

Local Control and Accountability Plan

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

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Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

Downey Unified School District (DUSD) is located in the city of Downey, 13 miles southeast of Los Angeles. Downey has a population of over 112,000 residents in an area of 12.6 square miles. City building records indicated that 60% of the total dwelling units are single-family homes while the remaining 40% are apartments and condominiums. The median household income is \$71,000 with 10% of the population listed as persons in poverty. On March 16, 2020 Downey Unified schools closed for in-person instruction. All students received distance learning due to the Covid 19 pandemic. There was no standardized testing administered for reporting on the CA Dashboard for 2020. Some English Learners took their annual Summative ELPAC before school was closed in March, and some took the Fall optional Summative ELPAC remotely. In March, 2021 Downey Unified elementary and secondary schools re-opened giving parents the option of hybrid or continuation of remote or distance learning.

Downey Unified School District is comprised of 13 elementary schools, 4 middle schools, 3 high schools (two comprehensive and one continuation), a Community Day School (grades 7-12, and an adult school in which 22,217 students receive an education. Our student population includes 69.9% socioeconomically disadvantaged, 14.6% English Learners, and .6% Foster Youth. Below is a list of the schools and their enrollment:

Alameda Elementary- 830
Carpenter Elementary- 287
Columbus High- 312
Doty Middle School- 1,353
Downey High- 4,304
Gallatin Elementary- 744
Gauldin Elementary- 612
Griffiths Middle School- 1,298
Imperial Elementary- 533
Lewis Elementary- 875
Old River Elementary- 660
Price Elementary- 844
Rio Hondo Elementary- 806
Rio San Gabriel Elementary- 762

Stauffer Middle School- 1,361
Sussman Middle School- 1,073
Unsworth Elementary- 703
Ward Elementary- 622
Warren High- 3,469
Williams Elementary- 706
Woodruff Academy- 9

Downey Unified employs 2,925 certificated and classified employees. Of this number, 1638 are classified employees and 1287 are certificated, including teachers and administrators.

Downey Unified School District's vision states that all students graduate with a 21st Century education that ensures they are college and career ready, globally competitive, and citizens of strong character. We are committed to developing all students to be self-motivated learners and productive, responsible, and compassionate members of an ever-changing global society. Our highly qualified staff foster meaningful relationships with students, parents, and the community while providing relevant and rigorous curriculum in facilities that advance teaching and learning.

Downey Unified School District believes that "Our Students Deserve the Best". We make sure students have access to positive and challenging learning environments that guide and inspire them to realize their individual potential and ensure they graduate college and career ready. Clean and safe learning environments provide conditions to promote high performance amongst the school community. Downey Unified School District recruits, trains, and retains highly qualified staff who possess high moral and ethical character and consistently model a passion for education. The culture of understanding and mutual respect among all members of the learning community supports students in their academic, social, and emotional growth. We believe partnerships with parents and the community are essential to optimize opportunities for student learning and personal growth. Improvements and enhancements for all of our programs are based upon qualitative and quantitative data. Efficiency, transparency, and cost-effective practices characterize District and school operations to ensure that resources are aligned and applied to achieve established goals.

To achieve our vision, Downey Unified School District has meticulously developed goals aligned with the 8 State Priorities which comprises our Local Control Accountability Plan (LCAP). These goals are realized with the use of Local Control Funding Formula (LCFF) supplemental and concentration funds. LCAP services impact all Downey Unified students with an emphasis for identified high-needs students (low-income, English Learner, foster youth and homeless youth). The District annually reviews, revises, and/or enhances these goals and expenditures using data to inform our decisions. Along with student performance data, the annual District LCAP process includes an extensive engagement effort involving face-to-face stakeholder input from over 700 participants including DUSD Instructional Leadership Cabinet, Principals, parents, students, teachers, staff, Downey Education Association Representative Council, District English Learner Advisory Committee, Parent Advisory Committee, School Site Councils, the DUSD Board of Education, and members of the community. In addition, perception data is gathered from teachers, staff, parents, and students using online surveys. The impact of this stakeholder engagement results in LCAP services that comprehensively reflect the current priorities, perceptions, and needs of the Downey Unified community.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Downey Unified focuses on continued growth for all students and analyzes quantitative and qualitative data to make informed program decisions. Based on the CA School Dashboard, our District maintained a Very High graduation rate of 96.6%. Our College/Career Measures Reports & Data shows that our Students with Disabilities have increased in the number of students who are either approaching prepared or are being reported prepared for college and career by 3.2 percent. Our homeless subgroup increased in approaching prepared or are reported as prepared for college and career by 13.1 percent. 201 students graduated with the State Seal of Biliiteracy.

In English Language Arts (ELA), our Filipino subgroup maintained their Very High status level. Our Asian subgroup increased while staying in the Very High status level. Our Two or More Races subgroup increased significantly and maintained their High status level. Our African American subgroup increased by 12 points. Our English Learners increased by 4.6 points. Our Students with Disabilities increased by 4.8 points. Our Socioeconomically Disadvantaged students increased by 2.2 points.

In Mathematics, 10 out of our 14 subgroups have increased since the previous reporting period. 2 of these subgroups increased significantly. Our English Learners increased by 6.5 points, our Socioeconomically Disadvantaged subgroup increased by 4.8 points. Our Students with Disabilities increased by 5.7 points. This data indicates our implementation of the California State Standards in ELA and Mathematics, the design of aligned curriculum, and the professional development in these curricular areas for teachers has had a positive effect. Along with maintaining this high level of state standards implementation through professional development and the purchasing of standards-aligned resources, the District will utilize a Multi-Tiered System of Support (MTSS) to intervene when students have not yet reached performance levels. We will expand our use of I-Ready to the Middle School and High School Special Education students. We will continue our 21st Century Learning Communities Initiative and provide 1:1 technology devices for all students. We will purchase and use online data and assessment systems to aid the formative assessment process that helps teachers guide their instruction to improve learning outcomes and increase student efficacy.

When analyzing Chronic Absenteeism data, 7 out of our reported 13 sub groups improved. There was a decline in chronic absenteeism for the following student groups: Two or More Races, White, Hispanic, Asian, Students with Disabilities, Socioeconomically Disadvantaged, and Homeless. We will continue to utilize support from the Program Specialists who work directly with our Foster and Homeless Youth subgroups to continue the progress made with our Homeless students. We will continue to implement Positive Behavior Intervention and Supports (PBIS) for all students which builds a positive school culture and can directly influence the rate of chronic absenteeism.

Based on our Local Indicators, the District has "Met" the Basics (Teachers, Instructional Materials, Facilities) goal, the Parent Engagement goal, and the Local Climate Survey goal. The District has Full Implementation of professional learning for teaching English Language Arts, Mathematics and Science, making instructional materials aligned to the state standards in each of these curricular areas, supporting staff in their improvement of delivering instruction in these areas and other adopted academic standards (Career Technical Education, Health Education, Physical Education, visual and Performing Arts, and World Language).

