expand AVID to all secondary schools	U	LI	2,100,000				<p>AVID is a college readiness system that is designed to increase learning and performance in school. AVID continues to expand at the middle school and elementary levels and personnel required.</p>	ATYNER	<p>AVID Program- CSU/UC Eligible Graduates (2022-23): 53% all AVID Students 46% SED AVID Students</p>	<p>AVID Program- CSU/UC Eligible Graduates (2025-26): 70% all AVID Students 65% SED AVID Students</p>

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1.5	Student Achievement	Foster a college-going culture	Extend Library access	M	LI	100,000			District: ELA (Hom) Alameda: ELA (SWD) Carpenter: ELPI (all) Gallatin: Math (SWD) Imperial: ELPI (all) ORS: ELA (SWD) Price: ELPI (all) Rio Hondo: ELA (SWD) RSG: ELPI (all), ELA (SWD), Math (SWD) Unsworth: ELA (SWD) Ward: ELPI (all), ELA (SWD), Math (SWD) Williams: ELPI (all) Doty: ELA (EL) Griffiths: ELA (EL, SWD), Math (EL, SWD) Stauffer: Math (EL, AA) Sussman: ELA (SWD), Math (SWD) DHS: ELA (EL, SWD), Math (SWD) CHS: ELA (SED), Math (HI)	Extend Library center access to include before school, snack, lunch, and after school as deemed necessary and practicable at each school site. A total of 2 hours daily will be made available at each secondary site. Librarian's extra duty pay only.	A TYNER	CAASPP ELA (Grade 3-8): 4.2 points below standard (2022-23) CAASPP Math (Grade 3-8): 45.3 points below standard (2022-23) CAASPP ELA - All Students Met/Exceeded Standard: 50.43% (2022-23) CAASPP Math - All Students Met/Exceeded Standard: 34.45% (2022-23) CAASPP SED Met/Exceeded Standard ELA: 45.83% CAASPP SED Met/Exceeded Standard Math: 30.01%	CAASPP ELA (Grade 3-8): 0 pts below standard (2025-26) CAASPP Math (Grade 3-8): 30 pts below standard (2025-26) CAASPP ELA- All Students Met/Exceeded Standard: 60% (2025-26) CAASPP Math- All Students Met/Exceeded Standard: 44% (2025-26) CAASPP SED Met/Exceeded Standard ELA: 60% CAASPP SED Met/Exceeded Standard Math: 40%
1.6	Student Achievement	Implement CA State Standards Aligned Instruction	CA State Standards aligned materials and professional development	M	EL, LI	1,550,000			District: ELA (Hom), Suspensions: (FY, Hom) Alameda: ELA (SWD), Chr Abs (EL) Carpenter: ELPI (all) Gallatin: Math (SWD), Chr Abs (EL, SED, SWD, Wh) Imperial: ELPI (all), Chr Abs (SWD, Wh) ORS: ELA (SWD) Price: ELPI (all), Chr Abs (EL, Wh) Rio Hondo: ELA (SWD) RSG: ELPI (all), ELA (SWD), Math (SWD) Unsworth: ELA (SWD), Chr Abs (Wh) Ward: ELPI (all), ELA (SWD), Math (SWD), Suspensions (all, SED, HI) Williams: ELPI (all), Chr Abs: (EL) Doty: ELA (EL), Chr Abs (AA, Wh) Griffiths: ELA (EL, SWD), Math (EL, SWD), Chr Abs (Wh) Stauffer: Math (EL, AA) Sussman: ELA (SWD), Math (SWD), Suspensions (AA, Wh) DHS: ELA (EL, SWD), Math (SWD), Suspensions (AA) CHS: ELA (SED), Math (HI)	Increase equitable A-G access to all students via inclusive pedagogy. Provide professional development for staff and provide supplemental resources that support the implementation of the California State Standards & Frameworks (ELA and Math, CSS-California State Standards, NGSS-Next Generation Science Standards, SS-Social Studies & English Language Development Frameworks). Includes some salaries and materials.	R BERTSCH J ROBBINS	CAASPP ELA (Grade 3-8): 4.2 points below standard (2022-23) CAASPP Math (Grade 3-8): 45.3 points below standard (2022-23) CAASPP ELA - All Students Met/Exceeded Standard: 50.43% (2022-23) CAASPP Math - All Students Met/Exceeded Standard: 34.45% (2022-23) CA Science Test (CAST) Met/Exceeded Standard: 28.63% (2022-23) Multilingual Learners (EL) CAASPP ELA 16.32%, Multilingual Learners (EL) CAASPP Math: 12.43% ELPI 47.2% SWD CAASPP ELA: 13.5% SWD CAASPP Math: 9.52% SED CAASPP ELA: 45.83% SED CAASPP Math: 30.01% Graduation Rates (2023) CA Dashboard Additional Report-Graduation Rate, Combined 4-and 5 year Graduation Rate Report: All: 95.3% Multilingual Learners (EL): 84% Students With Disabilities (SWD): 84.2% SED: 95.6% CSU/UC Eligible Graduates using CA Dashboard Additional Reports and Data 2023: All: 50.9% Multilingual Learners (EL): 18.2% Students With Disabilities (SWD): 12.8% Socioeconomically Disadvantaged (SED): 46.7%	CAASPP ELA (Grade 3-8): 0 pts below standard (2025-26) CAASPP Math (Grade 3-8): 30 pts below standard (2025-26) CAASPP ELA- All Students Met/Exceeded Standard: 60% (2025-26) CAASPP Math- All Students Met/Exceeded Standard: 44% (2025-26) CA Science Test (CAST) Met/Exceeded Standard: 35% (2025-26) Multilingual Learners (EL) CAASPP ELA 25%, Multilingual Learners (EL) CAASPP Math: 20% ELPI 60% SWD CAASPP ELA: 18% SWD CAASPP Math: 15% SED CAASPP ELA: 60% SED CAASPP Math: 40% Graduation Rates -CA Dashboard Additional Report-Graduation Rate, Combined 4-and 5 year Graduation Rate Report: All: 98% Multilingual Learners (EL): 86% Students With Disabilities (SWD): 86% SED: 98% CSU/UC Eligible Graduates using 2026 Met UC/CSU Requirements ad CTE Pathway Completion Report All: 60% Multilingual Learners (EL): 25% Students With Disabilities (SWD): 20% Socioeconomically Disadvantaged (SED): 55%

