

2020 - 2021



Learning Continuity & Attendance Plan



Downey Unified
SCHOOL DISTRICT



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Learning Continuity and Attendance Plan (2020–21)

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General Information

Description of the impact the COVID-19 pandemic has had on the Downey Unified community.

Downey Unified has made it a priority to maintain the health, safety and security of our students, staff, and families at the forefront of all decisions made during this pandemic. It is the district's top priority to physically reopen school campuses for in-person instruction as soon as approval is given by the County of Los Angeles Department of Public Health and the California Department of Education. Until then, the district will ensure that high quality instruction continues in the homes of our students through distance learning. To ensure that the district is prepared to reopen schools safely, Downey Unified created a Return to School Task Force that is comprised of stakeholders. Weekly meetings began May 14, 2020 where security and safety measures for all our school sites and district office were discussed. At the beginning of the pandemic, our Operations Department immediately responded by providing staff members clear directions through district signage (i.e. social distancing, staying home when ill, strategies to avoid spreading germs at work) to assist in communicating safety protocols. Staff members that continued to be on site were instructed to wash their hands regularly and for at least 20 seconds. All middle and high schools were provided portable handwashing stations and alcohol-based hand sanitizer stations were added to district office and all school sites. District and school site cleaning includes the use of EPA which is a registered disinfectant approved for emerging pathogens. The Operations Department introduced the use of electrostatic sprayers which allowed us the ability to sanitize or disinfect large areas of cleanable square footage in minutes. This is an additional step to augment standard cleaning and ensure comprehensive surface coverage. All district essential workers have been provided Personal Protective Equipment (PPE) and an increase in stock orders for soap, towels, and hand sanitizer have been completed. DUSD has also increased security measures at all the school sites and district office during this pandemic where high volumes of technology equipment are stored. New equipment, such as "sneeze guards", were designed and built as an additional measure for our district office and school sites to protect all stakeholders upon entering our buildings. Overall, DUSD staff members have taken on additional responsibilities to support new

developments for the safety and security of our students, staffs and families. Communication with all stakeholders has been critical in developing plans for reopening schools.

The closure of schools also impacted many students and families by challenging their ability to access basic services. The economic impacts to our DUSD families and students included an increase in unemployment which resulted in challenges that created an increase in feelings of anxiety, depression, and insecurity. Many of our families and students were also impacted by the limitations of targeted supports and services that are typically provided through an in-person setting including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. Many of our students experienced an increase in feelings of isolation and a disconnection due to the physical and social separation from the classroom and school community.

The pandemic affected all students, families, and staff in other areas. They experienced a disruption of curriculum pacing, traditional methods of instruction and assessments and the overall learning experience. Parents, guardians, and caregivers experienced an increase in responsibility as co-educators with students at home during distance learning. Many parents, guardians, and caregivers were not able to work from home, had to balance the caring for their children and maintaining their employment and income. Older students were also impacted by having to take an increase in responsibility for younger siblings and/or other younger relatives. This included supporting the distance learning of those younger siblings which resulted in taking time away from their own learning.

Downey Unified continues to commit and ensure that all students will graduate with a 21st Century education that ensures they are college and career ready, globally competitive, and citizens of strong character. *Note – this is a fluid plan that will be modified as safety measures and protocols are updated and/or new information is presented that directly affects the current in-person instructional plan.

Stakeholder Engagement

Description of the efforts made to solicit stakeholder feedback.

Downey Unified continues to sustain an extensive and collaborative effort to gather and incorporate stakeholder feedback. This process is viewed as an opportunity for an expansive and inclusive conversation about the district's vision and plan for student

achievement during Distance, Hybrid and Full on-site learning. In collaboration with our stakeholders, we tie together the district's instructional initiatives with the allocation of resources to provide the best learning experience for our students. Downey Unified implemented an extensive stakeholder engagement effort that established a strong foundation for continued stakeholder support and involvement.

DUSD made every effort to reach all stakeholders, including students and families that did not have access to internet or speak a language other than English. Multiple electronic communication channels (Blackboard Connect, Remind, DUSD app, social media) were utilized to gather input, communicate results, and share the draft of the Learning Continuity and Attendance Plan. Hard copy notifications were distributed at the district's meal service pick-up sites in English and Spanish. As described in the subsequent paragraphs, stakeholder engagement continues to be a deeply embedded component of district practice.

The stakeholder engagement process involved all of the district's schools and different stakeholder groups including Downey Unified Instructional Leadership Cabinet, site administrators, bargaining units, teachers and staff, parents, students, the Parent Advisory Committee (PAC), the District English Language Learner Advisory Committee (DELAC) and the District Board of Education. The following provides a breakdown of the involvement process:

Return to School Committee (RTS) Task Force

A committee of 65 members was established in early May 2020 to begin planning for the 2020-2021 school year. Members included teachers, classified members, bargaining unit board members for both certificated and classified, district board of education members, principals, co-administrators, district leadership and Superintendent. The first meeting was held May 14, 2020 and were held virtually once a week through the end of July 2020. The committee met as a whole group and also in subcommittees to address the following areas: Instruction, Health and Safety, Social Emotional Support Systems, Family and Community Engagement, and Operations.

Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC)

Both advisory committees held additional meetings once the 2019-2020 school year ended. Meetings were held virtually with Spanish translation during the summer to continue dialogue around the plans for 2020-2021 school year. Survey data was reviewed with the committees and opportunity to submit questions to the Superintendent was always available. The Superintendent responded in writing on comments received by both advisory committees. The Learning and Continuity Plan was presented to the PAC on August 26, 2020 and to DELAC on August 27, 2020.

Principals and Co-Administrators

Since the school closure on Friday, March 13, 2020 due to COVID-19, school administrators have been meeting virtually on a weekly basis by segment levels – elementary, middle, and high school. This continued all during summer break. Site administrators provided input on areas such as grading policies, family outreach, technology needs, instructional professional development needs, social emotional services for students, families, and staff, safety and health measures and development of distance and hybrid learning models.

District Bargaining Units (Certificated/Classified), Teachers and other School Personnel

Bargaining Unit members were part of the Return to School Committee (RTS) and provided input on the 2020-2021 plans. In addition, each bargaining unit met with their members and solicited input and would bring it back to the RTS committee and subcommittees.

A certificated staff Return to School survey was implemented specifically to solicit input for the Learning and Continuity Plan. A total of 1,079 participated in the survey. All 21 schools were represented in the survey. A second survey around LCAP items also solicited input on programs and services. A total of 851 district staff participated from all 21 school sites.

Both Certificated and Classified Bargaining Units and District leaders worked collaboratively through an interest-based approach to create a new Memorandum of Understanding for each Unit. Multiple meetings were held in order to accomplish this process.

Parents/Guardians

A parent survey was implemented to gather input for the 2020-2021 school year. A total of 13,301 parents submitted responses for 18,031 students. A second survey around LCAP items also solicited input on programs and services. A total of 6,174 parents participated and all 21 school sites were represented.

Students

A student survey around LCAP items solicited input on programs and services. A total of 4,414 students participated and all 21 school sites were represented. In addition, a committee was formed to solicit input from students through an equity lens. A total of four 90-minute “Listening Sessions” were held (one in-person, three virtual).

School Board of Education

Since March 13, 2020, the topic of Distance Learning, Hybrid Learning, and the Return to In-person learning has been a priority of discussion at every school board meeting. Additional meetings were added in order to have discussions on the data collected

from surveys and listening sessions and public comments made during board meetings. The Public Hearing was held on Wednesday, September 23, 2020 at 4:00 pm. The public had the option of attending the meeting in-person or join the meeting virtually through Zoom or by teleconferencing. The information is located on the District website under the District tab and then clicking on Board of Education and finally Meeting Schedule. The Board agenda was posted at least 72 hours prior to the public hearing date and it included the locations of where the Learning Continuity and Attendance Plan was located for public inspection. The plan was uploaded to the District Website in the same location as previous Local Control Accountability Plans since the community is familiar with this process. In addition, the plan was physically posted in public view at the district office in an area where the public could view it safely.

All the input gathered from the various stakeholder forums had a direct impact on the Learning Continuity and Attendance Plan. The RTS committee provided multiple questions to consider when developing the plan and they were considered throughout the process. The RTS met on a weekly basis beginning in May 2020 and provided an ongoing support that impacted the plan. The parent advisory committees also posed questions and suggestions that were taken into account during the development of the plan. Both advisory committees met multiple times during the summer and provided guidance based on their experience with Distance Learning and assisted the district in considering different options that provided more access to students and families. Students had a large impact on the plan. Their suggestions mainly circled around the theme of equity and new units of study were developed as a direct suggestion from our student subgroup. Parents, guardians, and caregivers highly responded to the surveys. A total of 18,031 responses for a district of about 22,000 students is the highest response we have had on any survey. Parents, guardians, and caregivers provided extremely useful information that directly impacted the plan. This high response rate is an indication that all actions related to reaching out to our families was highly successful.

Description of the options provided for remote participation in public meetings and public hearings.

As of April 21, 2020, Downey Unified created virtual access for the community to attend all school board meetings. The district website provides the public the link to access the virtual board meeting. If the virtual board meeting exceeds capacity, then the district begins live streaming the board meeting on the district YouTube channel. In addition, the physical location of all school board meetings has been changed to a venue that is larger in capacity and can hold members of the community in a safe manner by creating social distancing between seats. The new venue for the district's school board meetings is Pace Training Center located at 9625 Van Ruiten Street Bellflower, CA 90706. All school board meetings continue to offer Spanish translation for any community member that requests this service.