Survey Results indicate parents feel their overall experience with their child's school and the district has been positive. They believe their child's school is provided with the skills to be successful after high school. Parents feel well informed about Downey Unified and their school; parents feel that the school involves them when making decisions about school programs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Downey Unified uses data to identify areas in need of significant improvement and uses these findings to make programmatic decisions. Based on the California Assessment of Student Performance and Progress (CAASPP), our suspension rate is less than the state average by .3% but the number of students in the African American, Foster Youth and Homeless subgroups increased by 1.7%, 0.6%, and 3.9% respectively. The District is determined to create a safe and secure environment where students respect themselves and each other with the goal of lowering suspension rates. To accomplish this, the District will continue to provide PBIS training to all schools. Training includes Trauma-Informed Practices (Students and Adults), Working with students with Adverse Childhood Experiences, Restorative Justice and Culturally-Responsive Practices. The District will also continue with our Character Counts! Program. Secondary sites will receive training and professional development in Capturing Kids Hearts. These programs help to build school cultures that promote high expectations, making connections with students, promoting and reinforcing positive choices, and help support the Six Pillars of Character Counts!. Elementary schools will work with Playworks to continue training of recess aides who will facilitate conflict resolution and leadership skills. Sports for Learning will also be utilized to provide virtual PE for students during distance learning.

Our College and Career Report shows an increase in the number of students not prepared. In 2017 and 2018, 35.5% of students were classified as not prepared. Our most recent indicators show that 37.6% of students are classified as not prepared. We need to increase the number of students being prepared for college and career, including our African American students who are in the yellow performance level. In addition, the following subgroups are in the orange performance level: African American, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged Students with Disabilities and White students. In 2018, 45.9% of students were prepared. In 2019, 43.2% of students were prepared. Our district is not satisfied with this decrease in the number of students prepared for college and career. We will expand programs at the secondary level to provide more access to college like Early College and Dual Enrollment. We will provide more parent education in the area of college and career pathways. We will continue to use Naviance, a software planning tool and AVID and CTE pathways will continue to be provided.

In English Language Arts, our Foster Youth have continued to be in the red performance level declining by another 8.1 points since the previous year. They are 80 points below standard. Even though there are only 50 reported Foster Youth, our district needs to provide resources and extra counseling for these students. Their progress needs to be monitored closely and regular communication with their foster families needs to take place. Our Homeless and Socioeconomically Disadvantaged students remain in the orange performance level falling 39.4 points below standard and 9.2 points below standard respectively. Schools must utilize a Multi-Tiered System of Support to address the learning needs of these students.

In Math, our Foster Youth have continued to be in the red performance level declining by another 25.3 points since the previous year. They are 124.8 points below standard. Even though there are only 50 reported Foster Youth, our district needs to provide resources and extra counseling for these students. Their progress needs to be monitored closely and regular communication with their foster families need to take place. Our Homeless students remain in the orange performance level falling 69 points below standard. Schools must utilize a Multi-Tiered System of Support to address the learning needs of these students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Downey Unified Local Control Accountability Plan has five goal areas that fulfill the eight state priorities. Our Student Achievement goals strive to ensure that all students graduate college and career ready, equip students with the 21st Century learning skills of creativity, communication, collaboration, critical thinking and civic responsibility and to ensure that all students experience academic progress and success. Our Whole Child goal ensures students' sense of safety and school connectedness and meets the social and emotional needs of students. Our third district LCAP goal is titled Best Staff. This goal establishes a process of hiring the best teachers and ensuring a highly effective and trained staff, promoting opportunities for shared and distributed leadership, and providing students and staff members access to world-class tools and resources. DUSD's Parent Involvement goal actively involves parents and community members in decision making at the school and district level. This goal ensures parents have the tools they need to help their children succeed, builds connections between the community and the schools to foster investment in education, and provides meaningful and transparent communication with all stakeholders. Lastly, our Infrastructure goal area ensures that the percentage of facilities in good repair and the percentage of students who have access to standards-aligned instructional materials remain at 100%. Along with our District vision, these five goal areas provide the foundation for our LCAP programs and services. Since our unduplicated student count is approximately 70%, our LCAP is designed to be a district-wide plan. We provide 56 programs and services that meet the needs of all students with an emphasis on our Socioeconomically Disadvantaged Youth, English Learners, Foster Youth, and Homeless Youth.

Key features from the District 2021-22 LCAP include the expansion of Career Technology Education (CTE) pathways. Along with LCFF funding, the District received a \$4.5 million grant to expand the number and type of pathways at the high school level while increasing opportunities for students at the elementary and middle school for exposure with elements of CTE. The District is also increasing intervention funding at the secondary level. Experience has shown that teachers will be able to intervene with students more consistently if that intervention period is during the school day as opposed to before or after school. With that in mind, the District is now using LCFF funds to pay teachers during the school day to provide intervention. Our LCAP is now funding 1:1 technology devices at the elementary level and 1:1 take home devices for 6th grade students to bolster students' 21st Century skills and close performance gaps. Parent Engagement and mental health issues are important in Downey Unified. A Parent Empowerment Academy will give parents much needed information with how to help their child(ren) academically and emotionally. The District held an Elementary Expo at each of the elementary schools to highlight LCAP funded supports to familiarize district parents and prospective parents on the educational initiatives. LCAP funded Teacher on Special Assignment (TOSA) in English Language Arts, mathematics, and technology highlighted Balanced Literacy, Cognitively Guided Instruction (mathematics), and Robotics.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Downey Unified School District (DUSD) 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 and a place to tie together the district's instructional initiatives with the allocation of resources. DUSD's vision that "All students graduate with a 21st Century education that ensures they are college and career ready, globally competitive, and citizens of strong character" continues to be at the forefront of our work. The LCAP clearly delineates the strategies and investments necessary to advance and realize this vision.

DUSD implements an extensive stakeholder engagement effort that establishes a strong foundation for continued stakeholder support and involvement. As described in the subsequent paragraphs, stakeholder engagement continues to be a deeply embedded component of district practice.

The 2020-2021 stakeholder engagement process involved all of the district's school and different stakeholder groups at key intervals throughout the school year. The process involved structured opportunities for direct feedback from a range of stakeholders, including DUSD instructional Leadership Cabinet, principals, and co-administrators, bargaining units, teachers and staff, parents, students, all School Site Councils, the Return to School Committee, the Parent Advisory Committee (PAC), the District English Language Learner Advisory Committee (DELAC), and the DUSD Board of Education. The following provides a breakdown of the LCAP involvement process by stakeholder group.

DUSD Instructional Leadership Cabinet

The Superintendent convened the Instructional Leadership Cabinet on a monthly basis between August 2020 and June 2021. The Cabinet developed, monitored, and analyzed the district's Learning Continuity and Attendance Plan which addresses decisions for in-person instruction, distance learning, implementation of health guidance, gaps in learning, meeting the needs of underserved student populations, access to and connectivity for necessary devices, resources and supports for student and staff mental health, social emotional well-being, and school meal availability for students. Updated information was presented during weekly Return to School Committee meetings and was shared regularly with both the Parent Advisory Committee and School Board. Over the course of this process, Leadership Cabinet members were asked to reflect upon successes and challenges in implementing the Learning Continuity Plan. Upon completion of the virtual school site meetings and

stakeholder data collection efforts, the Cabinet reconvened to analyze stakeholder input and to review the current data. Using the results from the data review, Cabinet recommended updates to the LCAP.