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1.7	Student Achievement	Support student learning	Multi-Tiered Systems of Support	M	EL, LI, FY	2,100,000			<p>District: ELA (Hom), Suspensions: (FY, Hom)</p> <p>Alameda: ELA (SWD), Chr Abs (EL)</p> <p>Carpenter: ELPI (all)</p> <p>Gallatin: Math (SWD), Chr Abs (EL, SED, SWD, Wh)</p> <p>Imperial: ELPI (all), Chr Abs (SWD, Wh)</p> <p>ORS: ELA (SWD)</p> <p>Price: ELPI (all), Chr Abs (EL, Wh)</p> <p>Rio Hondo: ELA (SWD)</p> <p>RSQ: ELPI (all), ELA (SWD), Math (SWD)</p> <p>Unsworth: ELA (SWD), Chr Abs (Wh)</p> <p>Ward: ELPI (all), ELA (SWD), Math (SWD), Suspensions (all, SED, HI)</p> <p>Williams: ELPI (all), Chr Abs: (EL)</p> <p>Doty: ELA (EL), Chr Abs (AA, Wh)</p> <p>Griffiths: ELA (EL, SWD), Math (EL, SWD), Chr Abs (Wh)</p> <p>Stauffer: Math (EL, AA)</p> <p>Sussman: ELA (SWD), Math (SWD), Suspensions (AA, Wh)</p> <p>DHS: ELA (EL, SWD), Math (SWD), Suspensions (AA)</p> <p>CHS: ELA (SED), Math (HI)</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); intervention support. Students will be supported in achieving academic and social emotional success, as referred by teachers, site, district, and/or the Community Schools Initiative.</p>	<p>R Bertsch J Robbins C Nezzar</p>	<p>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 - Students Met/Exceeded Standard: 34.45% (2022-23)</p> <p>CA Science Test (CAST) Met/Exceeded Standard: 28.63% (2022-23)</p> <p>Multilingual Learners (EL) CAASPP ELA: 16.32%, Multilingual Learners (EL) CAASPP Math: 12.43% ELPI 42.7%</p> <p>SWD CAASPP ELA: 13.5% SWD CAASPP Math: 9.52%</p> <p>SED CAASPP ELA: 45.83% SED CAASPP Math: 30.01%</p> <p>Graduation Rates (2023) CA Dashboard Additional Report- Graduation Rate, Combined 4-and 5 year Graduation Rate Report: All: 95.3% Multilingual Learners (EL): 84% Students With Disabilities (SWD): 84.2% SED: 95.6%</p> <p>CSU/UC Eligible Graduates using CA Dashboard Additional Reports adn Data 2023: All: 50.9% Multilingual Learners (EL): 18.2% Students With Disabilities (SWD): 12.8% Socioeconomically Disadvantaged (SED): 46.7%</p> <p>iReady Reader, K-F Progress Toward Typical Growth: 82%</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)</p> <p>CA Science Test (CAST) Met/Exceeded Standard: 35% (2025-26)</p> <p>Multilingual Learners (EL) CAASPP ELA: 25%, Multilingual Learners (EL) CAASPP Math: 20% ELPI 60%</p> <p>SWD CAASPP ELA: 18% SWD CAASPP Math: 15%.</p> <p>SED CAASPP ELA: 60% SED CAASPP Math: 40%</p> <p>Graduation Rates -CA Dashboard Additional Report- Graduation Rate, Combined 4-and 5 year Graduation Rate Report: All: 98% Multilingual Learners (EL): 86% Students With Disabilities (SWD): 86% SED: 98%</p> <p>CSU/UC Eligible Graduates using 2026 Met UC/CSU Requirements ad CTE Pathway Completion Report All: 60% Multilingual Learners (EL): 25% Students With Disabilities (SWD): 20% Socioeconomically Disadvantaged (SED): 55%</p> <p>iReady Reader, K-F Progress Toward Typical Growth: 89%</p>
1.8	Student Achievement	Support personalized learning	English Learner Coordinators	U	EL	1,600,000			<p>Alameda: Chr Abs (EL)</p> <p>Carpenter: ELPI (all)</p> <p>Gallatin: Chr Abs (EL)</p> <p>Imperial: ELPI (all)</p> <p>Price: ELPI (all), Chr Abs (EL)</p> <p>RSQ: ELPI (all)</p> <p>Ward: ELPI (all)</p> <p>Williams: ELPI (all), Chr Abs: (EL)</p> <p>Doty: ELA (EL)</p> <p>Griffiths: ELA (EL), Math (EL)</p> <p>Stauffer: Math (EL)</p> <p>DHS: ELA (EL)</p>	<p>Fund 50% of the Categorical Teacher position in each elementary and middle school to support the English learner program and monitor the progress of Reclassified Fluent English Proficient students. Categorical Teachers coordinate and provide additional interventions targeting academic language and reading for EL and L-TEL students. Period coverage is provided at the high school level.</p>	<p>R BERTSCH J ROBBINS</p>	<p>Multilingual (EL) Students Making Progress: 51.9%</p> <p>Reclassification Rate: 15.3%</p> <p>Multilingual Student Graduation Rate: 83.6%</p> <p>Multilingual Learners (EL) CAASPP ELA: 16.32% Multilingual Learners (EL) CAASPP Math: 12.43%</p> <p>ELPI 42.7%</p>	<p>Multilingual (EL) Students Making Progress: 55%</p> <p>Reclassification Rate: 20%</p> <p>Multilingual Student Graduation Rate: 86%</p> <p>Multilingual Learners (EL) CAASPP ELA: 25%, Multilingual Learners (EL) CAASPP Math: 20%</p> <p>ELPI 60%</p>

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1.9	Student Achievement	Foster a college-going culture	Summer Matters enrichment	U	EL, LI, FY	3,000,000			<p>District: ELA (Hom), Suspensions: (FY, Hom)</p> <p>Alameda: ELA (SWD), Chr Abs (EL)</p> <p>Carpenter: ELPI (all)</p> <p>Gallatin: Math (SWD), Chr Abs (EL, SED, SWD, Wh)</p> <p>Imperial: ELPI (all), Chr Abs (SWD, Wh)</p> <p>ORS: ELA (SWD)</p> <p>Price: ELPI (all), Chr Abs (EL, Wh)</p> <p>Rio Hondo: ELA (SWD)</p> <p>RSG: ELPI (all), ELA (SWD), Math (SWD)</p> <p>Unsworth: ELA (SWD), Chr Abs (Wh)</p> <p>Ward: ELPI (all), ELA (SWD), Math (SWD), Suspensions (all, SED, HI)</p> <p>Williams: ELPI (all), Chr Abs: (EL)</p> <p>Doty: ELA (EL), Chr Abs (AA, Wh)</p> <p>Griffiths: ELA (EL, SWD), Math (EL, SWD), Chr Abs (Wh)</p> <p>Stauffer: Math (EL, AA)</p> <p>Sussman: ELA (SWD), Math (SWD), Suspensions (AA, Wh)</p> <p>DHS: ELA (EL, SWD), Math (SWD), Suspensions (AA)</p> <p>CHS: ELA (SED), Math (HI)</p>	Extend the traditional school year by providing a summer school (STEAMWORKS) at the elementary level and middle school summer school focusing on learning acceleration and enrichment. At the high school level, provide opportunities for credit recovery and acceleration.	J ROBBINS R BERTSCH	<p>CAASPP ELA (Grade 3-8): 4.2 points below standard (2022-23)</p> <p>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)</p> <p>CAASPP Math - Students Met/Exceeded Standard: 34.45% (2022-23)</p> <p>CA Science Test (CAST) Met/Exceeded Standard: 28.63% (2022-23)</p> <p>Multilingual Learners (EL) CAASPP ELA 16.32%, Multilingual Learners (EL) CAASPP Math: 12.43%</p> <p>ELPI 42.7%</p> <p>SWD CAASPP ELA: 13.5%</p> <p>SWD CAASPP Math: 9.52%</p> <p>SED CAASPP ELA: 45.83%</p> <p>SED CAASPP Math: 30.01%</p> <p>Graduation Rates (2023) CA Dashboard Additional Report-Graduation Rate, Combined 4-and 5 year Graduation Rate Report:</p> <p>All: 95.3%</p> <p>Multilingual Learners (EL): 84%</p> <p>Students With Disabilities (SWD): 84.2%</p> <p>SED: 95.6%</p> <p>CSU/UC Eligible Graduates using CA Dashboard Additional Reports adn Data 2023:</p> <p>All: 50.9%</p> <p>Multilingual Learners (EL): 18.2%</p> <p>Students With Disabilities (SWD): 12.8%</p> <p>Socioeconomically Disadvantaged (SED): 46.7%</p> <p>iReady Reading - K-5 Progress Toward Typical Growth 87%</p>	<p>CAASPP ELA (Grade 3-8): 0 pts below standard (2025-26)</p> <p>CAASPP Math (Grade 3-8): 30 pts below standard (2025-26)</p> <p>CAASPP ELA- All Students Met/Exceeded Standard: 60% (2025-26)</p> <p>CAASPP Math- All Students Met/Exceeded Standard: 44% (2025-26)</p> <p>CA Science Test (CAST) Met/Exceeded Standard: 35% (2025-26)</p> <p>Multilingual Learners (EL) CAASPP ELA 25%, Multilingual Learners (EL) CAASPP Math: 20%</p> <p>ELPI 60%</p> <p>SWD CAASPP ELA: 18%</p> <p>SWD CAASPP Math: 15%</p> <p>SED CAASPP ELA: 60%</p> <p>SED CAASPP Math: 40%</p> <p>Graduation Rates -CA Dashboard Additional Report-Graduation Rate, Combined 4-and 5 year Graduation Rate Report:</p> <p>All: 98%</p> <p>Multilingual Learners (EL): 86%</p> <p>Students With Disabilities (SWD): 86%</p> <p>SED: 98%</p> <p>CSU/UC Eligible Graduates using 2026 Met UC/CSU Requirements ad CTE Pathway Completion Report</p> <p>All: 60%</p> <p>Multilingual Learners (EL): 25%</p> <p>Students With Disabilities (SWD): 20%</p> <p>Socioeconomically Disadvantaged (SED): 55%</p> <p>iReady Reading - K-5 Progress Toward Typical Growth 90%</p>
1.10	Student Achievement	Foster a college-going culture	Dual Immersion	N					[REPEATED EXPENDITURE; Action 1.14, Support Student Learning Teachers and materials]	The dual immersion language program fosters bilingualism, biliteracy, cultural competence and academic achievement while promoting equity, inclusion, and global citizenship.	J ROBBINS R BERTSCH	<p>CAASPP ELA (Grade 3-8): 4.2 points below standard (2022-23)</p> <p>CAASPP Math (Grade 3-8): 45.3 points below standard (2022-23)</p>	<p>CAASPP ELA (Grade 3-8): 0 pts below standard (2025-26)</p> <p>CAASPP Math (Grade 3-8): 30 pts below standard (2025-26)</p>
1.11	Student Achievement	Foster a college-going culture	Improve accessibility of media technology for all students	M	LI	1,600,000				Fund Intermediate Media Technicians (IMT) at elementary and middle schools (8 hour position).	J. Robbins C Nezzar	<p>CAASPP ELA (Grade 3-8): 4.2 points below standard (2022-23)</p> <p>CAASPP Math (Grade 3-8): 45.3 points below standard (2022-23)</p>	<p>CAASPP ELA (Grade 3-8): 0 points below standard (2025-26)</p> <p>CAASPP Math (Grade 3-8): 30 points below standard (2025-26)</p>
1.12	Student Achievement	Support student learning	Kindergarten Intervention	N	LI	7,674,930			District: ELA (Hom, SWD)	Provide Kindergarten classrooms a certificated intervention teacher for a minimum of 1.5 hours	A. Mir	<p>Supported Kindergarten Classrooms: 100%</p> <p>Spring 2024 iReady: ELA End of Year Met Typical Growth All Kdg: 29% Math End of Year Met Typical Growth All Kdg: 27%</p> <p>All Students: Reading- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 68% Math- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 47%</p> <p>Low Income: ELA Kdg SED Mid or Above or Early On Grade Level 66.13% Math Kdg SED Mid or Above or Early On Grade Level 43.8%</p>	<p>Supported Kindergarten Classrooms: 100%</p> <p>Spring 2027 iReady: ELA End of Year Met Typical Growth All Kdg: 50% Math End of Year Met Typical Growth All Kdg: 50%</p> <p>All Students: Reading- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 78% Math- % of SED Kindergarten Students Mid or Above Grade Level or Early On Grade Level = 57%</p> <p>Low Income: ELA Kdg SED Mid or Above or Early On Grade Level 70% Math Kdg SED Mid or Above or Early On Grade Level 47%</p>