In addition, community members who prefer or do not have internet capabilities can access the school board meeting via the telephone. All access options are easily available to our community members through our website. They can also call our district office and request the phone access information.

DUSD notified members of the public to submit written comments regarding specific actions and expenditures proposed in the Learning Continuity and Attendance Plan in various formats; 1) district website – in English/Spanish under Public Comment section, an email address and directions are provided to community members who wish to submit written comments, 2) direction in English and Spanish on how to submit a written comment is detailed outside the district office. Community members can email their comments or drop them off at the district office, 3) for families without internet access, flyers in English/Spanish were provided at all food distribution sites with directions on how to submit written comments.

The Learning Continuity and Attendance Plan was taken for Public Hearing on Wednesday, September 23, 2020. The plan was taken for adoption on Tuesday, September 29, 2020.

Summary of the feedback provided by specific stakeholder groups.

Parents/Guardians

A parent survey was implemented to gather input for the 2020-2021 school year. A total of 13,301 parents submitted responses for 18,031 students. In this survey, parents were asked to provide input on various scenarios to help assist our district in creating plans for reopening schools. Here is a summary of the data from the parent survey:

<u>#of Survey</u>	<u>Full Return to School</u>	<u>Hybrid Learning Model</u>	<u>Full Distance Learning</u>
18,031	51.1%	25.1%	23.8%

Parents provided our district feedback as to the reason why they would not be willing to send their child back to school if it was Full Return to School. The summary of that data is:

<u>Health Reasons</u>	<u>Social Distances</u>	<u>Cleaning Protocols</u>	<u>Child Care</u>	<u>Access to PPE</u>	<u>Other</u>
28%	29%	18%	4%	13%	8%

Teachers and Staff

A teacher and staff survey was administered and below is a summary of the results:
Staff was asked if they were planning to return to work in person on the start date of August 10, 2020. Of the total surveyed, 91.8% said Yes and 8.1% said No. Those who stated they would not be returning to work in person were asked to state the reason why:

<u>Health/Safety Concerns</u>	<u>Child Care</u>	<u>Personal Health Concerns</u>	<u>Family Health Conditions</u>	<u>Other</u>
35.3%	13.3%	25.3%	21.3%	4.6%

The survey also asked staff if they would take advantage of a fee-based childcare program for their children grades TK to Grade 5 from approximately 7:00 a.m. to 4:00 p.m. The results: Yes – 13.7%, No – 86.3%

Students

A Human Relations Council was developed to address equity issues. Listening sessions were conducted to hear students' input. Students voiced their opinion around student prioritization. Students want more resources for school programs, clubs and extracurricular activities that reinforce education more positively. Students voiced the need for more mental and emotional health resources such as counselors, therapists, etc.

Parent Advisory Groups

Parent leaders shared with District Leadership that the communication between district and parents has been extremely helpful and timely. They have appreciated the surveys, Superintendent Updates, and the additional meetings that were scheduled to keep the advisory groups updated on all the aspects around the pandemic and the plans for reopening schools. Both advisory groups were instrumental in asking questions and providing us feedback on their perceptions of district performance.

Return to School Committee

The committee was critical in providing input on stakeholder surveys. The committee reviewed other district stakeholder surveys and helped in refining the DUSD survey that went out to parents and teachers/staff. Each subcommittee met on a weekly basis for about 4 weeks and provided feedback via a Google Doc on the areas of Instruction, Health and Safety, Social Emotional Support Systems, Family and Community Engagement, and Operations.

Data Trends

A trend that emerged from the parent and student data across all levels (elementary, middle, high school) demonstrated an even balance on the need for different learning models. Across all levels, the split between Full Distance Learning, Hybrid Learning Model, and Full Return to School was an even distribution. This impacted the plan by helping us prepare to keep a full distance learning model at all times. Since DUSD has a total enrollment of about 22,000, we are prepared to service about 1/3 of the student population in a full distance learning model for the remainder of the school year.

Another trend that emerged from our student stakeholder group was the need for a more diverse curriculum from elementary to the high school level. Based on that input, listening sessions were implemented to hear all the ideas around this topic. This input directly impacted the plan and new TK-12 grade units of study were developed and curriculum staff members were hired to create these units of study.

Two significant trends that emerged from parents and staff members dealt with childcare and mental health supports. These two needs were a high priority and had a high impact on the plan. Based on input, a Coordinator was hired to develop a childcare program for our district. Beginning September 21, 2020, an option for parents and staff was available for working families. This was a direct impact on the plan based on input from stakeholders. In addition, mental health supports was requested by all stakeholders, including students. A School Psychologist on Special Assignment was hired to take the lead in implementing social emotional learning (SEL) support for students, staff, and parents. This included a process to select an SEL curriculum. In addition, family and staff supports have been provided via an SEL website that contains a variety of resources on how to cope with the stresses imposed by the pandemic.

Description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.

The Learning Continuity and Attendance Plan was highly influenced by specific stakeholder input. The following are highlights of specific input the district received from stakeholders:

Distance and Hybrid Learning Models

The development of both the Distance and Hybrid Learning models were highly influenced by input provided by site administrators, teachers, staff, parents and students. Stakeholders were provided multiple scenarios and were asked to provide input through a survey. Based on the data, Distance and Hybrid Learning models were created for elementary and secondary students.

School Nutrition

Stakeholders have provided regular input on meal distributions. During school administrator meetings and parent advisory committee meetings, the district has been provided progress checks on what is working well and what needs to be adjusted or modified in relation to meal distributions. An example of a recent adjustment dealt with overcrowding during Wednesday meal distributions. Through this feedback, five additional distribution locations were added to Wednesdays beginning September 1, 2020 and an additional 30-minutes were added to the distribution block (10:30 – 12:30 p.m.)

Technology

After the initial school closure in March 2020, families and students provided the district feedback on the accessibility to virtual instruction. Based on the feedback, the district made the decision to purchase 14,000 cellular enabled iPads for the elementary and middle school students and purchase an additional 1,000 hotspots for the high school students to further support connectivity for students and families.

During the initial phases of Distance Learning for the 2020-21 school year, feedback from parents, students, teachers and staff was provided to increase technology support. The overall increase in enrollment, 1500 new TK and K students, and the transition to new devices necessitated an increase in technology support. Due to this request, the district hired additional Instructional Media Technicians (IMTs) for a limited term to assist all the school sites with technology support.

Communication

As part of our Return to School Committee, the topic of parent communication was always discussed and the committee emphasized ensuring efficient and successful practices were in place. A Public Information Officer was added to the district staff to guarantee oversight and timely communication to all families.

Learning Management System

Based on teacher survey feedback, secondary teachers requested a learning management system (LMS) that offered more features. The instructional district team enhanced the LMS for secondary teachers, staff and students by partnering with Canvas. Canvas provides a more efficient and timely system that supports grading, communication and integration with other programs.

Instruction

Middle school administrators, teachers, staff and students requested to add an instructional online program that was similar/equal to the elementary program (iReady). Students at the elementary level have access to online instruction that is designed based on their level produced by taking an online diagnostic assessment. The decision was made to continue this support for middle school students and transition away from STAR 360 (a diagnostic assessment) to iReady at the middle school level so that students would have access to online instruction that is differentiated to meet their individual needs in reading and mathematics. The iReady platform would also continue to provide a diagnostic assessment.

Curriculum

The student stakeholder group requested an enhancement to the curriculum to include more around equity and equality issues for all levels. The district created a Human Relations Committee and new curriculum is being developed. Elementary implemented their units of study called "Diversity: Coming Together as a Community" during the first weeks of instruction. As a result, four (4) Teachers on Special Assignment (TOSA) were kept to provide this support. Prior to the pandemic, TOSAs were going to transition back into the classroom but this request from our student stakeholder group necessitated TOSA support for new curriculum and training. Secondary Education is also working on the implementation of new curriculum to provide secondary students a closer study on equity and equality.

Child Care

The need for childcare was enhanced through the development of the Learning Continuity and Attendance Plan. Prior to the pandemic, this was a topic of discussion but was heightened as a result of the pandemic. As a result, a Coordinator for Extended Learning Programs was hired to lead the charge around childcare. Childcare options were created and offered for our community. These options include: 1) partnership with ASPIRE to provide virtual after school support during distance learning; 2) partnership with the YMCA that includes full day in-person child care for DUSD families at Gallatin Elementary with capabilities to serve additional students at Rio San Gabriel Elementary and Price Elementary as need arises; 3) plans underway to provide a child care option for certificated and classified district employees and their families with children in grade TK-5th from 7:00 am – 4:00 pm and will be housed at Carpenter Elementary. Projected to start September 21, 2020.

Continuity of Learning

In-Person Instructional Offerings

Description of the actions that Downey Unified will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.

Downey Unified is committed to offering in-person instruction to all of our students. The district follows the guidance provided by the Los Angeles County Department of Public Health. In the meantime, the district has worked with all of its stakeholders to create plans for the roll-out of a Hybrid Learning model and Full In-person Learning model. The Hybrid Learning model is the next scaffolded step before offering a Full In-person learning model. Through an extensive collaboration process with teachers, staff, parents, administrators and the school board of education, the following is a layout of the Hybrid Learning model.