Principals and Co-Principals

DUSD virtually convened the principals and co-principals from all 20 school sites weekly from July 2020 through June 2021. Site administrators were tasked with providing input and reviewing all aspects of the current Learning Continuity Plan to offer necessary changes to these line items. To guide this discussion, the administrators were asked to reflect upon the current instructional program and available services and to prioritize items based on student need. The administrators also helped shape the site-level stakeholder engagement process. In particular, the administrators provided feedback in the guiding questions that would be used to solicit input from teachers and staff, parents, and students. Administrators were provided with tools and resources so they could take this information and share it virtually with their stakeholders at their school sites.

Bargaining Units

District Leadership met with the leaders from both Certificated and Classified bargaining units. DUSD met with the Downey Education Association (DEA) to solicit their feedback on several aspects of school reopening and health guidance contained in the Learning Continuity Plan.

Following the COVID-19 pandemic, our first meeting was held June 30, 2020 where we discussed the current public health guidelines and implications for returning to in-person instruction or remaining in a distance learning instructional format. The Assistant Superintendents and the site leaders representing the negotiating team frequently met with DEA in an effort to continuously communicate, collaborate, and remain transparent through the public health crisis. As a result, five additional meetings were held in July, four in October, two in November, and one in December 2020. In 2021, two meetings were held in February, four meetings were held in March, and one was held in April.

The district leaders and DEA president planned and coordinated meetings to review schedules for returning to school in a hybrid setting, discuss safety protocols, and gather input on a variety of staff and student needs to address during the pandemic.

In order to gather their input, meetings with Classified Union Unit 1 members were held during the following months in 2020: April, June, August, September, and December. Additional meetings were held in 2021 during February and March. Meetings were also held with Classified Union Unit 2 members in April, August, September, and December 2020 as well as in February and March 2021.

District Personnel

District personnel (both classified and certificated) were also invited to attend any virtual site stakeholder outreach meetings. They were kept informed of all virtual site meeting times and access links.

SELPA Input

In the Spring of 2021, the Assistant Superintendent of Elementary Education and the Director of Special Education had multiple input sessions with the SELPA Director. These input sessions included LCAP input and this information was shared with the District Instructional Leadership Team for further discussion and provided the team to ask clarifying questions. This input is also reviewed with the DELAC and PAC members.

Site Stakeholder Outreach

At each school site, separate virtual meetings were held with different constituent groups. During Spring 2020, District Leadership facilitated 20 school-site teacher/staff meetings, four district parent meetings, 18 school site council meetings, and four student meetings. Each 40-minute session included an overview of the Strategic Master Plan, review of the Learning Continuity Plan, data from our Progress Indicators, and a structured discussion to inform the LCAP Update.

Teacher and Staff Meetings - These meetings took place on Wednesdays as part of a virtual staff meeting. As was the case with the principals, teachers and staff at each

school site were asked to reflect on elements of the current Learning Continuity plan and to prioritize the LCAP Line items based on student need. They provided their individual input via an online survey.

Parents - Our parents were made aware of the virtual meetings via electronic flyers, class or school messaging systems, Canvas, social media, email, and phone dialers.

The questions for parents focused on two areas: 1) What services will help your child be college and career ready, globally competitive, and a citizen of strong character? 2) What services will help you support your child to be ready for college and career? These questions focused on their role in supporting student achievement and their request for more parent education opportunities.

Students - These meetings were comprised of heterogeneous groups of students that represented the demographics of each school site. Students were asked to give examples of times they felt engaged in their learning and about ways to make class a more exciting place to learn.

Online surveys - In addition to all these virtual meetings, an online survey was administered to each stakeholder group. The teacher and staff survey focused on measures of satisfaction and the parent and student survey focused on measures of engagement. The survey was posted on the district home webpage. Postcards were mailed to every household, information was shared through school messaging systems and social media, followed by a phone dialer from the Superintendent to encourage parent participation. The Superintendent sent an all staff and teacher email with a link to the survey. Students completed the online survey during the school day. The surveys closed on May 28, 2021.

Parent Advisory Committee (PAC)

This committee serves as a formal mechanism for parental involvement in district decision-making. The PAC is comprised of 27 representatives: one parent from each school site (chosen by the principal), nine parents from across the district (with parents representing low-income, English Learners, and Foster Youth), and two representatives from the Parent Teacher Association. The PAC meets on a monthly basis. Activities for the 2020-21 school year included: a review of the Learning Continuity Plan, LCAP services and progress to date, virtual site tours, topical sessions on select elements of district programming and practice (e.g., 21st Century Learning Committees, AVID, Playworks, Math Coding), a review and discussion on school site stakeholder input, ideas for capacity building for PAC representatives, and a review of the LCAP Update. District leadership met in small group sessions with members of the PAC as they reviewed and advised on the updated LCAP. Questions posed were answered in this year's virtual meeting sessions. Typically, PAC members are provided the opportunity to write their questions for the Superintendent. Virtual meetings allowed for questions to be posed in the chat box or verbalized. Due to these small group sessions, our members feel satisfied that their questions are answered in these more intimate settings. In addition, the Superintendent responded in writing to questions from the PAC team.

District English Learner Advisory Committee (DELAC)

This committee also serves as an advisory committee for the LCAP. The DELAC reviews stakeholder data for each group and specifically reviews English Learner Programs within the LCAP. They join members of the PAC, attend site tours, and also attend the PAC meetings in addition to the DELAC meetings. They voiced their input on how to enhance and expand EL programs. The DELAC met 5 times throughout the 2020-21 school year. The Superintendent was present at most of these meetings and also provided written responses to comments and questions posed by DELAC members when necessary. The DELAC was presented the draft LCAP during two meetings, May 12 and May 26, 2021.

Board of Education

The Board of Education convened for a total of 25 meetings during the 2020-2021 school year. Two meetings were held in September to review and approve the Learning Continuity and Attendance Plan. A Return to School update was provided at each of the February and March Board meetings to share data and recommendations about returning to in-person instruction which began on March 29, 2021. The Board met on June 1, 2021 to review the draft LCAP update. Between each of these meetings, the Instructional Cabinet came together to undertake a final round of edits before finalizing the plan. On June 1, 2021, the School Board held a public hearing for the draft LCAP. On June 15, 2021, the Board came together to approve the LCAP.

Public/Other Community Members

Members of the public were invited to attend School Board meetings virtually on June 1, 2021 and June 15, 2021. The agenda for each meeting included designated time for public comment. The draft LCAP update was posted on the District website from June 1 - June 15, 2021. The district notified the public of opportunities to submit written comments regarding specific actions and expenditures on the LCAP. Notifications were posted on the district website in English and Spanish, District phone calls and emails were sent in English and Spanish, and flyers were included in all meals during the week of May 24, 2021.

A summary of the feedback provided by specific stakeholder groups.

All stakeholders expressed an interest to continue to expand on student access to appropriate technology, WiFi, and the initiatives that involve the use of technology to support instruction.

All stakeholders identified a continued interest to increase alternative educational opportunities to support personalized learning and student achievement.