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LCAP#	Goal Area	Strategy	Services	New, Modified, Unchanged	EL, LI, FY	BUDGET	Mid-Year	Estimated Actuals	Indicators to address	Description of Service	Administrator Responsible	Metrics	
						FY 2024-25		FY 2024-25				Metrics Baseline	Metrics Goals / Desired Outcome
1.13	Student Achievement	Support student learning	Supplemental and Concentration Funding	N	EL, LI, FY	2,312,726			<p>District: ELA (Hom), Suspensions: (FY, Hom)</p> <p>Alameda: Chr Abs (EL)</p> <p>Carpenter: ELPI (all)</p> <p>Gallatin: Chr Abs (EL)</p> <p>Imperial: ELPI (all)</p> <p>Price: ELPI (all), Chr Abs (EL)</p> <p>RSG: ELPI (all)</p> <p>Ward: ELPI (all)</p> <p>Williams: ELPI (all), Chr Abs: (EL)</p> <p>Doty: ELA (EL)</p> <p>Griffiths: ELA (EL), Math (EL)</p> <p>Stauffer: Math (EL)</p> <p>DHS: ELA (EL)</p>	Supplemental/Concentration site allocations for the schools to provide supplies/services to support low-income, English learners and foster youth. This action is for our low-income, English Learner, and foster youth 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.	M. Martinez	<p>CAASPP ELA (Grade 3-6): 4.2 points below standard (2022-23)</p> <p>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)</p> <p>CAASPP Math - Students Met/Exceeded Standard: 34.45% (2022-23)</p> <p>CA Science Test (CAST) Met/Exceeded Standard: 28.63% (2022-23)</p> <p>Multilingual Learners (EL) CAASPP ELA 16.32%, Multilingual Learners (EL) CAASPP Math: 12.43%</p> <p>ELPI 42.7%</p> <p>SWD CAASPP ELA: 13.5%</p> <p>SWD CAASPP Math: 9.52%</p> <p>SED CAASPP ELA: 45.83%</p> <p>SED CAASPP Math: 30.01%</p> <p>Graduation Rates (2023) CA Dashboard Additional Report-Graduation Rate, Combined 4 & 5 year Grad. Rate Report:</p> <p>All: 95.3%</p> <p>Multilingual Learners (EL): 84%</p>	<p>CAASPP ELA (Grade 3-6): 0 pts below standard (2025-26)</p> <p>CAASPP Math (Grade 3-8): 30 pts below standard (2025-26)</p> <p>CAASPP ELA- All Students Met/Exceeded Standard: 60% (2025-26)</p> <p>CAASPP Math- All Students Met/Exceeded Standard: 44% (2025-26)</p> <p>CA Science Test (CAST) Met/Exceeded Standard: 35% (2025-26)</p> <p>Multilingual Learners (EL) CAASPP ELA 25%, Multilingual Learners (EL) CAASPP Math: 20%</p> <p>ELPI 60%</p> <p>SWD CAASPP ELA: 18%</p> <p>SWD CAASPP Math: 15%</p> <p>SED CAASPP ELA: 60%</p> <p>SED CAASPP Math: 40%</p> <p>Graduation Rates -CA Dashboard Additional Report-Graduation Rate, Combined 4 & 5 year Graduation Rate Report:</p> <p>All: 98%</p> <p>Multilingual Learners (EL): 86%</p>
1.14	Student Achievement	Support student learning	Credentialed Teachers, Classified Staff, Materials and Supplies	N						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.	R Bertsch A. Mir J Robbins	CAASPP ELA - All Students Met/Exceeded Standard: 50.43% (2022-23) CAASPP Math - All Students Met/Exceeded Standard: 44% (2022-23)	CAASPP ELA- All Students Met/Exceeded Standard: 60% (2025-26) CAASPP Math- All Students Met/Exceeded Standard: 44% (2025-26) Fully Credentialed and Appropriately Assigned Teachers: 100%
1.15	Student Achievement	Support student learning	Development of Credentialed Teachers, Classified Staff (all students)	N						[REPEATED EXPENDITURE; Action 1.7, MTSS] 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 all students' academic success. Separate action supports teachers for our unduplicated groups).	R Bertsch J Robbins C Nezzar	CAASPP ELA - All Students Met/Exceeded Standard: 50.43% (2022-23) CAASPP Math - All Students Met/Exceeded Standard: 44% (2022-23)	CAASPP ELA- All Students Met/Exceeded Standard: 60% (2025-26) CAASPP Math- All Students Met/Exceeded Standard: 44% (2025-26) Fully Credentialed and Appropriately Assigned Teachers: 100%
1.16	Student Achievement	Foster a college-going culture	Extend Library access	N	LI	100,000				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 LEA-wide high school students who are interested in completing college-credit courses to maximize their college and career readiness.	A. Tyner	<p>College Credit Courses (2023-24 SY, Semester 1) -data gathered by SIS</p> <p>Unduplicated: 394 (all), Pass Rate (C or higher): 94.9%</p> <p>Duplicated: 441 (all), Pass rate (Grade C or higher): 93%</p> <p>Unduplicated: 245 (SED), Pass Rate (C or higher): 93.5%</p> <p>Duplicated: 292 (SED), Pass rate (Grade C or higher): 91%</p> <p>CSU/UC Eligible Graduates using CA Dashboard Additional Reports adn Data 2023:</p> <p>All: 50.9%</p> <p>Socioeconomically Disadvantaged (SED): 46.7%</p>	<p>College Credit Courses (2023-24 SY, Semester 1)</p> <p>Unduplicated: 400 (all), Pass Rate (C or higher): 96%</p> <p>Duplicated: 292(all), Pass rate (Grade C or higher): 94%</p> <p>Unduplicated: 300 (SED), Pass Rate (C or higher): 94.5%</p> <p>Duplicated: 350 (all), Pass rate (Grade C or higher): 92%</p> <p>CSU/UC Eligible Graduates using 2026 Met UC/CSU Requirements adn CTE Pathway Completion Report</p> <p>All: 60%</p> <p>Socioeconomically Disadvantaged (SED): 55%</p>
GOAL 1 TOTAL						31,537,656	0	0					
Goal 2: Student Engagement										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.			