Transitional Kindergarten and Kindergarten Hybrid Learning Model

Students will be grouped into two cohorts: AM Cohort and PM Cohort. Mondays, Tuesdays, Thursdays and Fridays, the AM Cohort will attend in-person instruction from approximately 8:00 – 10:20 a.m. Students will be dismissed, and the school site will utilize this time to clean and sanitize all classrooms. In addition, the AM Cohort will participate in a “grab and go lunch” upon dismissal. The AM cohort will participate in Distance Learning for the second half of the day. On Mondays, Tuesday, Thursdays, and Friday, the PM Cohort will begin their day through Distance Learning. At 11:15 a.m. the PM Cohort will arrive and have lunch outside at the designated lunch area at their school site. The PM Cohort will begin in-person instruction from approximately 11:45 a.m. to 2:05 p.m. On Wednesdays, the day is dedicated for teacher and staff professional development, grade level professional learning community activities, office hours for teachers to connect with their students, Distance Learning, and lesson planning.

1st through 5th Grade Hybrid Learning Model

Students will be grouped into two cohorts: Cohort A and Cohort B. Students in Cohort A will attend in-person instruction at their school sites on Mondays and Tuesdays from approximately 8:00 a.m. to 12:00 p.m. On Thursdays and Fridays, Cohort A will attend virtual classes through Distance Learning model in the afternoon with their teacher and participate in asynchronous instruction/learning in the morning. Students in Cohort B will attend in-person instruction on Thursdays and Fridays from approximately 8:00 a.m. to 12:00 p.m. On Mondays and Tuesdays, Cohort B will attend virtual classes through a Distance Learning model in the afternoon with their teacher and participate in asynchronous instruction/learning in the morning. On Wednesdays, the day is dedicated for teacher and staff professional development, grade level professional learning community activities, office hours for teachers to connect with their students, Distance Learning, and lesson planning.

6th through 8th Grade Hybrid Learning Model

Students will be grouped into three cohorts: Cohort A, Cohort B and Cohort C. Students in Cohort A will attend in-person instruction at their school sites on Mondays and Tuesdays from approximately 8:30 a.m. to 2:00 p.m. On Mondays, Cohort A will attend their Period 1, Period 3, and Period 5. On Tuesdays, Cohort A will attend their Period 2, Period 4, and Period 6. On Thursdays and Fridays, Cohort A will attend virtual classes through Distance Learning model. Snack times, advisory blocks and lunch blocks will be staggered to ensure safety measures and social distancing is efficiently implemented. Students in Cohort B will attend in-person instruction at their school sites on Thursday and Fridays from approximately 8:30 a.m. to 2:00 p.m. On Thursdays, Cohort B will attend their Period 1, Period 3, and Period 5. On Fridays, Cohort B will attend their Period 2, Period 4, and Period 6. On Mondays and Tuesdays, Cohort B will attend virtual classes through a Distance Learning model. Snack times, advisory blocks and lunch blocks will be staggered to ensure safety measures and social distancing is efficiently implemented. On

Wednesdays, both Cohorts will be on a Distance Learning schedule. Both Cohorts will attend all six periods and teachers will provide office hours during each period for 15 minutes. Staff will attend professional development or department meetings from approximately 7:30 a.m. to 8:25 a.m. Cohort C will be in a full-distance learning model 5 days per week.

9th through 12th Grade Hybrid Learning Model

Students will be grouped into three cohorts: Cohort A, Cohort B and Cohort C. Students in Cohort A will attend in-person instruction at their school sites on Mondays and Tuesdays from approximately 8:30 a.m. to 3:30 p.m. On Mondays, Cohort A will attend their Period 1, Period 3, and Period 5. On Tuesdays, Cohort A will attend their Period 2, Period 4, and Period 6. Snack times, advisory blocks and lunch blocks will be staggered to ensure safety measures and social distancing is efficiently implemented. Students in Cohort B will attend in-person instruction at their school sites on Thursday and Fridays from approximately 8:30 a.m. to 2:00 p.m. On Thursdays, Cohort B will attend their Period 1, Period 3, and Period 5. On Fridays, Cohort B will attend their Period 2, Period 4, and Period 6. On Mondays and Tuesdays, Cohort B will attend virtual classes through a Distance Learning model. On Wednesdays, students will not have regular scheduled classes. Snack times, advisory blocks and lunch blocks will be staggered to ensure safety measures and social distancing is efficiently implemented. On Wednesdays, both Cohorts will be on a Distance Learning schedule. Both Cohorts will attend all six periods and teachers will provide office hours during each period for 15 minutes. Staff will attend professional development or department meetings from approximately 7:30 a.m. to 8:25 a.m. Cohort C will be in a full-distance learning model 5 days per week.

Additional Academic and Social Emotional Learning Supports

The Elementary Educational program had to make significant adjustments to the Units of Study for both English Language Arts and Mathematics. For both online and distance learning, the live instructional time is significantly less than it was prior to the pandemic. This resulted in making adjustments to the Core curriculum. Part of these changes included making the materials “online friendly” and accessible to all students.

To ensure student learning and competency development is occurring successfully while considering a student’s social emotional well-being during the hybrid learning model, a variety of measures have been put in place. All TK-12 grade teachers have regular office hours that students and families can attend if they have any questions. During this same block, teachers will be scheduling small groups to work with students who are exhibiting difficulty during class. This can include students who have regressed emotionally and need more one-on-one time or small group time to discuss any difficulties they are experiencing. For EL and low-income students, Categorical teachers and Interventionists will be following up with students who are falling behind academically or behaviorally. Program Administrators will work closely with their Foster Youth students’ teachers and administrators to ensure

they are progressing positively in class. Program Administrators will set up one-on-one consultation visits with their students either remotely or in-person to review progress and provide any supports needed to meet the students' needs.

DUSD will use local assessment data and a cycle of assessment to develop an instructional model to address student needs with a focus on intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to impact of the COVID-19. Every school site will utilize its Instructional Leadership Team (ILT) and the professional learning community (PLC) data analysis protocol to regularly review student data and make decisions on how to efficiently meet students' academic and social emotional learning needs. This process will help determine what students are not making adequate progress and the ILT can make decisions on how to accelerate learning for these students. Options include increased time on the online instructional iReady platform with added lessons around high need areas, added small group time with an Interventionist, additional progress monitoring assessments on a targeted area of focus, etc.

Safety Measures

DUSD is planning to mitigate risk of transmission between students, staff, and other community members while on campus. This includes, but not limited to, a range of physical distancing protocols, facility-related actions, and disinfection procedures. Key safety measures included:

Equipment:

Personal Protective Equipment (PPE) equipment was purchased for all staff and school sites. Every staff member received a mask and additional supplies were purchased i.e. face shields, gloves, hand sanitizer, hand sanitizer stations, etc. Desk dividers/partitions for front office desks and for TK-12th grade desks were purchased to ensure safety measures are in place for in-person instructions.

Physical Distancing:

Wearing a cloth face covering is required for all DUSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields with a cloth drape may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.

Ventilation and Air Flow:

Sites will replace all Heating Ventilation and Air Conditioning (HVAC) unit filters every 5 months. Although it is recommended to change out every 6 months, DUSD found this to be too long and therefore will change out sooner. Additionally, filters were upgraded from a MERV 8 to a MERV 11 and a mold and mildew inhibitor was added to the filters. Windows and doors will be kept open, if possible, to increase airflow.

Entrances and Exits:

Parent/guardians will be encouraged to stay in cars when picking up/dropping off students. Staggered start and end times will be considered to help reduce the physical body traffic at the school sites. Visual cues, barriers and signage will direct traffic flow, maintain social distancing of 6 feet in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

Designated "Care Room":

School sites will have a designated area where sick individuals can be isolated, assessed and wait to be taken home. These areas will be carefully selected so that individuals feel comfortable even though they are being isolated.

Classrooms:

Good hygiene will be modeled and reinforced. Material and supply sharing will be limited and activities that bring students together will be modified. Collaborative seating will have to be modified and students will all sit in the same direction in rows with appropriate and adequate spacing to meet the state and public guidelines.

Snack/Recess and Play Spaces:

Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limited activities where multiple classrooms interact.

Physical Education (PE) Classes and Athletic:

Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by the state/local public health officials.

Self-Screening Protocol:

All district employees are responsible for following all state, county, local and District health guidelines as well as required safety measures including the wearing of required PPE and social distancing while on site. All employees are required to complete a COVID-19 Health Screening Assessment every workday upon arrival. A total of six (6) questions are asked that include; Full name, Department name or School site name, three health-related questions, and acknowledgement of accuracy.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
PPE equipment was purchased for all staff and school sites. Every staff member received a mask and additional supplies were purchased i.e. face shields, gloves, hand sanitizer, hand sanitizer stations, etc.	\$7,000	N
Fund four (4) Teachers on Special Assignment to develop new curriculum and modify/adjust current curriculum to support in-person and distance learning.	\$585,403	Y
Front desk and TK-12th grade desk partitions to ensure safety measures are in place for in-person instruction.	\$415,000	N

Distance Learning Program**Continuity of Instruction**

Description of how Downey Unified will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

Downey Unified has created deliberate and purposeful plans to ensure a smooth transition between Distance Learning and an In-person Learning model. We are committed to making the transition as seamless as possible for students, teachers, staff, and parents. As a 21st Century Learning Community (21 CLC) district, the plans and actions implemented over the last five years have prepared us for both a Distance Learning and Hybrid Learning model. This initiative entailed training teachers on how to utilize technology as a tool to enhance instruction. Grade level teams developed the skills necessary to effectively embed technology into their teaching and learning processes in order to re-define their classroom into a student and teacher collaborative environment. In this model, students acquire the skills and knowledge necessary to demonstrate learning across all curricular areas utilizing tools that enhance creativity, innovation, and higher level of thinking.