Middle school administrators and teachers expressed the continued need for Media Technicians to foster a college-going culture and support the implementation and management of the technology at the site level.

Secondary students, teachers, and staff expressed an interest to include more visual and performing arts at the middle and high school levels.

Teachers and staff continue to express their need for more supplemental materials, resources, and training to support the implementation of the California State Standards (ELA and Math) and the English Language Development Framework.

PAC and DELAC members commented on how pleased they have been with the increased access to district-wide parent academies in recent years. Parents have asked for more academies at the high school level to support social and emotional issues of older adolescents, monitoring & managing social media platforms, and sessions on building self-esteem, discipline, and dealing with bullying.

All stakeholders identified the need to broaden mental health support and increased services in the area of Social Emotional Learning.

Parents commented on the continual need for support in helping students with behavioral needs.

Parents, teachers, and staff expressed a need for additional support in the area of visual and performing arts.

Teachers and site administrators continue to advocate for increased intervention support for all students.

A summary of the feedback provided by specific stakeholder groups.

The creation of DUSD's LCAP was an iterative process wherein real-time input from stakeholders directly informed the final product. The District Leadership Cabinet developed a working draft of the LCAP Update, which was then vetted and refined over a course of stakeholder meetings. The final LCAP update includes specific expenditures that emerged from these stakeholder sessions.

For example:

All stakeholders expressed an interest to continue to expand on student access to appropriate technology, WiFi, and the initiatives that involve the use of technology to support instruction.

In response, the LCAP update reflects the expansion and continued investment in the district-wide 21st Century Learning Communities initiative. This expansion includes selected departments at both Middle and High school levels in addition to maintaining and replacing devices for classrooms at all levels as necessary. The expansion includes acquisition of appropriate devices, access to additional WiFi hotspots, ongoing professional development, and Instructional Technology Coaches.

All stakeholders identified a continued interest to increase alternative educational opportunities to support personalized learning and student achievement. As a result, the district has allocated LCAP funds toward the creation of a Virtual Academy to begin in August 2021 at the secondary level with plans to expand and include elementary grade levels in future years. This program is designed to allow students flexibility and personalization through an Independent Study Model.

Middle school administrators and teachers expressed the continued need for Media Technicians to foster a college-going culture and support the implementation and management of the technology at the site level. In response, the district will continue to fund one 5-hour Library Media Technician at each of the four middle school sites.

Secondary students, teachers, and staff expressed an interest to include more visual and performing arts at the middle and high school levels. In response, the district will increase investments to Middle School Visual and Performing Arts equally for each of the four middle schools. School sites can determine how to best use these investments

to enhance their Visual and Performing Arts program at their site. In addition, one Music Specialist will be funded at each comprehensive high school.

Teachers and staff continue to express their need for more supplemental materials, resources, and training to support the implementation of the California State Standards (ELA and Math) and the English Language Development Framework. The LCAP update includes continued funding for California State Standards and ELD Framework - related materials, professional development and continued support from English Learner Coordinators and Teacher Specialists in the areas of Math, ELA, Technology. Future textbook adoptions will focus on acquisition of digital resources now that all students are equipped with their own device.

PAC and DELAC members commented on how pleased they have been with the increased access to district-wide parent academies in recent years. Parents have asked for more academies at the high school level to support social and emotional issues of older adolescents, monitoring & managing social media platforms, and sessions on building self-esteem, discipline, and dealing with bullying. In response, the district will continue to expand district-wide parent academies and workshops designed to assist parents in supporting their children's learning.

All stakeholders identified the need to broaden mental health support and increased services in the area of Social Emotional Learning. As a result, an employee wellness

center was created and plans to create student wellness centers have been established. The District hired a School Psychologist on Special Assignment (SPOSA) to coordinate the implementation of a new SEL curriculum for all schools, provide training to all staff, and provide parent workshops on SEL strategies. As reflected in the updated LCAP, all schools will have continued access to mental health crisis teams (School Based Therapists) to address student mental health needs in addition to counseling through the Jewish Family Children's Services (JFCS) and various community resources available such as True Lasting Connections (TLC).

Parents commented on the continual need for support in helping students with behavioral needs. Per the LCAP update, the district continues to fund PBIS (Positive Behavior Intervention Strategies) to include all 13 elementary schools. Middle and High schools will continue to receive funding for professional development in the areas of safe and civil schools. LCAP funded Elementary Vice Principals and Secondary Deans provide additional site administrative support to promote a positive school culture and assist site leaders with implementing PBIS, Character Counts, and addressing bullying and other disciplinary issues that arise.

Parents, teachers, and staff expressed a need for additional support in the area of visual and performing arts. The LCAP Update will include an increase in funding support for visual and performing arts programs at the middle schools.

Teachers and site administrators continue to advocate for increased intervention support for all students. The LCAP Update will continue to include a line item specific to a Multi-Tiered System of Support model that includes a district-wide Universal Screener (iReady for elementary and middle school and STAR 360 for high school) for ELA and math. High school support will be provided through additional teaching period coverage to support students in achieving academic and social emotional success.

All stakeholders expressed an interest to provide targeted instruction to address identified deficits in student achievement and provide access to enrichment to prevent summer learning loss. Administrators advocated for an increased use of Interventionists and secondary academic counselors to enhance schoolwide intervention plans. In addition to the updated LCAP providing funding for increased academic support offered during the instructional day, students at all levels will have increased access to summer enrichment (STEAMWORKS) at the elementary and middle school levels to prevent summer learning loss and summer school opportunities for the high schools.

In addition to impacting the budget allocations, the stakeholder engagement process has continued to translate into improved outcomes for students. Through this process, the district has seen increased student engagement in the CA State Standards - aligned content. More students continue to have access to 21st Century learning tools and are more engaged in their learning as school sites increasingly adopt a project-based approach. Students can take advantage of a broader course of study via expanded CTE pathways, AVID, and STEAM learning experiences. Parent workshops and academies create more entry-points for parents' involvement at the school and district level and give parents the knowledge and tools to support their children's learning. Efforts will continue throughout the 2021-22 school year as stakeholders view new results from state and local student performance data and discuss the resulting impact this data will have on the Annual Update of the LCAP.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

A review of LCAP goals and input regarding actions and services was conducted by the District English Learner Advisory Committee (DELAC) and the Parent Advisory Committee (PAC). A description of the aspects of the LCAP that were influenced by both advisory groups is provided below:

Input for Goal 1: Student Achievement

- Continue support for AP testing costs for low-income students
- Continue to support and expand summer matters enrichment to include learning recovery services
- Continue services for EL students and support of EL coordinators at each school site

Input for Goal 2: Whole Child

- Need for social emotional support for students is a high priority. This goal is essential to support learning recovery for all students especially unduplicated students.
- Continue all services and consider expanding more mental health specialists.

Input for Goal 3: Best Staff

- Consider adding mental health services for staff as they transition from the pandemic.
- Continue supporting staff with teacher specialists and training on new digital resources.

Input for Goal 4: Parent Engagement

- Continue mental health workshops for families and consider adding more sessions throughout the year.

Input for Goal 5: Infrastructure

- Continue technology support for all students
- Add more WiFi support for low-income families and additional devices for homeless and foster youth.