LCAP BUDGET FOR THE FISCAL YEAR 2024-25

LCAP#	Goal Area	Strategy	Services	New, Modified, Unchanged	EL, LI, FY	BUDGET	Mid-Year	Estimated Actuals	Indicators to address	Description of Service	Administrator Responsible	Metrics	
						FY 2024-25		FY 2024-25				Metrics Baseline	Metrics Goals / Desired Outcome
2.1	Whole Child	Institute positive behavior supports for students	Create district and school plans for Positive Behavior Interventions and Supports (PBIS)	M	FY, LI	850,000			<p>District: Suspensions (FY, Hom, AA) Chr Abs: (PI)</p> <p>Alameda: Chr Abs (EL)</p> <p>Gallatin: Chr Abs (EL, SED, SWD, Wh)</p> <p>Imperial: Chr Abs (SWD, Wh)</p> <p>Price: Chr Abs (EL, Wh)</p> <p>Unsworth: Chr Abs (Wh)</p> <p>Ward: Suspensions (all, SED, HI)</p> <p>Williams: Chr Abs: (EL)</p> <p>Doty: Chr Abs (AA, Wh)</p> <p>Griffiths: Chr Abs (Wh)</p> <p>Sussman: Suspensions (AA, Wh)</p> <p>DHS: Suspensions (AA)</p>	<p>All DUSD schools have a School Culture Team that supports the implementation of Positive Behavior Intervention System (PBIS). 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 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> <p>Includes salaries, allocations to schools, & extra duty.</p>	R JAGIELSKI	<p>Attendance Rate: 92.7% (2022-23)</p> <p>Chronic Absenteeism (all): 30.5% (2022-23 CA Dashboard)</p> <p>Chronic Absenteeism (DUSD PI): 43.2%</p> <p>Chronic Absenteeism (DUSD EL): 33.5%</p> <p>Chronic Absenteeism (DUSD AA): 32.7%</p> <p>Chronic Absenteeism (DUSD Wh): 28.6%</p> <p>Chronic Absenteeism (DUSD SWD): 39.5%</p> <p>Chronic Absenteeism (DUSD SED): 33.4%</p> <p>Suspension Rate: 3.5% (DUSD All, 2022-23 CA Dashboard)</p> <p>Suspension Rate: 9.8% (DUSD FY 2022-23 CA Dashboard)</p> <p>Suspension Rate: 9.6% (DUSD Homeless 22-23 CA Dashboard)</p> <p>Suspension Rate: 9.4% (DUSD AA 2022-23 CA Dashboard)</p> <p>Suspension Rate: 3.3% (DUSD Wh, 2022-23 CA Dashboard)</p> <p>Suspension Rate: 3.4% (DUSD Hisp, 2022-23 CA Dashboard)</p> <p>Suspension Rate: 4% (DUSD SED, 2022-23 CA Dashboard)</p> <p>Expulsion Rate: 0% (2022-23)</p> <p>High School Dropout Rate: 3.7% (2022-23)</p> <p>Middle School Dropout Rate: 0% (2022-23)</p> <p>LCAP School Climate : % of teachers who Strongly Agree or Agree with the statement, "Adults in my school treat students with respect.": 88% (spring 2023)</p> <p>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)</p> <p>LCAP School climate: % of parents who Strongly Agree or Agree with the statement, "My child's school involves parents when making decisions about school success.": 89%</p>	<p>Attendance Rate: 95%</p> <p>Chronic Absenteeism (all): 15%</p> <p>Chronic Absenteeism (DUSD PI): 35%</p> <p>Chronic Absenteeism (DUSD EL): 25%</p> <p>Chronic Absenteeism (DUSD AA): 24%</p> <p>Chronic Absenteeism (DUSD Wh): 20%</p> <p>Chronic Absenteeism (DUSD SWD): 31%</p> <p>Chronic Absenteeism (DUSD SED): 25%</p> <p>Suspension Rate: 2.9% (DUSD all)</p> <p>Suspension Rate: 9.3% (DUSD FY)</p> <p>Suspension Rate: 9.1% (DUSD Homeless)</p> <p>Suspension Rate 3.5 (DUSD AA)</p> <p>Suspension Rate: 2.9% (DUSD Wh)</p> <p>Suspension Rate: 2.9% (DUSD Hisp)</p> <p>Suspension Rate: 3.5% (DUSD SED)</p> <p>Expulsion Rate: 0%</p> <p>High School Dropout Rate: 2.7%</p> <p>Middle School Dropout Rate: 0%</p> <p>LCAP School Climate : % of teachers who Strongly Agree or Agree with the statement, "Adults in my school treat students with respect.": 90%</p> <p>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%</p> <p>LCAP School climate: % of parents who Strongly Agree or Agree with the statement, "My child's school involves parents when making decisions about school success.": 89%</p>
2.2	Whole Child	Foster supportive peer networks	Link Crew & W.E.B. (Where Everybody Belongs)	M	LI	106,500			<p>Middle school mentoring, transition and orientation program that fosters success for incoming sixth-grade students. Link Crew is a high school mentoring, transition, and orientation program that fosters success for incoming ninth graders. Coordinator extra duty only.</p>	R BERTSCH	<p>CHKS Middle School: School Connectedness: 53%</p> <p>CHKS High School: School Connectedness: 62%</p>	<p>CHKS Middle School: School Connectedness: 63%</p> <p>CHKS High School: School Connectedness: 75%</p>	
2.3	Whole Child	Respond to social emotional needs of students	SEL Curriculum for TK-5 (Re-Think Ed)	N	LI, FY	165,000			<p>Implementation of new Elementary School curriculum (Re-think Ed) to address Social Emotional Needs and Social Emotional Awareness.</p>	Robbins Jagielski	<p>CHKS Elementary Students: Social Emotional Learning Supports: 76%</p>	<p>CHKS Elementary Students: Social Emotional Learning Supports: 79%</p>	
2.4	Whole Child	Identify and respond to social, emotional and health needs of students	Mental health and wellness support for students requiring a more intensive level of support.	M	FY, LI	2,700,000			<p>Provide (District-based) mental health services for all students who need additional support. Services offered to students include referrals, risk assessments, small group counseling, and individual counseling. These supports are offered to students who require individualized, intensive level of support as referred by sites, district, and/or Community Schools Initiative.</p>	R RUSWICK	<p>CHKS Elementary School: School Connectedness: 76%</p> <p>CHKS Middle School: School Connectedness: 53%</p> <p>CHKS High School: School Connectedness: 62%</p> <p>Suspension Rate: 3.5% (2022-23 CA Dashboard)</p> <p>All students: 3.5%</p> <p>Foster Youth: 9.8%</p> <p>Homeless: 9.6%</p> <p>AA: 9.4%</p> <p>Chronic Absenteeism (all): 30.5% (2022-23 CA Dashboard)</p> <p>Chronic Absenteeism (DUSD PI): 43.2%</p>	<p>CCHKS Elementary School: School Connectedness: 79%</p> <p>CHKS Middle School: School Connectedness: 63%</p> <p>CHKS High School: School Connectedness: 75%</p> <p>Suspension Rate: 2.75%</p> <p>All Students: 22.75%</p> <p>Foster Youth: 4%</p> <p>Homeless: 4%</p> <p>AA: 4%</p> <p>Chronic Absenteeism (all): 15%</p> <p>Chronic Absenteeism (DUSD PI): 35%</p>	
2.5	Whole Child	Identify and respond to social, emotional and health needs of students	Character Counts!	M	LI	300,000			<p>District: Suspensions (FY, Hom, AA) Chr Abs (PI)</p> <p>Alameda: Chr Abs (EL)</p> <p>Gallatin: Chr Abs (EL, SED, SWD, Wh)</p> <p>Imperial: Chr Abs (SWD, Wh)</p> <p>Price: Chr Abs (EL, Wh)</p>	<p>Provide all schools support in implementing Character Counts!. Every school site receives funds to implement activities that promote their character development efforts, specifically during CHARACTER COUNTS! Weeks. A teacher specialist supports all schools in the implementation of CHARACTER COUNTS! and Re-Think Ed SEL curriculum. Site coordinator extra duty included.</p>	R JAGIELSKI	<p>LCAP Parent Question: My child is positively impacted by CHARACTER COUNTS! : 90.37% agree or strongly agree</p> <p>Suspension Rate: 3.5% (2022-23 CA Dashboard)</p> <p>All students: 3.5%</p> <p>Foster Youth: 9.8%</p> <p>Homeless: 9.6%</p> <p>AA: 9.4%</p>	<p>LCAP Parent Question: My child is positively impacted by CHARACTER COUNTS! : 91% agree or strongly agree</p> <p>Suspension Rate: 2.75%</p> <p>All Students: 22.75%</p> <p>Foster Youth: 4%</p> <p>Homeless: 4%</p> <p>AA: 4%</p>