Teaching and Communication Tools and Supplies

During the initial pandemic stages, Zoom was available for free for all educators. As we transitioned into the 2020-2021 school year, the district purchased Zoom licenses for all TK – 12th grade teachers, site and district administrators with enhanced features to ensure proper safety and security features. Additional Mac Book devices for elementary teachers were purchased to support efficient online learning. Surface docks were purchased to support teachers to work from home and Screen Castify was purchased for teachers to enable them to do screen recordings. Blackboard agreement was added to support remote communication between students and families in addition to the app Remind. Another tool that supports communication between teachers and students is Padlet. This digital pinboard allows for many creative ways to communicate, celebrate, and post about learning and educational experiences for both students and staff.

Elementary Distance Learning Schedule

Monday, Tuesday, Thursday and Fridays the teacher day is from 7:45 a.m. to 3:15 p.m. Students instructional day is based on the following instructional minutes: TK/K – 180 minutes; 1st thru 3rd grade – 230 minutes; 4th and 5th grade – 240 minutes. Teachers will provide a minimum of three (3) 30-minute live interaction/lessons via Zoom along with asynchronous assignments and feedback. On Wednesdays, the teacher day is from 7:45 a.m. to 3:15 p.m. Teachers will attend a 1-hour staff meeting, a 1-hour TOSA chat/professional development, have a 2-hour planning and prep time for all curriculum lessons, provide a minimum 30-minutes live instructional lessons/activities with students via Zoom to provide feedback and interaction with peers and teacher, office hours for 30-minutes, and remainder of time for lunch, breaks and other professional responsibilities.

Secondary Distance Learning Schedule

Monday, Tuesday, Thursday and Fridays the teacher days is from 7:30 a.m. to 3:00 p.m. Student instructional day is a block schedule with a minimum of 30-minutes of live instructional lessons/activities per period via Zoom along with asynchronous assignments, feedback and grades. The instructional day is based on the following instructional minutes: 6th thru 12th grade – 240 minutes; Continuation High School – 180 minutes. Office hours are held for 60 minutes. On Wednesdays, the teacher day is from 7:30 a.m. to 3:00 p.m. Teachers will provide a minimum of 15-20 minutes of live instructional lessons/activities per period via Zoom and attend professional meetings such as Instructional Leadership Team (ILT), Professional Learning Communities (PLC), staff meetings and professional development.

Special Education

All students with disabilities will receive an instructional program that will ensure they make progress toward IEP goals. To the extent possible, District initiatives, standards, and curriculum will be implemented. Students with disabilities will be provided the

same instructional minutes as their general education peers. IEPs will be implemented to include all services and supports with schedules established to ensure continuity and consistency of instruction. Materials will include District curriculum and alternative curriculum of ULS and Edmark for our moderate-severe populations.

Instructional Materials

All students were provided their textbooks through an organized pick-up schedule at each school site. Some materials were transitioned to a digital format. For example, elementary ELA/ELD units of study are available for students and families through Google Drive. New secondary ELD digital textbooks were purchased to support distance learning. Elementary also purchased digital phonics, writing, and science resources.

Access to Devices and Connectivity

Description of how Downey Unified will ensure access to devices and connectivity for all pupils to support distance learning.

Downey Unified ensured access to devices and connectivity for all students to support distance learning. Immediately after the initial school closure in March 2020, Downey Unified ensured that all students received a device. A total of 100 Hot Spots were acquired for families that needed access to WiFi. As a result of implementing a Distance Learning model for the start of the 2020-2021 school year, a total of 14,000 cellular enabled iPads and cases was purchased to service all low-income elementary and middle school students. High school students were provided Chrome books and additional 1,350 Hot Spots were ordered to service our low-income 9th-12th graders. The Technology Department is available to support students through the Help Desk by calling (562) 469-6905 or through email at helpdesk@dusd.net.

Additional RMI security was needed due to the high volume of devices that were ordered. Security covered all school sites and monitored campuses during the night to ensure no break-ins occurred.

The high school students who participate in Career and Technology Education (CTE) courses have the necessary technology tools when they are at school. Due to the pandemic, new higher powered CTE laptops needed to be purchased to support CTE students. In addition, high school students who participate in the eSports competition, would utilize site or district devices when they came in-person to practice. Again, due to the pandemic, additional eSports laptops were purchased so that students who signed-up to participate, could practice and compete from home.

Secondary students need access to the gym for various athletic and physical education classes. Cameras for remote viewing were purchased for the secondary school gymnasiums.

All low-income students were provided cellular service for either their iPad or Hot Spot in order to ensure connectivity. In addition, the district purchased additional memory and solid-state hard drives to upgrade computers for student use (Micron Computer Upgrade). Microsoft Premier Extras were purchased to provide students and staff additional support services from Microsoft and Azure Cloud Services was purchased as an online resource to provide continuity of services in the event of a district power outage.

Pupil Participation and Progress

Description of how Downey Unified will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how Downey Unified will measure participation and time value of pupil work.

Instructional minutes for Elementary and Secondary are as follows:

Elementary

Transitional Kindergarten – will adhere to the Kindergarten instructional minutes	
Kindergarten:	180 minutes
1st Grade – 3rd Grade	230 minutes
4th Grade – 5th Grade	240 minutes

Secondary

6th Grade – 8th Grade	240 minutes
9th Grade – 12th Grade	240 minutes
Continuation High School	180 minutes

In a Distance Learning Model, teachers provide live instruction for their students on Mondays, Tuesdays, Thursdays, and Fridays for a minimum of 30 minutes per block/period and on Wednesdays for a minimum of 15 minutes per block/period; with the remaining required minutes being completed via asynchronous or synchronous instruction.

Teachers will provide weekly lesson plans following District initiatives at the elementary level. Secondary teachers will electronically post a “Week at a Glance” schedule of assignments for secondary students to access by 8:30 a.m. on the first instructional day of each week.

Teachers will document daily participation and weekly engagement for each student on each school day/week, in whole or in part, for which Full Distance Learning is provided. Per Education Code 43504, after three (3) consecutive absences at the elementary level and two (2) consecutive absences at the secondary level, the teacher will contact the student's home. If absences continue, the teacher will notify the administrator at the elementary level and the appropriate counselor at the secondary level.

Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the District and students or parents/guardians.

Engagement records include daily/weekly schedules of assignment, log of assignments and completion through Canvas/Google Drive, asynchronous iReady online lesson completion log and Seessaw/Google Classroom log, and time stamp of assignments through Canvas.

Teachers will provide regular and timely feedback, not only for assignments turned in, but also on a variety of platforms, where students have shown their learning. In addition, teachers will administer grades and provide feedback for diagnostic assessments, informative assessments, and interim assessments.

Distance Learning Professional Development

Description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

DUSD has designed its professional development around three key focus areas:

Increasing Efficacy in Distance Learning

Expanding Social Emotional Wellness for our Students and Staff

Prioritizing a Renewed Commitment to Equity and Inclusion

At the onset of Distance Learning, administrators, teachers and staff were provided various professional development opportunities to ensure success with Distance Learning. Our Teachers on Special Assignment (TOSA) and Instructional Technology Coaches (ITC) at both the elementary and secondary level have provided many trainings and support for our instructional staff. At the start of the pandemic, TOSAs immediately began to provide teachers training on Zoom and a refresher on Google Classroom. Both TOSAs and ITCs held "chats" for teachers on various topics and programs in order to provide a variety of sessions depending on teacher need. The district purchased Badger Pro, which supports tracking online professional development and embeds tools for incentives i.e. earning digital badges.

Elementary Professional Development (PD)

Since the 2015 – 2016 school year, the 21 CLC model has been implemented and continues to support teachers and students in building their capacity around technology as a tool in the classroom. TK – 5th grade level teams develop the skills necessary to effectively embed technology into their teaching and learning processes in order to re-define their classroom into a student and teacher collaborative environment. Technology integration is embedded within the existing curriculum. Students acquire the skills and knowledge necessary to demonstrate learning across all curricular areas utilizing tools that enhance creativity, innovation, and higher levels of thinking. Elementary teachers continue to receive PD on how to support their students in blogging, working in Google Classroom, creating movies in Adobe Spark and iMovie, and using tools such as Flipgrid, Book Creator, and Google Slides. In addition, our elementary TOSAs have “TOSA Chats” that cover specific PD topics. On Wednesdays, all teachers are required to attend a 1-hour TOSA Chat. But teachers can also sign-up voluntarily for after school sessions on topics that are relevant to them. A few examples of topics are: “Designated ELD,” “Getting Started with Classkick,” “Zoom Settings for Parent Night.” In addition, elementary teachers and administrators were trained through the International Society for Technology in Education (ISTE). The following section provides more details on this PD.