- Continue campus supervisor aides to support students with feeling safe at school.

A description of the aspects of the LCAP that were influenced by teachers, staff, and administrators is provided below:

Input for Goal 1: Student Achievement

- Continue support for AP testing costs for low-income students
- Continue to support and expand summer matters enrichment to include learning recovery services
- Continue EL Coordinator support at all school sites. Consider modifying the middle school EL coordinator to mirror the elementary model.

Input for Goal 2: Whole Child

- Need for social emotional support for students and staff is a high priority. This goal is essential to support learning recovery for all students especially unduplicated students and to provide staff the necessary resources to help their students.
- Continue all services and consider expanding more mental health specialists.

Input for Goal 3: Best Staff

- Consider adding mental health services for staff as they transition from the pandemic.
- Continue supporting staff with teacher specialists and training on new digital resources.
- Consider smaller class sizes

Input for Goal 4: Parent Engagement

- Continue mental health workshops for families and consider adding more sessions throughout the year.
- Consider parent liaisons at every school site.

Input for Goal 5: Infrastructure

- Continue technology support for all.
- Consider adding more technology support personnel.
- Add more WiFi support for low-income families and additional devices for homeless and foster youth.
- Continue campus supervisor aides to support students with feeling safe at school.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

In order to address the State Priorities of raising pupil achievement and the implementation of State Standards, Downey Unified established the broad goal of raising Student Achievement by supporting personalized learning, implementing CA State Standards by aligning instruction in all content areas, and fostering a college-going culture from Kinder to 12th grade.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
UC/CSU Eligible graduates	52.5% (2019-2020)				60%
AP Exam Passing Rate with a 3 or better	74% (2019-2020)				85%
AP Course Enrollment	6,010 (2019-2020)				6,040
SBA ELA: Percentage of All Students that meet/exceed standard	51.1% (2018-2019)				60%
SBA Math: Percentage of students that meet/exceed standard	39.7% (2018-2019)				50%
SBA ELA (Grade 3-8): Points from level 3	1 point above standard (2018-2019)				10 points above standard
SBA Math Grades 3-8: Points from level 3	31.1 points below standard (Yellow) (2018-19)				20 points below standard
English Learner Progress (making progress towards English language proficiency on the ELPAC) Students who are level 3 and level 4 on ELPAC	56.21% (2018-2019)				64%
CTE Enrollment Rates	54% (2018-2019)				64%
CTE Completion Rates: Percentage of	29% (2018-2019)				38%

students completing a CTE program and earning a high school diploma					
Graduation Rate	96.6% (2019-2020)				98%
Reclassification Rate	10.3% (2019-2020)				20%
Early Assessment Program ELA	57% met/exceeded standard (2019-2019)				65%
Early Assessment Program Math (2018-2019)	32.24% met/exceeded standard				45%
California Science Test (CAST) Met/exceeded Standard	25.5% (2018-2019)				45%
Implementation of State Standards - Reflection Tool/Rating Scale (Local Indicator)	Standard Met (2018-2019)				Standard Met
A-G and CTE Completion	41.5% (2019-20)				A-G: 50% CTE Course Participation: 7,000 students CTE 2 or more Courses Completed: 300 students
Adopted Course of Study - Response to Narrative Responses from CA School Dashboard (Local metric)	Standard Met (2018-2019)				Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	(LCAP Line #4) K-12 Virtual Academy (Independent Study School)	(LCAP Line #4) - Provide an alternative education pathway for K-12th grade students through a WASC/NCAA Virtual Academy. This program is designed to allow students flexibility and personalization through an Independent Study Model. Students who qualify as low income students will have priority due to learning loss during the pandemic.	\$200,000.00	Yes

		<p>Students of poverty experienced significant loss during the pandemic as measure through local assessments (iReady assessment). As a result of district surveys, 10% of families are requesting a virtual program for their students and this independent study model virtual academy will support low incomes students who will not return for in person instruction. In addition to providing core content, a counselor and school psychologist will provide social-emotional supports for low-income students needing additional wellness supports. The counselor and school psychologist increase the level of services by providing one to one support and daily/weekly progress monitoring of students. As a result of district surveys, 10% of families are requesting a virtual program for their students and this independent study model virtual academy will support low incomes students who will not return for in person instruction. This program is intended to help students recover academically due to the pandemic and will be measured through iReady diagnostic assessments in ELA and Math in August, November, and April of the 2021-2022 school year. Low income students will be measured every 6 weeks for progress monitoring purposes. An overall increase of 20% in both ELA and Math is expected for low income students for each semester. For 2021-2022, the virtual academy will be available for 7th-10th grade students as begins the accreditation process for WASC/NCAA. Additional grade level spans will be added each year.</p>		
2	(LCAP Line #5) Planning and professional development for supplementary curriculum supports for the Next Generation Science Standards (NGSS), and Social Studies Framework (SS).	<p>(LCAP Line #5) Provide planning and professional development for implementation of supplemental (NGSS-Next Generation Science Standards, SS-Social Studies Framework) resources to support English Learners and low-income students. Teachers will receive targeted training on utilizing supplemental resources during their lessons to increase EL and low income student access to core content. A focus of the professional development and planning time will be to embed language acquisition strategies and building background knowledge to support student learning of content. ELs and low income students will acquire content academic language and stronger background knowledge which will enhance their social studies and science learning. Additionally, teachers will have planning time to review supplemental resources including but are not limited to digital tools, EL materials, and other resources to help students learn content. English Learners and Low income students have demonstrated an increased need for targeted instruction in academic language in order to access higher levels of rigorous content text (21.2% ELs have decreased at least one ELPI level, Low income students score 9.2 points below standard in ELA). Providing professional development and planning time for teachers of EL and low income students, will increase their utilization of instructional strategies that target academic language, the supplemental tools, materials, and digital resources that will enhance EL and low income student access to core content. Academic success will be measured through the ELPAC and ELA CAASP indicators.</p>	\$100,000.00	Yes
3	(LCAP Line #6) K-16 Bridge Program	<p>(LCAP Line #6) A high school to college bridge transition program for low income students facilitated through a partnership between local school districts, Cerritos College, and the Lewis Center for Educational Research. Students receive online subscriptions to Eureka and the Perersen guides. Low income students participating in the program, as seniors receive</p>	\$5,000.00	Yes