LCAP BUDGET FOR THE FISCAL YEAR 2024-25

LCAP#	Goal Area	Strategy	Services	New, Modified, Unchanged	EL, LI, FY	BUDGET	Mid-Year	Estimated Actuals	Indicators to address	Description of Service	Administrator Responsible	Metrics	
												Metrics Baseline	Metrics Goals / Desired Outcome
						FY 2024-25		FY 2024-25					
2.6	Whole Child	Identify and respond to social, emotional and health needs of students	Provides community agency mental health support to schools.	M	FY, LI	300,000			Unsworth: Chr Abs (Wn) 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)	Provide additional (community-based) mental health supports to our schools. This agency helps support our students' wellness. They provide group counseling to students in elementary schools and may provide additional support in the secondary schools, as as referred by sites, district, and/or Community Schools Initiative.	R JAGIELSKI	CHKS Elementary School: School Connectedness: 76% CHKS Middle School: School Connectedness: 53% CHKS High School: School Connectedness: 62% Suspension Rate: 3.5% (2022-23 CA Dashboard) All students: 3.5% Foster Youth: 9.8% Homeless: 9.6% AA: 9.4% Chronic Absenteeism (all): 30.5% (2022-23 CA Dashboard) Chronic Absenteeism (DUSD PI): 43.2%	CCHKS Elementary School: School Connectedness: 79% CCHKS Middle School: School Connectedness: 63% CCHKS High School: School Connectedness: 75% Suspension Rate: 2.75% All Students: 22.75% Foster Youth: 4% Homeless: 4% AA: 4% Chronic Absenteeism (all): 15% Chronic Absenteeism (DUSD PI): 35%
2.7	Whole Child	Extend opportunities for learning	Increase district-wide PE programs and opportunities.	M	LI	1,700,000				Provides staffing and resources for our Elementary School Physical Education program (gr 4-5). Provide Physical Education teachers and assistants at the elementary level. Provide motivation for students to increase movement and healthy habits via participation in sports through the districtwide elementary level track meet. (Carnival of Champions).	R JAGIELSKI	Attendance Rate: 92.7% (2022-23) CHKS Elementary School: School Connectedness: 76% CHKS Middle School: School Connectedness: 53% CHKS High School: School Connectedness: 62%	CCHKS Elementary School: School Connectedness: 79% CCHKS Middle School: School Connectedness: 63% CCHKS High School: School Connectedness: 75%
2.8	Whole Child	Identify and respond to social, emotional and health needs of students	Nursing Staff	M	FY, LI	750,000				Continue to fund nurses and the necessary equipment to provide adequate nursing 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. AED continued maintenance/service.	R JAGIELSKI	CHKS Elementary School: Perceived School Safety: 80% CHKS Middle School: Perceived School Safety: 54% CHKS High School: Perceived School Safety: 70% CHKS- Staff Questions: School Safety Is a safe place for staff 51% Is a safe place for students 55% Chronic Absenteeism (all): 30.5% (2022-23 CA Dashboard) Chronic Absenteeism (DUSD PI): 43.2%	CHKS Elementary School: Perceived School Safety: 85% CHKS Middle School: Perceived School Safety: 70% CHKS High School: Perceived School Safety: 75% CHKS- Staff Questions: School Safety Is a safe place for staff 65% Is a safe place for students 70% Chronic Absenteeism (all): 15% Chronic Absenteeism (DUSD PI): 35%
GOAL 2 TOTAL						6,871,500	0	0					
GOAL #3: Homeless & Foster Youth									GOAL #3: Downey USD will promote and increase positive outcomes for our Homeless and Foster Youth. We will decrease the gap between our overall student group and our Homeless and Foster Youth in the following areas: • Academic Achievement • Chronic Absenteeism • Suspension rate				
3.1	Homeless & Foster Youth	Identify and respond to social, emotional and health needs of students	Program Specialists to support HFY students	M	FY, LI	810,000			District: ELA (Hom) Suspensions: (FY, Hom)	Provide Program Specialists who work directly with our Foster and Homeless population. The average number of Foster students is approximately 150 students, districtwide, throughout the year. The number of students identified as Homeless has significantly increased to over 1000.	R Jagielski	FOSTER YOUTH CAASPP ELA Met/Exceeded Standard: 38.24% (2022-23) CAASPP Math Met/Exceeded Standard: 20.59% (2022-23)	FOSTER YOUTH CAASPP ELA Met/Exceeded Standard: 44% CAASPP Math Met/Exceeded Standard: 22%
3.2	Homeless & Foster Youth	Provide access to school	Provide transportation to/from school for HFY students	N	FY, LI	225,000				Transportation for HFY students to ensure they are able to consistently attend school.	R Jagielski	Chronic Absenteeism Rate: 24.5% (2022-23 CA Dashboard) Suspension Rate: 9.8% (2022-23 CA Dashboard)	Chronic Absenteeism Rate: 15% Suspension Rate: 9.3%
3.3	Homeless & Foster Youth	Respond to academic Needs	Provide services for HFY to increase their academic performance: supplemental tutoring and educational experiences and field trips.	N	FY, LI	60,000				Supplement the LACOE provided hours by providing additional tutoring and intervention support for students who require extended academic support. Motivational field trips, as needed.	R Jagielski	HOMELESS YOUTH CAASPP ELA Met/Exceeded Standard: 20.96% (2022-23) CAASPP Math Met/Exceeded Standard: 14.29% (2022-23) Chronic Absenteeism Rate: 58.9% (2022-23 CA Dashboard) Suspension Rate: 9.6% (2022-23 CA Dashboard)	HOMELESS YOUTH CAASPP ELA Met/Exceeded Standard: 27% CAASPP Math Met/Exceeded Standard: 20% Chronic Absenteeism Rate: 30% Suspension Rate: 9.1%
3.4	Homeless & Foster Youth	Build capacity of staff to support HFY	Provide training to school staff on the needs of HFY students.	N	FY, LI	15,000				Provide training to administrators and other support staff on Trauma-Informed Practices and the unique needs of HFY students. (After-school stipends for teachers, consultant fees, materials, and resources) and in the implementation of Other Means of Correction to address the high suspension rate.	R Jagielski		