Secondary Professional Development (PD)

Beginning in July, all middle and high school teachers were trained through the International Society for Technology in Education (ISTE). Teachers and administrators were required to attend a virtual Summer Academy that included self-paced micro-courses and webinars. Teachers and administrators were required to take four ISTE courses: 1) Creating Community in Online Classrooms; 2) Assessing Learning in Online Environments; 3) Ensuring Equity and Inclusion in Online Learning; and 4) Designing Online Learning Experiences. Staff could also participate in webinars that included topics such as “Online with Intention,” “Designing Empowering Distance Learning,” and “Make Remote Learning Engaging for Students by Focusing on Equity and SEL.” In addition, our secondary TOSAs also provide PD around a new learning management system (LMS) called Canvas, that was introduced over the summer for the secondary level. Administrators and teachers began training for this platform in August 2020. This new LMS for secondary will support various aspects of the educational experience for students and staff. Canvas integrates with several programs that are already successfully being used by teachers, the grading system integrates with the Student Information System called Aequitas or “Q,” and it supports efficient communication with parents and students. The ITCs have been critical to the implementation of Canvas and have continued to support all stakeholders in learning how to navigate this new tool. The ITCs offer teachers and administrators support by implementing TOSA office hours from 7:30 – 9:00 a.m. and 1:30 – 3:00 p.m. during the week and also offer weekend and evening support. They also provide a 1-hour PD on designated Wednesdays on specific topics such as Canvas refreshers for all secondary teachers. Other PD topics include Zoom,

Distance Learning Pedagogy, iReady, NGSS Support, and Co-teaching support. Starting in September, all trainings are pushed out asynchronously and teachers can attend the office hours for Q & A support.

Special Education

Special education teachers and staff will have the same PD opportunities as their general education counterparts. In addition, they will have monthly special education led PLCs for specific programs and levels such as elementary moderate-severe, elementary SBC, secondary moderate-severe, etc. Senior Instructional Assistants (SIAs) will receive five hours of training at the beginning of the school year in technology, expectations and behavior.

Staff Roles and Responsibilities

Description of the new roles and responsibilities of affected staff as a result of COVID-19.

Technology Teacher Leaders (TTL)

Technology Teacher Leaders (TTL) at the secondary level were needed to support staff with the new implementation of Canvas. Classroom teachers designated as TTLs were paid a stipend to support other staff members through this new learning management system.

Instructional Technology Coaches (ITC)

As a result of challenging budget reductions, Teachers on Special Assignment were going to transition back to the classroom. But as a result of COVID-19, the increase in technology professional development, technology support, and online instruction training was a priority to ensure our instructional staff was prepared to deliver high quality instruction to our students. A total of seven (7) Instructional Technology Coaches were needed to support all elementary and secondary teachers and students.

Instructional Media Technicians

An Additional 14,000 technology devices were purchased, additional devices that needed upgrades, hot spots and distribution support for all 20 school sites resulted in the need of additional tech support. As a result, a total of sixteen (16) Instructional Media Technicians were hired for a limited term of 6 months to assist all the school sites and district.

Resident Substitute Teachers

In order to efficiently provide teacher coverage, each school site is provided one or more resident substitute teacher depending on the size of the school. Resident substitute teachers who are not assigned a classroom due to the absence of a teacher, provide the school site support by reaching out to students who may be experiencing difficulty with distance learning or assist teachers by

providing small group instruction. This system has been very efficient for school sites and having a resident substitute has eliminated the challenges of not having sufficient credentialed staff when there are teacher absences.

Additional Technology Pay

Due to the increase technology needs, the Help Desk has experienced a high volume of calls from students, staff, and parents. There was a need to hire IT subs and pay current employees overtime in order to fulfill the need for all stakeholders.

Mandated Positions

As a result of COVID-19, there were positions that had the potential of being eliminated due to lack of work. But a mandate was established that Bus Drivers, Food Services and Custodians were mandated positions and therefore could not be eliminated. The district has worked with the bargaining unions and these three classifications have provided support in various areas as needed i.e. food distribution, security, etc.

Supports for Pupils with Unique Needs

Description of the additional supports Downey Unified will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

Additional Supports for Students with Unique Needs

Distance learning can create many new challenges for our students who have unique needs. Additional online tools were purchased to support and enhance the learning experience for our students. Classkick app provides the ability to create online digital lessons that are engaging for our students. Kid Blog licenses were purchased to support communication and writing skills for our students and a digital way to share and comment on others' projects. Mystery Science, Virtual Phonics, and Virtual Writing are additional online supports that students can access for enhanced academic support.

English Learners

Due to the time challenges of Distance Learning, new Distance Learning EL materials were made available for all TK – 5th grade teachers. A Google Shared Drive was created to house new Designated ELD (D-ELD) lessons that support a distance learning platform. For example, each D-ELD lesson includes video links for teachers to utilize as part of their instruction. Resources for teachers include Warm-up activities, Scenarios to support ELPAC, Integrated ELD resources, and other teaching strategies. All elementary teachers were trained on September 9 and 16, 2020 on these new resources. Updated middle school ELD materials and supplies were purchased to include online resources for English Learners. The previous resources were physical books and

online licenses were added to provide increased access to the materials. Additional training was provided to EL teachers on the new materials on September 2, 2020.

Foster & Homeless Youth

The Department of Student Safety, Wellness and Engagement (SSWE) has ensured that our Foster and Homeless Youth have the necessary resources and tools to succeed in a distance learning model. The SSWE staff has regular collaboration with school site staff to identify students who are having obstacles accessing the distance learning platform. Foster and Homeless Youth were a priority in ensuring they had the proper technology devices and hotspots in order to participate in their classes. Downey Unified partners with PTA Helps to provide families with much needed groceries and grocery gift cards to support a healthy and nutritious balance for maximum learning. SSWE staff work with students who are not participating in distance learning and provide appropriate attendance strategies to alleviate the barriers that make them unable to attend school virtually. The district works with the Whole Child and HOPICS (our local housing agency) to identify families who are experiencing homelessness and provide appropriate referrals. Parent Zoom meetings are held to support and provide information on accessing resources to online platforms such as CANVAS, REMIND, and ParentConnect. The district advocates and collaborates with social workers to ensure that new students are enrolled in a timely fashion and with the appropriate credits from the prior school. There is continual contact with families to discuss struggles with distance learning and to brainstorm solutions on how to alleviate these stressors the family and students are experiencing with their learning. For families who need additional social emotional help, the district partners with True Lasting Connections (TLC) to assist families with counseling or other immediate needs. In addition, program specialists meet regularly with students on their caseloads and ensure that the students are connected with their academic counselors and on-campus/virtual support.

Special Education

Special education teachers have a template to track student participation and engagement. Use of Senior Instructional Assistants (SIAs) helps support student participation and engagement as well. Teachers engage with students and families during office hours and Wednesdays to problem-solve and ensure students have access. In addition, individual feedback and support are provided to students as stipulated in the IEP and through daily whole group, small group, and SIA facilitated groups. Teachers will also use a variety of methods to assess student learning including observations, related services observations and reports, parent report and input, curriculum-based assessments, criterion referenced assessments, i.e. Brigance or iReady, and checklists.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Additional RMI security was needed due to the high volume of devices that were ordered.	\$101,000	N
Apple purchase of 14,000 cellular enabled iPads to service all low-income elementary and middle school students.	\$6,500,000	Y
iPad cases were purchased to ensure durability and protection on all new iPad devices.	\$32,000	Y
A total of 1,350 Hot Spots were ordered to service our low-income 9th-12th graders.	\$115,000	Y
Microsoft Premier Extras provide students and staff additional support services from Microsoft.	\$150,000	Y
Azure Cloud Services is an online resource to provide continuity of services in the event of a district power outage.	\$9,000	Y
Purchased Zoom licenses for all TK – 12th grade teachers, site and district administrators.	\$42,000	Y
Upgrade MacBook Devices for elementary teachers for efficient online learning.	\$154,000	Y
Surface docks were purchased to support teachers to work from home.	\$8,000	Y
Screen Castify was purchased for teachers to enable them to do screen recordings.	\$7,000	Y
A new learning management system (Canvas) was purchased for the secondary level. This new LMS for secondary will support various aspects of the educational experience for students and staff. Canvas integrates with several programs that are already successfully being used by teachers, the grading system integrates with the Student Information System called Aequitas or "Q," and it supports efficient communication with parents and students.	\$92,000	Y
Blackboard agreement to support remote communication between students and families.	\$76,000	Y
Purchased Badger Pro to track online professional development.	\$10,700	N
Software purchased for PD through the International Society for Technology in Education (ISTE).	\$8,379	Y
Teacher extra pay for summer professional development through the International Society for Technology in Education (ISTE).	\$71,019	Y
International Society for Technology in Education (ISTE) PD courses.	\$18,305	Y
Technology Teacher Leader stipends.	\$79,267	N
Padlet subscription to support communication and learning celebrations through a digital pinboard.	\$12,987	Y
Classkick licenses to support unduplicated students with enhanced academic support.	\$6,500	Y
Kid Blog licenses to support unduplicated students with enhanced academic support.	\$14,000	Y

Description	Total Funds	Contributing
Virtual Phonics licenses to support elementary unduplicated students with enhanced academic support.	\$9,000	Y
Virtual Writing licenses to support elementary unduplicated students with enhanced academic support.	\$31,000	Y
Mystery licenses to support elementary unduplicated students with enhanced academic support.	\$13,000	Y
Seven (7) Instructional Technology Coaches (ITC) to provide instructional technology professional development and IT support for all elementary and secondary teachers and students.	\$1,029,000	Y
A total of sixteen (16) Instructional Media Technicians hired for a limited term (6-months).	\$497,328	N
Residence substitute teachers for all school sites.	\$1,584,000	Y
Salary for Childcare Coordinator.	\$191,711	N
Employee Childcare.	\$270,000	N
Micron Computer Upgrade for additional memory and solid-state hard drives for student use.	\$37,000	Y
Technology sub pay.	\$4,000	N
Technology overtime pay.	\$65,494	N
Mandated positions.	\$6,405,850	N
Higher powered CTE laptops for high school students.	\$1,500,000	Y
eSports laptops for high school students who participate in the competition.	\$125,000	Y
Gym cameras for remote viewing.	\$20,000	N
Cellular service for the iPad or Hot Spot for low-income students.	\$1,800,000	Y