	guided matriculation to Cerritos College with priority Guidance Center access, placement, and registration. Downey Unified has a 70% low socioeconomic student population. This student population may not be able to afford the cost extra curriculum college services needed to extend their education into college. This action continues to show effectiveness in meeting the graduation goals for low income students as evidence on the most recent Graduation Indicator demonstrating socioeconomically disadvantaged students score Blue performance level with 96.6% graduated with a 1/1% increase from the prior year.		
4 (LCAP Line #7) AP testing cost for low-income students	(LCAP Line #7) Advanced Placement (AP) testing cost for low income students. Supplements the cost of high school Advanced Placement (AP) testing, and the PSAT in the 9th and 10th grades. It also provides a college admissions testing fee offset for students in the 11 grade.	\$115,000.00	Yes
5 (LCAP Line #8) AVID Expansion	(LCAP Line #8) AVID is a college readiness system that is designed to increase learning and performance in middle school and high school. Secondary sections will also include a 30% growth. AVID continues to expand at the Middle and High Schools by one Section at each site. Research demonstrates that low-income and English Learner students who participate in AVID persist and graduate from college at a higher rate than student who do not and therefore, DUSD considered this as a high priority for English learners and low-income students. English learners and low income students will receive priority enrollment in this program and will receive additional monitoring services but the Title I/EL categorical teacher and will be required to check-in every two weeks. This service is effective in meeting the goals for these students as evidence of the high CSU/UC acceptance rate for DUSD AVID students - DUSD students graduated with a 98% CSU/UC acceptance rate.	\$2,500,000.00	Yes
6 (LCAP Line #9) Expand CTE Pathways	(LCAP Line #9) Career Technical Education bridges the gap between the world of work and the world of education. CTE provides students the skills that prepare them for college and/or career entry and advancement. Project Lead the Way (PLTW) will continue to expand at the middle school level (Gateway to Technology). Research from the Partnership for 21st Century Learning suggests that a focus on developing collaboration knowledge, communication skills, critical thinking, and creativity are important for several reasons. People who know more about collaborating go on to enjoy higher performance in team settings. Training students to work together makes collaborative or cooperative learning approaches to teaching more successful in terms of student learning. Teaching and modeling critical thinking skills is a necessary job for educators. Mixed method interventions as well as explicit critical thinking instruction have been found to be effective. Critical thinking is often best assessed within real world scenario context. Low performing and English Learner students benefit from meta-cognitive strategies. This is principally directed towards and effective in meeting the goals for our low-income student because it improves instruction beyond the base program by providing differentiation and enhanced instructional strategies aligned to the 4Cs to meet the college and career readiness needs for low-income students. These funds are utilized for 2:1 match for Career Technical Education Incentive Grant (CTEIG) and the K-12 Strong Workforce Programs (K-12 SWP) grant requirement. This action continues to show effectiveness in meeting the graduation	\$5,200,000.00	Yes

		goals for low income students as evidence on the most recent Graduation Indicator demonstrating socioeconomically disadvantaged students score Blue performance level with 96.6% graduated with a 1/1% increase from the prior year.		
7	(LCAP Line #10) CA State Standards aligned materials and professional development	(LCAP Line #10) Provide additional supplemental resources and training in the CA State Standards in the areas English Language Arts, Mathematics, and English Language Development Framework. English Learners and Low income students have demonstrated an increased need for targeted instruction in academic language in order to access higher levels of rigorous content text (21.2% Els have decreased at least one ELPI level, Els score 56.1 points below standard in Math, Low income students score 9.2 points below standard in ELA and 126.7 points below standard in Math). These supplemental tools, materials, and digital resources will make a significant impact for Els and low income students in accessing content with higher academic success and will be measured through the EL indicator and ELA indicator. Teachers of Els and low income students will be provided targeted professional development on these resources to ensure high success in implementation and monitoring of student progress. This action is intended to meet that academic needs of EL and low income students and will be measured by the Spring 2022 SBAC scores in ELA, Math and ELPI.	\$1,175,000.00	Yes
8	(LCAP Line #11) Summer Enrichment Programs	(LCAP Line #11) Provide a TK- 7th grade summer enrichment experience (STEAMworks) for low income, English Learners, and Foster Youth to prevent summer learning loss. Research shows that children experience learning loss when they do not engage in educational activities during the summer. This summer learning loss is cumulative and research has shown low-income, EL, and Foster Youth children to be nearly three grade equivalents behind their more affluent peers in reading by the end of the fifth grade as a result of summer learning loss. Our district data has demonstrated that our unduplicated population has shown significant reading gains based on our pre- and post assessment as demonstrated in our iReady Reading Assessment. Approximately 1800 students will benefit from this program during the 2021-22 summer session of STEAMworks. English Learners, Low income students and Foster Youth have demonstrated an increased need for targeted instruction in ELA and Math in order to reach grade level proficiency (21.2% Els have decreased at least one ELPI level, Els score 56.1 points below standard in Math and 33.8 points below standard in ELA, Low income students score 9.2 points below standard in ELA and 126.7 points below standard in Math). This action is intended to meet that academic needs of EL, low income students, and Foster Youth and will be measured by the Spring 2022 SBAC scores in ELA, Math and ELPI.	\$1,015,000.00	Yes
9	(LCAP Line #12) Middle and High school VAPA	(LCAP Line #12) Provide funding (equally) to all middle and high school sites to support their visual and performing arts (VAPA) program. Research suggests that low-income students often do not have the resources to participate in afterschool activities such as visual and performing arts activities like learning to play a musical instrument. Enrichment	\$180,000.00	Yes

		<p>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 co-curricular activities (i.e., VAPA) have on college acceptance. Each middle school will utilize these funds to supplement their VAPA programs and provide low income students with band uniforms and instruments, paid fees to enter band competitions, costumes for drama productions, and art supplies to enter scholarship art contests. This service is effective in meeting the needs of low-income students by providing them a higher chance to meet A-G requirements and have the opportunity to add extracurricular activities on their college applications. Low income students do not have the opportunities to have individualized music instruction and these additional music specialists will provide additional before/after school opportunities for low income students to receive targeted instruction in music and lower class sizes during music class. This action continues to show effectiveness in meeting the graduation goals for low income students as evidence on the most recent Graduation Indicator demonstrating socioeconomically disadvantaged students score Blue performance level with 96.6% graduated with a 1.1% increase from the prior year. This action will also fund two additional music specialists to support low-income students at the high school level.</p>		
10	(LCAP Line #13) Fund EL Categorical Teacher	<p>(LCAP Line #13) Fund 50% of an English Learner categorical teacher to support the English learner program and monitor the progress of Reclassified Fluent English Proficient students at each elementary school site and period coverage at the middle and high school levels. EL categorical teachers will provided additional intervention and target academic language for EL students in Levels 1-2. English Learners have demonstrated an increased need for targeted instruction in ELA and language acquisition to reach grade level proficiency (21.2% ELs have decreased at least one ELPI level, ELs scored 33.8 points below standard in ELA). This action is intended to meet the academic needs of EL students and will be measured by the Spring 2022 SBAC scores in ELA and ELPI. Research shows that English Learners that have Reclassified as Fluent English Proficient (RFEP) are at risk of not sustaining growth on their own. It is best practice to scaffold support for RFEP students to ensure they maintain academic success. DUSD SBAC data shows our Reclassified English Learners scored 18.2 points above standards in ELA which is an increase from the previous 13.6 points above standard in ELA from the previous report year. Although there is an upward trend for RFEP students, there is still a high need for current EL students who scored 79.2 points below standard. Even though this is an increase of 7.9 points from the previous report year, there is still a need to continue to support current EL students.</p>	\$1,400,000.00	Yes
11	(LCAP Line #16) Library/Media Access	<p>(LCAP Line #16) Extend Library/Media center access for all middle and high school low-income students to include before school, snack, lunch, and after school access as deemed necessary at each secondary site. Due to the limited access to academic resources our low-income students have, it is necessary to increase access to library materials for this student group. Teachers often assign research projects and our low-income students often do not have access to a knowledgeable professional who can support and facilitate access to the necessary primary and secondary scholarly materials. In addition, many of our low-income</p>	\$50,000.00	Yes