LCAP BUDGET FOR THE FISCAL YEAR 2024-25

LCAP#	Goal Area	Strategy	Services	New, Modified, Unchanged	EL, LI, FY	BUDGET	Mid-Year	Estimated Actuals	Indicators to address	Description of Service	Administrator Responsible	Metrics	
						FY 2024-25		FY 2024-25				Metrics Baseline	Metrics Goals / Desired Outcome
GOAL 3 TOTAL						1,110,000	0	0					
GOAL #4: Best Staff									GOAL #4: Downey USD will hire the best teachers, ensure a highly effective and trained staff and promote opportunities for shared and distributed leadership.				
4.1	Best Staff	School Support: Additional Staff for SEL & PBIS	Provide academic, social, and behavioral support to students.	M	LI	4,400,000			<p>District: ELA (Hom), Suspensions (FY, Hom, AA), Chr Abs (PI)</p> <p>Alameda: ELA (SWD), Chr Abs (EL)</p> <p>Carpenter: ELPI (all)</p> <p>Gallatin: Math (SWD), Chr Abs (EL, SED, SWD, Wh)</p> <p>Imperial: ELPI (all), Chr Abs (SWD, Wh)</p> <p>ORS: ELA (SWD)</p> <p>Price: ELPI (all), Chr Abs (EL, Wh)</p> <p>Rio Hondo: ELA (SWD)</p> <p>RSG: ELPI (all), ELA (SWD), Math (SWD)</p> <p>Unsworth: ELA (SWD), Chr Abs (Wh)</p> <p>Ward: ELPI (all), ELA (SWD), Math (SWD), Suspensions (all, SED, HI)</p> <p>Williams: ELPI (all), Chr Abs: (EL)</p> <p>Doty: ELA (EL), Chr Abs (AA, Wh)</p> <p>Griffiths: ELA (EL,SWD), Math (EL, SWD), Chr Abs (Wh)</p> <p>Stauffer: Math (EL, AA)</p> <p>Sussman: ELA (SWD), Math (SWD), Suspensions (AA, Wh)</p> <p>DHS: ELA (EL, SWD), Math (SWD), Suspensions (AA)</p> <p>CHS: ELA (SED), Math (HI)</p>	<p>This action allows us to decrease our support staff-to-student ratio by providing additional vice-principals and deans to support our student's social-emotional wellness and provides additional support for students' behavior needs. This additional administrative support helps students positively feel connected and engaged in school. (12 VPs, 8 Deans)</p>	A. Mir	<p>CHKS Elementary School: School Connectedness: 76%</p> <p>CHKS Middle School: School Connectedness: 53%</p> <p>CHKS High School: School Connectedness: 62%</p> <p>Suspension Rate: 3.5% (2022-23 CA Dashboard)</p> <p>All students: 3.5%</p> <p>Foster Youth: 9.8%</p> <p>Homeless: 9.6%</p> <p>AA: 9.4%</p> <p>Chronic Absenteeism (all): 30.5% (2022-23 CA Dashboard)</p> <p>Chronic Absenteeism (DUSD PI): 43.2%</p>	<p>CCHKs Elementary School: School Connectedness: 79%</p> <p>CHKS Middle School: School Connectedness: 63%</p> <p>CHKS High School: School Connectedness: 75%</p> <p>Suspension Rate: 2.75%</p> <p>All Students: 22.75%</p> <p>Foster Youth: 4%</p> <p>Homeless: 4%</p> <p>AA: 4%</p> <p>Chronic Absenteeism (all): 15%</p> <p>Chronic Absenteeism (DUSD PI): 35%</p>
4.2	Best Staff	Provide ample support for teaching and learning	Online Resources for Library and Media Centers	M	LI	50,000				<p>This provides our secondary libraries with digital resources such as Overdrive, GALE, and Noodle.</p>	A.Tyner	<p>(LCAP spring 2023) Percentage of Students who Agree/Strongly Agree: My school gives me resources, books and supplies I need to learn. 92.37% (LCAP Spring 2024)</p>	<p>Percentage of Students who Agree/Strongly Agree: My school gives me resources, books and supplies I need to learn. 95% (LCAP)</p>
4.3	Best Staff	Provide ample support for teaching and learning	Teacher instruction and support for the CA State Standards	M	EL, LI	2,200,000				<p>Fund elementary and secondary teacher specialists to support teachers in the implementation of the California Common Core Standards, classroom management and equitable first-best instructional practices. Provide, direct and individualized, coaching to teachers who are eligible for additional pedagogy coaching.</p>	R.Bertsch j.Robbins	<p>Percentage of Staff who are overall satisfied as an employee of DUSD: 92% (LCAP spring 2023)</p> <p>Percentage of Staff who are satisfied or very satisfied with Downey Unified's Professional Development offerings: 65.05% (Spring 2024)</p> <p>CAASPP ELA (Grade 3-8): 4.2 points below standard (2022-23)</p> <p>CAASPP Math (Grade 3-8): 45.3 points below standard (2022-23)</p> <p>CAASPP ELA - All Students Met/Exceeded Standard: 50.43% (22-23)</p> <p>CAASPP Math -All Students Met/Exceeded Standard: 34.45% (22-23)</p> <p>CA Science Test (CAST) Met/Exceeded Standard: 28.63% (22-23)</p> <p>ELPI 42.7%</p> <p>SED CAASPP ELA: 45.83%</p> <p>SED CAASPP Math: 30.01%</p> <p>NEW LCAP Q: Teachers: to what extent to you agree with the following statement: "I implement the California Teaching Standards in my daily lessons." Baseline TBD 24-25 sy</p>	<p>Percentage of Staff who are overall satisfied as an employee of DUSD: 95%</p> <p>Percentage of Staff who are satisfied or very satisfied with Downey Unified's Professional Development offerings: 75% (Spring 2025)</p> <p>CAASPP ELA (Grade 3-8): 0 pts below standard (2025-26)</p> <p>CAASPP Math (Grade 3-8): 30 pts below standard (2025-26)</p> <p>CAASPP ELA- All Students Met/Exceeded Standard: 60% (2025-26)</p> <p>CAASPP Math- All Students Met/Exceeded Standard: 44% (2025-26)</p> <p>CA Science Test (CAST) Met/Exceeded Standard: 35% (2025-26)</p> <p>ELPI 60%</p> <p>SED CAASPP ELA: 60%</p> <p>SED CAASPP Math: 40%</p> <p>NEW LCAP Q: Teachers: to what extent to you agree with the following statement: "I implement the California Teaching Standards in my daily lessons." 100%</p>
4.4	Best Staff	Build the capacity of school leadership	Leadership development (Training, coaching, and PLCs)	M	LI	150,000				<p>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.</p>	R.Brossmer W.Shannon	<p>Percentage of Staff who are overall satisfied as an employee of DUSD: 92% (LCAP spring 2023)</p> <p>Percentage of Staff who are satisfied or very satisfied with Downey Unified's Professional Development offerings: 65.05% (Spring 2024)</p> <p>SED CAASPP ELA: 45.83%</p> <p>SED CAASPP Math: 30.01%</p>	<p>Percentage of Staff who are overall satisfied as an employee of DUSD: 95%</p> <p>Percentage of Staff who are satisfied or very satisfied with Downey Unified's Professional Development offerings: 75% (Spring 2025)</p> <p>SED CAASPP ELA: 60%</p> <p>SED CAASPP Math: 40%</p>