Pupil Learning Loss

Description of how Downey Unified will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

Downey Unified believes that in order to inform instruction and gauge student learning, it is critical to have a systemic process in obtaining student data and monitoring student progress. The district will utilize diagnostic assessment tools to address pupil learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school year. This data will assist teachers and staff to understand and identify specific areas where instruction or intervention may be needed to improve student learning. All TK – 8th grade students will be measured three times a year through the iReady diagnostic assessment in the areas of Reading and Mathematics. All English Learners 9th – 12th grade and all 9th graders will be measured in Reading and Mathematics through the

STAR 360 diagnostic assessment three times a year. All 10th – 12th graders will be monitored and assessed by formative assessments designed by departments. Data is collected in Illuminate and departments can discuss and review student performance. English Language Development (ELD) will be monitored by the use of a progress monitoring form for EL Overall Language Performance. Performance indicators include – 1) oral comprehension; 2) reading comprehension; 3) completes writing assignment; 4) works independently; 5) asks for help when needed; 6) successful completion of assessment. Teachers will also evaluate on the types of supports the EL student may need in the coming weeks or months and how these recommendations will be accomplished and measured. The data collected will assist the district in monitoring students who not making adequate progress. Each school site has a teacher leader that reviews and monitors the data and collaborates with school leadership on how to address concerns. For the 2020 – 2021 school year, middle school students transitioned from the STAR 360 assessment to the iReady assessment. The reason for this transition was to provide middle school students more support with learning loss and provide them more tools to help them in the areas of Reading and Math. In addition, every school has an English Learner Coordinator that monitors all EL students at their school site. All Title I schools have a Title I Coordinator that oversees the Title program including the regular monitoring of students who not meeting grade level expectations. Intervention support is provided through small group instruction via Zoom. Our Foster and Homeless Youth students are monitored through our Program Specialists. They have a caseload of students and they work closely with the school administration, academic counselors, parents/guardians, and the student to ensure they are utilizing all the resources available to them and having success. In addition, teachers will utilize formative assessments during their instruction to gauge student learning. In distance learning, there are a variety of tools that teachers have been trained to utilize to gather this information. Data will be collected and housed in our data management platform, Illuminate. Teachers have been trained on how to utilize this tool and are very familiar on how to build reports to monitor their students easily. For example, they can build a report that shows how their EL students are doing on the latest assessments.

Pupil Learning Loss Strategies

Description of the actions and strategies Downey Unified will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.

All students Kindergarten through 8th grade have access to an online intervention instructional tool through the iReady program. Once a student takes and completes a diagnostic assessment in both Reading and Mathematics, the program builds targeted lessons. These lessons are designed to help the student meet mastery in areas they did not score well or accelerate them by providing higher level lessons if they scored above their target. Teachers and Coordinators can monitor the progress in lessons and the rate of passage. Teachers can also assign additional lessons for increased practice.

Every school has a minimum of one Interventionist to support small group instruction. Larger schools, i.e. high schools, have a minimum of two interventionists to support small group instruction. During small group time, Interventionists can target specific areas with smaller groups of students and this can be done virtually.

English Learners

For English Learners, additional support is provided through our Categorical Program. Every school, TK – 12, has a designated EL Coordinator. This person is responsible to monitor and provide additional services to EL students who are experiencing difficulty in their learning. Data is collected and EL Coordinators work closely with the students and their teachers on a daily basis. They contact parents if additional resources are needed to support the student i.e. social emotional support, behavior support.

Foster and Homeless Youth

Program Specialists are designated to support all Foster and Homeless Youth. A total of four Program Specialists monitor and meet with students to ensure their needs are being met and they have the necessary resources and tools to be successful.

Summer School

Summer school was provided June-July 2020 and will continue to be provided in June-July 2021 for students who are experiencing learning loss. Targeted population of students are low-income, English learners, Foster and Homeless Youth.

Effectiveness of Implemented Pupil Learning Loss Strategies

Description of how the effectiveness of the services or supports provided to address learning loss will be measured.

Formative assessments will be utilized to monitor EL students, low-income, Foster/Homeless Youth, and students with disabilities in addition to the whole group. These assessments can include collecting exit tickets through a digital platform such as Flipgrid where students record their brief response to a prompt and the teacher can quickly view it to have an idea on whether a student met the daily target for the lesson. Online testing is done through Illuminate in addition to storing all data.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Summer school was provided June-July 2020 and will continue to be provided in June-July 2021 for students who are experiencing learning loss. Targeted population of students are low-income, English learners, Foster and Homeless Youth.	\$2,596,739	Y

Description	Total Funds	Contributing
Data is collected and housed in our data management platform, Illuminate. Teachers have been trained on how to utilize this tool and are very familiar on how to build reports to monitor their students easily.	\$160,000	N
Credentialed Teacher Interventionists for grades TK – 12th grade that provide small group instruction and target the needs of unduplicated students.	\$837,720	Y
iReady licenses for all middle school students.	\$111,800	Y
A total of four (4) PD days for middle school staff on iReady.	\$6,000	Y

Mental Health and Social Emotional Well-Being

Description of how Downey Unified will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

Students

Mental Health and the social emotional well-being of students is a priority. Due to the high percentage of unduplicated pupils, all middle and high schools have an additional academic counselor to provide more support to students, especially the low-income students.

In addition, elementary and middle school students have access to counseling services through the Jewish Family Children's Services (JFCS) agency. The district contracts services with JFCS and they support approximately 300 students each year with needs such as social skills, behavior and family loss.

Staff

A Wellness Clinic was established to support staff with immediate medical needs. The clinic provides staff an intimate location that is located in the city of Downey and provides staff ease and convenience. The district partners with PIH and their urgent care center for screening and COVID-19 testing.

The district is working with a committee to adopt a social emotional learning curriculum that is age appropriate and manageable in both an in-person and distance learning model.

Other Supports

The district hired a Psychologist on Special Assignment to be the lead person to support the review process for a new social emotional (SEL) curriculum, coordinate the implementation of a new SEL curriculum for all schools, provide training to all staff, and provide parent workshops on SEL strategies.

Pupil and Family Engagement and Outreach

Description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how Downey Unified will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the District determines the pupil is not engaging in instruction and is at risk of learning loss.

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, and engaging subject matter and activities in class are at the core of what our students need to learn and thrive in any environment. The district's Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state and the Los Angeles County Public Health Department as well as the requirements outlined in Senate Bill 98. Stakeholder input, including input from the DUSD Return to School Committee, has provided the district guidance on creating a plan on how to monitor student engagement and attendance and provide support to students, families and school sites when needed. The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. DUSD has incorporated the great work and planning from Sacramento Unified School District on how they have defined engagement. They found that engagement was best viewed into three components:

Behavioral Engagement (Physical Actions)

The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying or watching.

Cognitive Engagement (Cognitive Processing)

Reflects the extent to which a student is thinking about the learning activity or attending and focusing on the task.

Emotional Engagement (Motivation and Emotional Response)

Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others.

Monitoring Engagement

Engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, and measuring the frequency of use of various online tools (iReady), participation in online discussions, percentage of assignments completed, and number of days logged in. DUSD is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social and emotional progress. Student attending school regularly have access to high quality instruction, positive relationships, engaging school climate and social emotional learning opportunities. There is clear and consistent communication between schools and families.

Pupil and family outreach are central to DUSD. When students are absent 60% of the instructional days in a school week or not engaging in instruction. DUSD has established specific procedures and protocols for tiered re-engagement:

Tiered Reengagement Strategies

Tier 1

First level of intervention includes verification of current contact information, daily notification to parents or guardians of absences, and outreach from staff to determining needs (i.e. WiFi support, device need, etc.)

Tier 2

Second level of intervention includes phone calls home, possible home visit if no contact is made, notify academic advisor for secondary students, support staff (Categorical teacher, Dean of students, VP/AP) make additional contact to families to provide personized assistance (translation, technology support, etc.) to eliminate barriers.

Tier 3

Third level of intervention will include involvement of site administration and student services. The team will work with and support the family to address ongoing barriers which may include inter-agency case management teams. A referral to True Lasting Connections (TLC) may be made if the family is going through a hardship. The use of the Student Attendance Review Team (SART) and/or the Student Attendance Review Board (SARB) will be implemented for intensified support. The focus of this level of re-engagement is on a multi-agency approach to connect families with community resources using a trauma-informed perspective approach.

Additional Supports

Supporting our secondary students with mental health and social and emotional well-being is critical. Many students experienced trauma due to the isolation of the pandemic. As a result, the Dean at each school site was responsible in making sure to connect with every student that was not attending classes regularly. Many students were feeling depression and loneliness. The Dean was able to ensure that each individual student was connecting with either an academic counselor, or if they were a Foster/Homeless Youth student, they were connected with their Program Specialist. Due to budgetary challenges, the Dean position was in danger of being eliminated but as a result of the pandemic and the high priority for student outreach, this position was adjusted to meet the needs for students and provide one-on-one outreach.