		students use the library as a quiet space to complete homework as often they may not have a space to complete their homework at home. This action increases our low-income students' ability to complete research projects outside of the school day and it provides them with a space to do their homework. A total of 2 hours daily will be made available at each secondary site. Across our four middle schools, this action services approximately 160 students daily who take advantage of the after-school library hours. This service is continued as its effectiveness is evident in meeting the needs of low-income students. In our most recent CAASP ELA scores (2018-19), our low-income students maintained their orange performance level status and increased 4.8 points in math.		
12	(LCAP Line #17) College and Career Technicians	(LCAP Line #17) Provide 2 additional college and career technicians to the two currently staffed and necessary professional development. 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 action lowers the counselor: student ratio which in turn allows counselors to serve our low-income students more thoroughly. They will assist low income students with one-on-one support and guidance with their A-G requirements, college applications, how to apply for financial aid, and parent support by meeting with parents/students to scaffold the planning process for college admissions and next steps once the student is accepted into college. This action is effective in meeting the goals for low-income students as evident on the most recent Graduation Rate indicator showing 96.6% graduation rate for low-income students and a 1.1% increase from the prior year.	\$459,000.00	Yes
13	(LCAP Line #19) Instructional Media Technicians positions	(LCAP Line #19) Fund 1 five-hour Instructional Media Technicians (IMT) at each middle school. This service includes the staff needed to manage and staff the all hardware and software programs, to provide low-income students the opportunities they may not otherwise have to access to the internet, research, coding, college readiness programs, and develop background knowledge, by providing access to electronic resources to close the achievement gap and have the computer knowledge needed for success in high school and college. This action proves effective as teachers rate this service among the top 10 LCAP line items needed for their continued work with our low-income student population. In addition, low-income students have maintained their ELA scores on the most recent SBAC and increased 4.8 points on the most recent Math SBAC. This service continues to be a priority in order to prepare students for college and career. The most recent college and career indicates low income students are 40.7 prepared and demonstrated a slight decline of 2.9 points. This service will continue to be closely monitored and a goal of a 20% increase has been set for the 2021-2022 college and career indicator.	\$200,000.00	Yes
14	(LCAP Line #54) Multi-Tiered Systems of Support	(LCAP Line #54) A multi-tiered system of support (MTSS) that provides support for all tiered intervention supports for teachers and support staff of low income students (includes the purchase of a Universal Screener and online instructional tool- iReady). Many low-income students may not have access to print rich materials at home, easy access to public libraries, dedicated	\$1,350,000.00	Yes

		<p>quiet study spaces, funding for private tutoring, or internet access. Implementing this MTSS service is a high priority and is principally directed to and effective in meeting the goals for all elementary and middle school Low Income students. This service will assist in the development and implementation of a comprehensive Response to Intervention (RTI) Program beyond the base program that currently exists to close the achievement gap that is implemented and monitored at each site focused on low-income students targeting Tier I (teachers use an assessment and monitoring system to inform instruction, identify at-risk students, and provide targeted interventions for achievement and access); Tier II (immediate remediation with credit recovery or parallel class to support low-income students with success in core subjects), and Tier III (intensive daily intervention for low income students who are significantly below grade level). This action proves effective as teachers rate this service among the top10 LCAP line items needed for their continued work with our low income student population. In addition, this service includes funding high school teacher prep periods for low income students to access intervention support during a "flex model" schedule once a week where they can attend an intervention support period in content areas of most need. Low income students have demonstrated an increased need for targeted instruction in ELA and Math in order to reach grade level proficiency (Low income students score 9.2 points below standard in ELA and 126.7 points below standard in Math). This action is intended to meet the academic needs of low income students and will be measured by the Spring 2022 SBAC scores in ELA and Math.</p>		
15	(LCAP Line #55) Reach Higher Initiative	(LCAP Line #55) Reach Higher initiative that includes a UC transcript evaluation, credit repair (APEX licenses and sections), promotional outreach for A-G completion, College Eligibility Index Report, and a College Fair. Provide a suit collection of college and career planning tools which are utilized in the middle and high school grades. Provide an Alumni longitudinal tracking system which collects data and reports on post graduate college and career progress and achievement.	\$450,000.00	Yes
16	TK and K Certificated Interventionist	Provide TK and Kindergarten classroom a certificated intervention teacher for a minimum of 1.5 hours everyday. This service is principally directed to our low income students to provide them academic and social emotional support during the school day. These intervention teachers support all students but during the 1.5 hours, they provide small group instruction targeted to low income students who have demonstrated any of the following: 1) no prior school experience and need social emotional support in classroom protocols; 2) have no prior knowledge with letter names, sounds or no prior knowledge with number sense; 3) are experiencing high anxiety and need small group time to work on social skills appropriate with TK/K. In addition, funding is allocated to decrease TK and Kindergarten class size enrollment from the maximum allowed of 27:1 to 25:1. Class size reduction allows teachers and intervention teachers to provide frequent small group instruction to low income students on a weekly basis. For all low income students, individual phonemic and phonological awareness diagnostic assessments and number sense assessments will be administered at the beginning of each trimester and one	\$5,500,000.00	Yes

		at the end of the 3rd trimester in addition to social emotional rating scales.		
17	High School Supplemental and Concentration Funding	Supplemental/Concentration site allocations for the comprehensive high schools provide supplies/services to support low income, English learners and foster youth that is equal to or greater than 2012-13 State Economic Impact Aid (EIA English Learner and State Compensatory Education) funding. Actions/Services include certificated and classified staff to support unduplicated population with instructional materials and contract services to support increased services in CSS, CTE, VPA, NGSS, SS/DBQ, PE and technology. Both comprehensive high school create a School Plan for Student Achievement (SPSA) and utilize a process to ensure that their supplemental and concentration site funds are utilized to address their unduplicated pupils. These services must include additional targeted intervention before/during/after school. Diagnostic assessments will be administered and data will be collected for unduplicated pupils and will be monitored every six (6) weeks. Lead department teachers will ensure that low income, English learners, and foster youth students are participating in targeted intervention during Flex Schedules and before/after school tutoring. Services must also include additional supplemental digital resources to support at-home instruction with tutoring services embedded for access. For at-risk unduplicated students this includes free subscriptions to online intervention resources to support their learning recovery. This service also includes funding for additional intervention staff to support students during flex schedules where unduplicated students can access extra support in content areas of most need. This will be monitored by the content area leads by means of attendance and diagnostic assessments and progress monitoring charts. School level monitoring will be evaluated through the Spring SBAC assessments in the areas of ELA, Math, College and Career, Graduation Indicators. Low income students currently score 40.7% prepares as measured by the CC indicator, 9.2 points below standard in ELA, 40.8 points below standard in Math, and have shown a 1.1% increase in the graduation rate indicator.	\$1,445,000.00	Yes
18	Credentialed Teachers, Classified Staff , and Materials and Supplies	Continue to hire and retain fully credentialed and appropriately assigned teachers and paraprofessionals. Purchase the most effective and current CA State Standards aligned curriculum and materials to ensure ALL students receive the first BEST instruction.	\$137,598,170.00	No
19	Professional Development (repeated expenditure, Goal 1, Action 18)	Retain fully credentialed teachers and paraprofessionals who continue to receive professional development in the most current, research-based teaching protocols, allowing for effective classroom assessments that lead to timely and successful intervention to ensure students' academic success.	\$0.00	No

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

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

An explanation of why the LEA has developed this goal.

In order to address the State Priorities of ensuring a healthy school climate and raising pupil engagement, Downey Unified established the broad goal of meeting the need of the Whole Child. To meet the needs of the Whole Child, we will identify and respond to social, emotional and health needs of students, and extend learning opportunities for students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Suspension Rate	3.1% (2019-2020)				1.5%
Attendance Rate	95.4% (2019-2020)				97%
Chronic Absenteeism	8.3% (2019-2020)				5%
Middle School Dropout Rate	0% (2018-2019)				0%
High School Dropout Rate	2.1% (2018-2019)				1%

Expulsion Rate	0% (2018-2019)				0%
School Climate : % of students who Strongly Agree or Agree with the statement, "I feel safe at school." (LCAP Survey)	90% (Spring 2020)				93%
School Climate : % of teachers who Strongly Agree or Agree with the statement, "Adults in my school treat students with respect."	97% (LCAP Survey Spring 2020)				100%
School Climate : % of parents who Strongly Agree or Agree with the statement, "The students at my child's school treat each other with respect."	88% (LCAP Survey Spring 2020)				95%
School climate: School connectedness. % of students who feel connected to their school teacher and feel they are recognized when they do well.	85% (LCAP Survey Spring 2020)				88%
School climate: Parent engagement: % of parents who Strongly Agree or Agree with the	85% (LCAP Survey Spring 2020)				88%

statement, "My child's school involves parents when making decisions about school programs."

Actions

Action #	Title	Description	Total Funds	Contributing
1	(LCAP Line #20) Program Specialists	(LCAP Line #20) Maintain the number of Program Specialists who work directly with our Foster Youth population. The average number of Foster students is 119 and our Homeless population is approximately 213 students, district-wide, throughout the year. This service is supported by the research that tells us that when school districts partner with mental health services, our Foster youth demonstrate higher levels of academic and social emotional success in schools. The program specialists will support foster youth with tutoring support by 1) ensuring the school site has enrolled the student in intervention support during the school day; 2) ensure they have a working device and WIFI support and be the liaison with technology if more support is needed; 3) be the liaison with any outside social services and follow up with any necessary services that are needed i.e., counseling. If counseling services are needed the program specialist can work with the contracted counseling interns or with the district community service (TLC); 4) make house visits if necessary. This service has shown effectiveness by the most recent SBAC data indicates our Foster youth show a graduation rate of 100%. This is a 14.3% increase from the prior year and therefore this service indicates effectiveness based on the most recent state indicator.	\$620,000.00	Yes
2	(LCAP Line #21) PBIS/Safe & Civil Schools	(LCAP Line #21) All DUSD schools will utilize Positive Behavior Interventions and Supports (PBIS). All 13 elementary schools will be PBIS trained through a MTSS program. Middle and high school will receive professional development in the areas of safe and civil schools. (chronic absenteeism, bullying, climate and safety, disengagement) These programs help to build a positive school culture which reinforce positive behavior and helps support the Six Pillars of Character Courts! Additionally, we will offer trainings and conferences that promote our board goals; in such topics as, bullying, cyber safety, drugs, Foster/McKinney Vento youth, school lockdowns-lockouts, emergency preparedness, security, etc. Low income and foster youth students will be principally directed by ensuring they have priority in all activities related to school safety and character development. When school sites are creating their student committees, low income students and foster youth will be leaders in these committees and develop the schoolwide programs for all students. This will provide them student voice and choice in creating student activities especially during Character Counts! week. This service has shown effectiveness in low income students as measured by the	\$550,000.00	Yes

		Chronic Absenteeism indicator (9.8% low income chronic absenteeism – that is a decline of .8% from previous year). There is additional work needed to support foster youth as evidence of the Chronic Absenteeism indicator (15.8% foster youth chronic absenteeism – with a 6.7% increase from previous year).		
3	(LCAP Line #23) Link Crew	(LCAP Line #23) LINK crew is a secondary mentoring, transition and orientation programs that foster success for incoming 9th grade low-income and foster youth students. This service line is principally directed toward low-income students and foster youth because they often lack the social and emotional skills to handle transitions. Due to the pandemic, it was challenging to implement this service with fidelity. Foster youth students had an increase in chronic absenteeism and low-income students was able to decline in chronic absenteeism. Overall, this service is effective with in-person instruction, and it is a priority to implement this service in August 2021 with fidelity. Prior to the pandemic, both services resulted in lower rates of Chronic Absenteeism, and this was a result of low-income and foster youth students wanting to be present at school. This service has shown effectiveness in low income students as measured by the Chronic Absenteeism indicator (9.8% low income chronic absenteeism – that is a decline of .8% from previous year). There is additional work needed to support foster youth as evidence of the Chronic Absenteeism indicator (15.8% foster youth chronic absenteeism – with a 6.7% increase from previous year).	\$75,000.00	Yes
4	(LCAP Line #24) W.E.B.	(LCAP Line #24) W.E.B. (Where Everybody Belongs) is a secondary mentoring, transition and orientation programs that foster success for incoming 6th grade low-income and foster youth students. This service line is principally directed toward low-income students and foster youth because they often lack the social and emotional skills to handle transitions. Due to the pandemic, it was challenging to implement this service with fidelity. Foster youth students had an increase in chronic absenteeism and low-income students was able to decline in chronic absenteeism. Overall, this service is effective with in-person instruction, and it is a priority to implement this service in August 2021 with fidelity. Prior to the pandemic, both services resulted in lower rates of Chronic Absenteeism, and this was a result of low-income and foster youth students wanting to be present at school. This service has shown effectiveness in low income students as measured by the Chronic Absenteeism indicator (9.8% low income chronic absenteeism – that is a decline of .8% from previous year). There is additional work needed to support foster youth as evidence of the Chronic Absenteeism indicator (15.8% foster youth chronic absenteeism – with a 6.7% increase from previous year).	\$65,000.00	Yes
5	(LCAP Line #25) Mental Health Team - School	(LCAP Line #25) Program Specialists (School Based Therapists) work directly with Foster and Homeless Youth. This is a mental health crisis team that deploys to students	\$600,000.00	Yes

	Based Therapists	<p>experiencing mental health needs. A Tier 3 level of service is offered for students who exhibit significant needs in the areas of social-emotional and social-behavioral well-being. Together, a referral form and process were developed for Administrators and staff to use to refer students who are in "Immediate Crisis" or in a "Developing Crisis" which would initiate immediate responses to the school. This program will be expanded to include mental health services and supports for general education students. Due to the pandemic, this subgroup experienced the most challenges. There was an increase of 6.7% in chronic absenteeism for foster youth. