Local Control and Accountability Plan (LCAP)
2027–2030 New Cycle Update

Overview

Downey Unified School District is beginning development of its 2027–2030 Local Control and Accountability Plan (LCAP). The process will include input from educational partners, analysis of state and local data, evaluation of current goals and actions, development of measurable outcomes, and preparation of a new LCAP aligned with District priorities.

LCAP Development Process

The District will engage principals, the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), Board members, and other educational partners to review survey questions and California School Dashboard data. The process will specifically consider services for low-income students, foster youth, and English learners, as well as disparities identified in student outcomes.

The District will also evaluate current LCAP goals, outcomes, metrics, actions, and expenditures to determine what should be continued or adjusted for the new three-year cycle.

Timeline and Community Engagement

From January through May, the District plans to survey parents, students, and staff and use the results, along with other data and educational partner feedback, to develop the draft LCAP. The draft will be shared with bargaining units, principals, PAC, and DELAC. The process will also include an opportunity for written public comment and a public hearing before the plan and District budget are presented for adoption prior to July 1.

Student Outcome Data

Current California School Dashboard data show that several Districtwide three-year LCAP targets have been met or surpassed. These include targets related to English Learner Progress, English language arts, mathematics, science, chronic absenteeism, suspension rate, graduation rate, and college/career readiness.

Areas for Continued Attention

The presentation also identifies student groups requiring continued focus based on Dashboard performance. Areas highlighted include:

- Long-Term English Learners in English language arts, mathematics, and chronic absenteeism.
- Students with Disabilities in mathematics and chronic absenteeism.
- English learners, foster youth, homeless youth, and Students with Disabilities in chronic absenteeism.
- Foster youth and Black or African American students in suspension rates.

Educational Partner Feedback

Feedback from parents, students, and staff is being considered as part of the LCAP planning process. Survey feedback is intended to help identify themes that warrant additional attention and inform future LCAP survey questions, priorities, and planning.

LCAP Survey Platform

The District identifies Panorama Surveys as its LCAP survey platform. The presentation describes the platform as a way to collect feedback from students, families, and staff and use that information to support District planning and continuous improvement.

Current LCAP Goals

The District's six current LCAP goals address:

- **College and Career Readiness:** Providing equitable opportunities for students to achieve academic success and graduate college and career ready.
- **Safety and Connectedness:** Supporting students' sense of safety, school connectedness, and social-emotional needs.
- **Homeless and Foster Youth:** Improving academic, attendance, and suspension outcomes for homeless and foster youth.
- **Staff Excellence:** Hiring, developing, and supporting highly effective staff and shared leadership.
- **Family Engagement and Communication:** Providing meaningful and transparent communication and opportunities for parent participation in decision-making.

- **Technology and Learning Environments:** Providing students and staff with current tools and resources in safe, secure, and welcoming learning environments.

Current Increases

The presentation identifies several current areas of increased support: Community Schools at Carpenter, two additional nurses, and an increase in total compensation through salary and benefits.

Next Steps

The Board is being asked to provide input on which LCAP goals and priorities should be adjusted as the District develops the 2027–2030 plan. This feedback, together with student outcome data and input from educational partners, will inform development of the new LCAP.