Every school has an English Learner Categorical teacher that is dedicated to overseeing the EL program. The EL Categorical teacher monitors every EL student and ensures they have the necessary resources to be successful. Progress monitoring is conducted every Trimester for elementary students and every Semester for secondary students. If the student continues to show signs of struggle, the EL Categorical teacher organizes a Student Support Team (SST) meeting and intervention plans are further discussed with the parent and school team. During Distance and Hybrid learning, this is done virtually.

The district has four Program Specialists who work throughout the year to develop partnerships with the local Department of Children and Family Services (DCFS) offices to increase communication about students' case plans. They also work as a liaison between DCFS staff and school site staff to build working relationships to better serve their students.

Communication and outreach during the pandemic have been important and essential. New signage, posters, flyers, etc. have been critical to ensure that families and community members are well informed on all that is happening in the district. Public relations and marketing have played an important role during this unprecedented time.

School Nutrition

Description of how Downey Unified will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.

Downey Unified's participation in the National School Lunch Program (NSLP) is an integral component to the educational program for all students. It provides all students a strong educational foundation by ensuring they have healthy, appealing and well-

balanced meals so they can perform at their best. Downey Unified is prepared to transition and serve meals in any model, including Distance Learning and in a blended learning environment such as a Hybrid Learning Model. Breakfast and lunch meals will be available Monday through Friday from 10:30am – 12:00pm at 15 of 20 school sites. On Wednesdays, meal distribution will be at all school sites from 10:30 – 12:30 p.m. These distribution locations are geographically located throughout the district, so all areas are accessible. Meal distribution sites are: Elementary sites – Alameda, Carpenter, Gallatin, Gauldin, Imperial, Lewis, Old River, Price, Rio Hondo, Rio San Gabriel, Unsworth, Ward, Williams; High School – Columbus, Downey, Warren. Due to COVID-19, the school nutrition program experienced an increased cost of meals for a total of \$2,322,000.

Health and Hygiene Promotion:

Staff and students will be taught and reinforced of safety protocols such as handwashing and use of cloth face coverings. Adequate supplies for both staff and students including soap and hand sanitizer will be provided at all sites. Posted signs on safety and health measures will be available at all school sites.

Cleaning and Sanitation

Food Service staff will be regularly updated on procedures for proper disinfecting and sanitation of school kitchens, cafeterias, food warehouses and central production kitchens. All employees will be trained on health and safety protocols, including proper use of Personal Protective Equipment (PPE), correct application of disinfectants, and maintaining physical distancing. In a Hybrid Learning model, cleaning and disinfecting of surfaces frequently touched by students during meal service such as tables, chairs, carts used in transportation and point-of-service touch pads will be monitored through a timer to maintain consistency. Specialized technology, food transport and safety service equipment has been specifically procured to ensure meal integrity and service during both Distance Learning and Hybrid Learning models.

Meal Preparation

Safety measures will be implemented to maximize all health and safety guidelines. Gloves, masks, face shields, aprons and other supplies will be provided to and readily available for staff. Meals are individually packaged and include pre-portioned and prewrapped food items served in appropriate disposable containers/packaging. Workstations will ensure proper physical distancing during meal preparation and meal service. Employee shifts have been adjusted to minimize the number of staff in the kitchen.

Onsite Meal Service

In a Hybrid Learning model, meals will be provided using the touchless drive-through curbside model and in multiple point of service locations on campuses. Unique student ID numbers will be taken during curbside pick-ups and tracked through a computerized point of sale system where meals served will be applied confidentially to the student's account in the appropriate eligibility category. Additional technology equipment has been purchased to support a touchless process. Staff will be reassigned/rescheduled daily to support a touchless process. All sites will encourage physical distancing through increased spacing, small groups and limited mixing between groups. When possible, mealtimes will be staggered to allow for cleaning between meal services and to serve students in smaller groups. Protocols will be set to provide at least 6 feet of physical distancing between groups and tables by increasing table spacing, removing tables, and marking tables as closed. Physical guides, such as blue tape on the floors or sidewalks will be provided to ensure that students remain 6 feet apart in lines or while waiting for seating. Staff will wear masks, gloves, and clean aprons while using point of sale computers, and face shields will be available.

In a 100% Distance Learning model, meals will be provided using the touchless drive-through curbside model. Unique student ID numbers will be taken during curbside pick-ups and tracked through a computerized point of sale system where meals served will be applied confidentially to the student's account in the appropriate eligibility category. Additional technology equipment has been purchased to support a touchless process. Staff will be reassigned/rescheduled daily to support a touchless process. The community is asked to pop their trunk so meals can be placed directly inside without contact. One staff member is dedicated to opening and closing trunks. If a trunk is not available, meals are placed on a cart and wheeled to the car window where the staff can step back to maintain distance while the community member takes the bagged meals off the cart.

Communication with Students and Families

The meal program will be promoted through multiple online social media platforms, district and site websites, email blasts, through school site office contacts, flyers, banners and signs at

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Pupil and Family Engagement Outreach	Dean at each secondary school site is responsible in making sure to connect with every student that is not attending classes regularly and ensuring they are connected to the proper staff i.e. academic counselor, program specialists.	\$1,125,129	Y
Pupil and Family Engagement Outreach	New signage, posters, flyers, etc. have been critical to ensure that families and community members are well informed on all that is happening in the district.	\$10,000	N
Mental Health and Social Emotional Well-Being	Due to the high percentage of unduplicated pupils, all middle and high schools have an additional academic counselor to provide more support to students, especially the low-income students.	\$1,064,000	Y
Mental Health and Social Emotional Well-Being	Wellness Clinic contract.	\$380,000	N
Mental Health and Social Emotional Well-Being	COVID-19 testing and screening contract.	\$150,000	N
Mental Health and Social Emotional Well-Being	Salary for Psychologist on Special Assignment.	\$164,943	Y
School Nutrition	Increased cost of meals due to COVID-19.	\$2,322,000	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.4%	\$41,235,743

Required Descriptions

Downey Unified first considers meeting the needs of Foster Youth, English learners, and low-income students and the following actions are effective in meeting the needs of these subgroups.

Downey Unified first considers meeting the needs of Foster Youth, English learners and low-income students in every educational decision that is made that impacts unduplicated students. As per the CA School Dashboard, the district's total student population stands at 22,064 with 70.3% low-income, 14.9% English learners and .5% Foster Youth. Downey Unified is proud to demonstrate that each of the unduplicated student populations have certificated staff that oversee their progress and have first-hand knowledge of resources and supports that can be provided to each student. There is a strong sense of collaboration and teamwork to ensure these students have the necessary tools, scaffolds and support to reach high levels of student achievement. Below is a description of how services for Foster Youth, English learners and low-income students in Downey Unified are being increased or improved by the percentage of 22.4%:

ELA/Math Teachers on Special Assignment (TOSA) – Low-Income

Based on current local assessment data, English learners, Foster Youth and low-income students scored below the average range of students at each grade level. Research shows that high quality instruction, materials, and supplies supports students of poverty in overcoming their academic barriers. In addition, new curriculum was developed as a result of stakeholder input to include more equity and equality units. As a result of COVID-19, additional TOSA support was needed to modify current units of study to accommodate Distance Learning and provide built-in supports for unduplicated students. Based on research from the district's partnership with Focused Schools, the district created a collective vision around First Best Instruction around Distance Learning for unduplicated students and as a result, units of study were created and modified to support high levels of student success.

Purchase of Cellular Enabled Devices, Hotspots and iPad Cases (Low-Income)

Downey Unified has an unduplicated percentage of 70.3% and a low-income percentage of 71%. This is significant in that it demonstrates that a majority of our student population falls into the low-income status. Based on survey results collected from our low-income families, a high percentage of families requested WiFi support. A decision was made to purchase 14,000 cellular enabled iPads and cases to service low-income elementary and middle school students and 1,350 Hotspots to service low-income high school students. Research demonstrates that when students have the necessary and quality tools for instruction, there is an increase in student engagement and success.

Technology Tools to Support Distance Learning (Low-Income, Foster Youth, English Learners)

Research shows that when students have the necessary and quality tools for instruction, there is an increase in student engagement and success. Downey Unified ensured that students would have a successful experience with Distance Learning. This included providing low-income, English learners, and Foster Youth students necessary tools. During the initial pandemic stages, Zoom was available for free for all educators. As we transitioned into the 2020-2021 school year, the district purchased Zoom licenses for all TK – 12th grade teachers, site and district administrators with enhanced features to ensure proper safety and security features. Additional Mac Book devices for elementary teachers were purchased to support efficient online learning. Surface docks were purchased to support teachers to work from home and Screen Castify was purchased for teachers to enable them to do screen recordings so that English learners could access lessons if they needed to hear them more than once. Blackboard agreement was added to support remote communication between students and families in addition to the app Remind. Another tool that supports communication between teachers and students is Padlet. This digital pinboard allows for many creative ways to communicate, celebrate, and post about learning and educational experiences for both students and staff. All low-income students were provided cellular service for either their iPad or Hot Spot in order to ensure connectivity. In addition, the district purchased additional memory and solid-state hard drives to upgrade computers for student use (Micron Computer Upgrade). Microsoft Premier Extras were purchased to provide students and staff additional support services from Microsoft and Azure Cloud Services was purchased as an online resource to provide continuity of services in the event of a district power outage.