LCAP BUDGET FOR THE FISCAL YEAR 2024-25

LCAP#	Goal Area	Strategy	Services	New, Modified, Unchanged	EL, LI, FY	BUDGET	Mid-Year	Estimated Actuals	Indicators to address	Description of Service	Administrator Responsible	Metrics	
						FY 2024-25		FY 2024-25				Metrics Baseline	Metrics Goals / Desired Outcome
4.5	Best Staff	2 Additional Days	2 Additional Days of PD for Certificated Staff	U	EL, LI	5,024,145				Two additional days of professional development for certificated staff.	A.Mir	<p>Fully Credentialed and Appropriately Assigned Teachers: 99%</p> <p>Textbook Sufficiency- 100% of schools reviewed found sufficient (Fall 2023 Williams report)</p> <p>Percentage of Staff who are satisfied or very satisfied with Downey Unified's Professional Development offerings: 65.05% (Spring 2024)</p> <p>CAASPP ELA (Grade 3-8): 4.2 points below standard (22-23)</p> <p>CAASPP Math (Grade 3-8): 45.3 points below standard (22-23)</p> <p>CAASPP ELA - All Students Met/Exceeded Standard: 50.43% (22-23)</p> <p>CAASPP Math -All Students Met/Exceeded Standard: 34.45% (22-23)</p> <p>ELPI 42.7%</p> <p>SED CAASPP ELA: 45.83%</p> <p>SED CAASPP Math: 30.01%</p> <p>NEW LCAP Q: Teachers: to what extent to you agree with the following statement: "I implement the California Teaching Standards in my daily lessons." Baseline TBD 24-25 sy</p>	<p>Fully Credentialed and Appropriately Assigned Teachers: 100</p> <p>Textbook Sufficiency- 100% of schools reviewed found sufficient (Williams report)</p> <p>Percentage of Staff who are satisfied or very satisfied with Downey Unified's Professional Development offerings: 75% (Spring 2025)</p> <p>CAASPP ELA (Grade 3-8): 0 pts below standard (2025-26)</p> <p>CAASPP Math (Grade 3-8): 30 pts below standard (2025-26)</p> <p>CAASPP ELA- All Students Met/Exceeded Standard: 60% (2025-26)</p> <p>CAASPP Math- All Students Met/Exceeded Standard: 44% (2025-26)</p> <p>ELPI 60%</p> <p>SED CAASPP ELA: 60%</p> <p>SED CAASPP Math: 40%</p> <p>LCAP Staff Survey: I implement the California Teaching Standards in my daily lessons." 100%</p>
GOAL 4 TOTAL						11,824,145	0	0					
GOAL #5: Parent Engagement									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.				
5.1	Parent Engagement	Foster parent collaboration to support student success	Public Relations	M	EL	550,000			District: ELA (Hom), Suspensions: (FY, Hom, AA), Chr Abs (PI)	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. This purpose of this action is to inform our DUSD community and promote enrollment stabilization and growth. Web support.	Dr. Garcia	<p>LCAP Parent Surveys: (2024)</p> <p>Parent participation in child's education: 91.73%</p> <p>Parent involvement in decision making: 85.88%</p> <p>Parent Q: "My child's school provides the resources and training I need to help my child learn."</p> <p>Spring 2024: All: Strongly Agree & Agree = 90.48%</p> <p>Low Income: Strongly Agree & Agree = 90.81%</p> <p>EL: Strongly Agree & Agree = 91.58 %</p>	<p>LCAP Parent Surveys:</p> <p>Parent participation in child's education: 94%</p> <p>Parent involvement in decision making: 91%</p> <p>Parent Q: "My child's school provides the resources and training I need to help my child learn."</p> <p>Spring 2024: All: Strongly Agree & Agree = 90.48%</p> <p>Low Income: Strongly Agree & Agree = 90.81%</p> <p>EL: Strongly Agree & Agree = 91.58 %</p>
5.2	Parent Engagement	Foster parent collaboration to support student success	Parent Engagement & Education	M	EL, LI	110,000			Alameda: ELA (SWD), Chr Abs (EL) Carpenter: ELPI (all) Gallatin: Math (SWD), Chr Abs (EL, SED, SWD, Wh) Imperial: ELPI (all), Chr Abs (SWD, Wh) ORS: ELA (SWD) Price: ELPI (all), Chr Abs (EL, Wh) Rio Hondo: ELA (SWD) RSG: ELPI (all), ELA (SWD), Math (SWD) University: ELA (SWD), Chr Abs (RMK)	Provide parent involvement and education opportunities that are initiated by the district, site, and/or Community Schools Initiative, such as: meetings, academies and workshops designed to engage parents in their children's learning and promote school attendance. Simultaneous Spanish and Sign Language interpretation, as needed. Child care and other meeting needs.	Dr. Garcia W Shannon	<p>Parent Q: My child's school sends information home in a language I understand.</p> <p>All participants: 96.1% agree or strongly agree</p> <p>Families of EL students: 94.3% agree or strongly agree</p> <p>Parent Q: My child's school presents information at meetings in a language I understand.</p>	<p>Parent Q: My child's school sends information home in a language I understand.</p> <p>All participants: 98% agree or strongly agree</p> <p>Families of EL: 98% agree or strongly agree</p> <p>Parent Q: My child's school presents information at meetings in a language I understand.</p>

LCAP BUDGET FOR THE FISCAL YEAR 2024-25

LCAP#	Goal Area	Strategy	Services	New, Modified, Unchanged	EL, LI, FY	BUDGET	Mid-Year	Estimated Actuals	Indicators to address	Description of Service	Administrator Responsible	Metrics	
						FY 2024-25		FY 2024-25				Metrics Baseline	Metrics Goals / Desired Outcome
5.3	Parent Engagement	Foster parent collaboration to support student success	Parent Input Opportunities & Monitoring District Initiatives (Qualtrics)	M	EL	65,000			<p>Unsworth: ELA (SWD), Chr Abs (Wh)</p> <p>Ward: ELPI (all), ELA (SWD), Math (SWD), Suspensions (all, SED, HI)</p> <p>Williams: ELPI (all), Chr Abs: (EL)</p> <p>Doty: ELA (EL), Chr Abs (AA, Wh)</p> <p>Griffiths: ELA (EL,SWD), Math (EL, SWD), Chr Abs (Wh)</p> <p>Stauffer: Math (EL, AA)</p> <p>Sussman: ELA (SWD), Math (SWD), Suspensions (AA, Wh)</p> <p>DHS: ELA (EL, SWD), Math (SWD), Suspensions (AA)</p> <p>CHS: ELA (SED), Math (HI)</p>	<p>This action supports parent outreach by providing an online tool (Qualtrics) to assist with gathering input from all families to monitor and assess district initiatives and provides families with access to the LCAP survey. This allows for increased opportunities for all, targeting our low-income and English Learner families, to provide input on the LCAP which helps the district create and monitor parent and family engagement programs. The LCAP survey asks additional specific questions to our English Learner and low-income families to ensure we capture their input on specific topics and initiatives. We monitor this action through our LCAP Survey completion rate and specific perception questions within the survey.</p> <p>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.</p>	C Nezzar	<p>All participants: 95.9% Agree or Strongly Agree Families of EL: 93.1% Agree or Strongly Agree</p> <p>Parent 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%</p> <p>Parent Q: "My child's school communicates effectively with parents." Strongly Agree/Agree = 90.32%</p> <p>(5.3) Number of LCAP Parent Surveys Completed: 5299 Parents reporting as Free and Reduced Lunch: 79% Parents reporting as EL: 29%</p> <p>CHKS Student Survey, Promotion of Parent Involvement: Elementary 81% Middle School 53% High School 54%</p>	<p>All participants: 98% Agree or Strongly Agree Families of EL: 98%</p> <p>Parent 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%</p> <p>Parent Q: "My child's school communicates effectively with parents." Strongly Agree/Agree = 93%</p> <p>(5.3) Number of LCAP Parent Surveys Completed: 6000 Parent reporting as Free and Reduced Lunch: 80% Parent reporting as EL: 35%</p> <p>CHKS Student Survey, Promotion of Parent Involvement: Elementary 90% Middle School 65% High School 65%</p>
GOAL 5 TOTAL						725,000	0	0					
GOAL #6: Infrastructure										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.			
6.1	Infrastructure	Foster 21st century learning environments	Maintenance of technology in teaching and learning	M	LI	5,910,000				DUSD technology and network tech salaries; tech maintenance.		<p>CAASPP ELA -All Students Met/Exceeded Standard: 50.43% (2022-23) CAASPP Math - Students Met/Exceeded Standard: 34.45% (2022-23)</p> <p>SED CAASPP ELA: 45.83% SED CAASPP Math: 30.01%</p> <p>Chronic Absenteeism (DUSD SED): 33.4%</p>	<p>CAASPP ELA -All Students Met/Exceeded Standard: 50.43% (2022-23) CAASPP Math - Students Met/Exceeded Standard: 34.45% (2022-23)</p> <p>SED CAASPP ELA: 45.83% SED CAASPP Math: 30.01%</p> <p>My school has the technology I need to learn". (Student LCAP Survey) = 97%</p>
6.2	Infrastructure	Foster 21st century learning environments	Provide technology devices and digital resources	M U	LI	3,250,000			<p>District: ELA (Hom), Suspensions: (FY, Hom, AA), Chr Abs (PI)</p> <p>Alameda: ELA (SWD), Chr Abs (EL)</p> <p>Carpenter: ELPI (all)</p> <p>Gallatin: Math (SWD), Chr Abs (EL, SED, SWD, Wh)</p> <p>Imperial: ELPI (all), Chr Abs (SWD, Wh)</p> <p>ORS: ELA (SWD)</p> <p>Price: ELPI (all), Chr Abs (EL, Wh)</p> <p>Rio Hondo: ELA (SWD)</p> <p>RSG: ELPI (all), ELA (SWD), Math (SWD)</p> <p>Unsworth: ELA (SWD), Chr Abs (Wh)</p> <p>Ward: ELPI (all), ELA (SWD), Math (SWD), Suspensions (all, SED, HI)</p> <p>Williams: ELPI (all), Chr Abs: (EL)</p> <p>Doty: ELA (EL), Chr Abs (AA, Wh)</p> <p>Griffiths: ELA (EL,SWD), Math (EL, SWD), Chr Abs (Wh)</p> <p>Stauffer: Math (EL, AA)</p> <p>Sussman: ELA (SWD), Math (SWD), Suspensions (AA, Wh)</p>	<p>Staff/student technology devices to support 21CLC. Cost of maintaining and replacing equipment (LCD projectors, document cameras, technology devices) for 21st century learning environment. Software subscriptions.</p>		<p>SED CAASPP ELA: 45.83% SED CAASPP Math: 30.01%</p> <p>Chronic Absenteeism (DUSD SED): 33.4%</p> <p>"My school has the technology I need to learn". (Student LCAP Survey) = 95%</p> <p>"My school has the technology students need to learn."(Staff LCAP Survey) = 97.17% Agree or Strongly Agree</p> <p>"The career and technical education (CTE) offered by Downey Unified is appropriate." (Staff LCAP Survey) = 97.41% Agree or Strongly Agree</p> <p>LCAP Parent Survey: Filtered by My Child Receives Free or Reduced Lunch Q: My child's school has the technology he/she needs to learn. SED: 94.42% Agree or Strongly Agree All: 91.93% Agree or Strongly Agree</p> <p>Q: 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</p>	<p>"My school has the technology I need to learn". (Student LCAP Survey) = 97%</p> <p>"My school has the technology students need to learn."(Staff LCAP Survey) = 98% Agree or Strongly Agree</p> <p>"The career and technical education (CTE) offered by Downey Unified is appropriate." (Staff LCAP Survey) = 98% Agree or Strongly Agree</p> <p>LCAP Parent Survey: Filtered by My Child Receives Free or Reduced Lunch Q: My child's school has the technology he/she needs to learn. SED: 97% Agree or Strongly Agree All: 97% Agree or Strongly Agree</p> <p>Q: 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</p>

LCAP BUDGET FOR THE FISCAL YEAR 2024-25

LCAP#	Goal Area	Strategy	Services	New, Modified, Unchanged	EL, LI, FY	BUDGET	Mid-Year	Estimated Actuals	Indicators to address	Description of Service	Administrator Responsible	Metrics	
						FY 2024-25		FY 2024-25		EL = English Learners / LI = Low Income / FY = Foster Youth / RFP = Redesignated Fluent English Proficient LEA Wide Low Income Qualifying = 67%		MetricsBaseline	Metrics Goals / Desired Outcome
6.3	Infrastructure	Promote welcoming, safe, and secure campuses	Provide additional supervision aides at middle schools and additional clerical staff to provide a welcoming environment at school sites.	M	LI	1,350,000			DHS: ELA (EL, SWD), Math (SWD), Suspensions (AA) CHS: ELA (SED), Math (HI)	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 School Resource Officers in the high schools to maintain safe and secure campuses.		Facilities in "Good Repair": 100% (2022-23) CHKS Elementary School: Perceived School Safety: 80% CHKS Middle School: Perceived School Safety: 54% CHKS High School: Perceived School Safety: 70% CHKS- Staff Survey: School Safety is a safe place for staff 51% is a safe place for students 55%	Facilities in "Good Repair": 100% CHKS Elementary School: Perceived School Safety: 85% CHKS Middle School: Perceived School Safety: 70% CHKS High School: Perceived School Safety: 75% CHKS- Staff Survey: School Safety is a safe place for staff 65% is a safe place for students 70%
GOAL 6 TOTAL						10,510,000	0	0					
Goal 7: Equity Multiplier Goal (Required Goal) Alternative Education: Wo										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), CTE (all); WA- ELA (all) & Math (all).			
7.1	Equity Multiplier Goal	Provide ample support for teaching and learning	Alt Ed: CHS - Additional Site Administration			120,000				Provide an additional administrator (AP) to support 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 individualizes 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.	Bertsch Jagielski	Woodruff Academy: (note: transient population) 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: 59.3% 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%; % of students returned to home MS/HS (Sept -Apr)
7.2	Equity Multiplier Goal	Provide ample support for teaching and learning	Alt Ed: CHS & WA - Parent Liaison			150,000			CHS: ELA (SED), Math (HI), CCI (all)	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. A parent liaison would maximize effective, individualized, communication with families to support each student's attainment of their education goals. 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.	Bertsch Jagielski	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% Columbus HS: EL Progress: 38.9% ELA CAASPP: All: 91.1 points below standard SED: 92.9 points below standard Math CAASPP: All: 188.3 points below standard Hispanic: 189.7 points below standard Graduation Rate: 88.4% CCI (CA Dashboard 2023) All: 1.3% EL: 0% Hispanic: 1.4% SED: 0.5% St. w/Disab: 0% CHKS: Student Survey, School perceived as safe: 68%	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% Columbus HS: EL Progress: 50% ELA CAASPP: All: 85 points below standard SED: 90 points below standard Math CAASPP: All: 160 points below standard Hispanic: 185 points below standard Graduation Rate: 92% CCI (CA Dashboard 2023) All: 5% EL: 5% Hispanic: 5% SED: 5% St. w/Disab: 3% CHKS: Student Survey, School perceived as safe: 75%

LCAP BUDGET FOR THE FISCAL YEAR 2024-25

LCAP#	Goal Area	Strategy	Services	New, Modified, Unchanged	EL, LI, FY	BUDGET	Mid-Year	Estimated Actuals	Indicators to address	Description of Service	Administrator Responsible	Metrics	
						FY 2024-25		FY 2024-25				Metrics Baseline	Metrics Goals / Desired Outcome
7.3	Equity Multiplier Goal	Provide ample support for teaching and learning	Alt Ed: CHS & WA - MTSS Supports			440,000			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 interventionists to support student achievement in the areas ELA and Math. Woodruff Academy will provide additional paraprofessionals who will focus on the individual and complex academic (focus on ELA and Math) and behavior regulation.	Bertsch Jagielski	CHKS- Student Survey, School Connectedness: 60% CHKS- Student Survey, Promotion of Parent Involvement: 55% CHKS- Student Survey, Caring Adult Relationships: 57% CHKS- Student Survey, School Connectedness: 50%	CHKS- Student Survey, School Connectedness: 60% CHKS- Student Survey, Promotion of Parent Involvement: 65% CHKS- Student Survey, Caring Adult Relationships: 65% CHKS- Student Survey, School Connectedness: 60%	
GOAL 7 TOTAL						710,000	0	0					
Goal 8: Equity Multiplier Goal (Required Goal) Elementary Virtual Academy										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 ELAL (all) and Math (all) by the end of the 2024-25 school year.			
8.1	Equity Multiplier Goal	Provide ample support for teaching and learning	Virtual Academy- Student support services			631,000			The students attending the Elementary Virtual Academy require close monitoring to ensure they are making progress academically and that the "whole child" is developing. With over 70% of the school population low income, research shows that many of these students do not have access to extra support in the home. This action provides support services via a fully credentialed teacher proficient in online instruction, 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.	Shannon Robbins	CAASPP ELA (Grade 3-8): 4.2 points below standard (2022-23) CAASPP Math (Grade 3-8): 45.3 points below standard (2022-23) VA Attendance Rate: 90.49 (End of 2023)	CAASPP ELA (Grade 3-8): 0 points below standard (2022-23) CAASPP Math (Grade 3-8): 30 points below standard (2022-23) VA Attendance Rate: 98%	
GOAL 8 TOTAL						631,000	0	0					
Subtotal						62,578,301	-	-					
LCAP Supplemental/Concentration TOTAL:						62,578,301							