Learning Management System (Low-Income, English Learners, Foster Youth)

Our unduplicated students need accessible tools that help support a fluid transition for all their classes at the secondary level. A new learning management system was purchased to facilitate that process for students and staff (Canvas). Students are able to log-in through a single sign-on process and have access to all their online classes, assignments, grades, etc. Research shows that streamlining a process for students to easily access resources results in high levels of engagement and attendance.

Professional Development (English Learners, Foster Youth, Low-Income)

Ensuring high quality instruction for our unduplicated students begins with providing high quality training for our instructional staff. Beginning in July, all teachers and administrators were trained through the International Society for Technology in Education (ISTE). Teachers and administrators were required to attend a virtual Summer Academy that included self-paced micro-courses and webinars. Teachers and administrators were required to take four ISTE courses: 1) Creating Community in Online Classrooms; 2) Assessing Learning in Online Environments; 3) Ensuring Equity and Inclusion in Online Learning; and 4)

Designing Online Learning Experiences. Staff could also participate in webinars that included topics such as “Online with Intention,” “Designing Empowering Distance Learning,” and “Make Remote Learning Engaging for Students by Focusing on Equity and SEL.” In addition, our secondary TOSAs also provide PD around a new learning management system (LMS) called Canvas, that was introduced over the summer for the secondary level. Administrators and teachers began training for this platform in August 2020.

Instructional Technology Coaches (ITC) (Low-Income)

The need to support over 15,000 low-income students resulted in funding Instructional Technology Coaches (ITC). The ITCs service all low-income elementary and secondary students and staff. They provide in-depth technology support on how to navigate online programs, learning management systems, and the basic questions students and staff may have around Distance Learning. The ITCs were also instrumental in ensuring all the new devices were prepared and ready for unduplicated students with all the necessary apps installed and iPads with the safeguard cases already installed on the devices.

Residence Substitute Teachers (Low-Income, Foster Youth, English Learners)

It is a priority to have consistency in the instructional day for our low-income, English Learners and Foster Youth students. There is significant research that sustains that consistency in teacher attendance is vital for student success. Resident substitute teachers were hired to provide a familiar face to our unduplicated students when their teacher is absent. This system has been extremely successful and when the resident substitute teacher does not have to cover an absent teacher, they push-in and provide support to our unduplicated students through small group break-out sessions, make phone calls to students who are not in class, etc.

CTE and eSports Learning (Low-Income)

District data shows that a high percentage of our low-income students enroll in CTE classes and participate in the eSports event. Due to the pandemic, students are not able to be in school and many of the technology tools are desktops. The district purchased high powered laptops so that students could work on their CTE courses and participate in the eSports event. Research shows that when students have the necessary tools to meet course requirements, there is an increase in student engagement, attendance and achievement.

Summer School (Low-Income, English Learners, Foster Youth)

District data shows that the unduplicated student population has a high need for intervention and support during the summer months. In addition, the pandemic issued another layer of challenges and the need for meeting learning loss for students

significantly increased. Summer school is held for unduplicated students to close the achievement gap and support credit recovery for secondary students.

Intervention Support (Low-Income, English Learners, Foster Youth)

In addition to designated staff (EL Categorical Teachers, Title I Categorical Teachers, Program Administrators) that support and oversee unduplicated students, additional certificated teachers (Interventionists) are hired to provide targeted small group instruction that supplements the core education program. Interventionists are certificated teachers that collaborate with classroom teachers and administrators to ensure that ELs, students at-risk, Foster Youth are provided additional resources and tools to meet their academic goals.

Supplemental Online Instructional Tools and Support (Low-Income, Foster Youth, English Learners)

For the past four years, elementary students had access to an online instructional tool (iReady) that provides students targeted lessons in reading and math in an asynchronous format. As a result of the pandemic, the district wanted to provide this same support to middle school students and iReady licenses were purchased. Unduplicated students are monitored and Interventionists can provide small group instruction in a synchronous format to support students who are struggling on their asynchronous lessons. Research indicates that small group instruction in targeted areas increase student achievement.

Additional Academic Counselor (Low-Income, Foster Youth)

Low-income and Foster Youth students need regular attention and oversight. At the middle school level, students come from a smaller class size and school to a larger setting where they can easily get lost in the shuffle. As a result of the pandemic, an additional academic counselor was added to support more frequent and regular student contacts.

English Learners

An English Learner (EL) Categorical teacher is assigned to each school in the district. This certificated teacher provides direct oversight of the EL program and students at their site to ensure they are meeting the necessary academic standards and any other supports that are needed for the student to experience high levels of academic success. The EL Categorical teacher provides additional intervention support to EL students as measured by local assessments, progress monitors content areas, and leads the reclassification process and RFEP monitoring. The EL Categorical teacher collaborates with the classroom teacher(s) to provide targeted support in reading and math and extended ELD support. The EL Categorical teacher also works as a liaison to EL parents and provides parent trainings and support. District progress monitors EL students through the iReady diagnostic assessment that is given in Reading and Math three (3) times a year.

Low-Income

A Title I Categorical teacher is assigned to each Title I school. This certificated teacher provides direct oversight of low-income students and at-risk students at their site. In addition, they oversee the intervention program at their site which includes certificated Interventionists. This team provides additional supplemental small group instruction during the day and is measured through local assessments. The two comprehensive high schools are not Title I funded but both schools are provided a team of certificated Interventionists that are funded out of the Local Control Accountability Plan (LCAP) and serve the low-income and at-risk students. The Title I Categorical teacher and Interventionists collaborate with the classroom teachers to provide targeted support in the content areas students need the most support. District progress monitors EL students through the iReady diagnostic assessment that is given in Reading and Math three (3) times a year. The Title I Categorical teacher and Interventionists also work as liaisons to low-income parents and provide trainings and support.

Foster Youth

A total of four (4) Program Administrators provide direct oversight of the district's Foster Youth. They collaborate with school site staff (classroom teachers, Psychologists, Academic Counselors, etc.) and social workers to identify those Foster Youth students who are having obstacles accessing academic tools especially during Distance Learning. Program Administrators help coordinate mental health services with the district's School Based therapists and outside agencies to ensure that students social emotional needs are being met. They also work with families to support with technology needs, assistance with Distance Learning, and any training support that are needed.

A description of how services for foster youth, English learners, and low-income students in Downey Unified are being increased or improved by the percentage required.

In our Local Control Accountability Plan (LCAP), additional services that support our Foster Youth, English Learners and Low-income students. These include:

Testing Fees (Low-Income)

Our low-income student population may not be able to afford the cost of testing fees needed to extend their education into college. The testing fee LCAP line item supplements the cost of high school Advanced Placement (AP) testing and the PSAT in the 9th and 10th grade. This service also provides a college admission testing fee offset for all low-income students in the 11th grade. This service allows our low-income students the opportunity to prepare for SAT assessment and a lower cost for the AP assessment. This financial support is a great asset to our low-income students by providing them opportunities that they otherwise may not have.

Bridge Program (Low-Income, English Learners)

This service includes a high school to college bridge transition program facilitated through a partnership between local school districts, Cerritos College and the Lewis Center for Educational Research. Low-income and EL students receive online subscriptions to Eureka and the Peresen guides. Students participating in the program as seniors receive guided matriculation to Cerritos College with priority Guidance Center access, placement, and registration. This service provides our subgroup of students guidance and support they need to prepare for college, apply to the best fit schools, apply for financial aid, enroll and persist in their studies and ultimately graduate. In absence of this service, our unduplicated students may not have the necessary tools to access college preparedness resources.

AVID (Low-Income, English Learners)

Avid is a college readiness system that is designed to increase learning and performance in middle and high school. Additional sections in AVID continue to expand to support the growing numbers of participation of low-income and English Learners. Research demonstrates that low-income and English Learners who participate in AVID persist and graduate from college at a higher rate than students who do not participate in AVID.

Visual and Performing Arts (Low-Income, Foster Youth)

Middle schools receive additional funding for their VAPA programs. Research suggests that low-income and Foster Youth students often do not have the resources to participate in afterschool activities such as band, guitar, choir, etc. Enrichment opportunities during the school day provide students of poverty access to activities that their families may not afford or lack the understanding of the impact of co-curricular activities such as VAPA have on college acceptance. Based on middle school needs, students are provided with fine arts classes – such as animation, band opportunities and drama classes, purchasing of instruments, band uniforms, etc.

TK and Kindergarten Support (Low-Income, English Learners, Foster Youth)

This service provides every TK and Kindergarten classrooms a certificated intervention teacher for a minimum of 1.5 hours every day. This service is principally directed to our low-income, English Learners, and Foster Youth to provide equity and academic/social emotional support during the school day.

Reach Higher Initiative (Low-Income)

A "Reach Higher" initiative 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 (now virtual). Low-income students often lack the guidance and support they need to prepare for college, apply to the best fit schools, apply for financial aid, enroll and persist in their studies, and ultimately graduate. This service is principally directed to meet their needs and it promotes a college and career culture. Often, low-income students "undermatch" themselves to colleges and this service is designed to provide students the opportunity to "Reach Higher."

Community Day School (Low-Income, Foster Youth, English Learners)

A community day school is provided for unduplicated students who need an intensive small group environment. This program is housed at Columbus High School. Unduplicated students who are at risk of not graduating often lack the resources and support to overcome their challenges. This service has shown success as reflected in the data showing improved attendance and improved academic progress as measured with grades and credit recovery and a decrease in maladaptive behaviors.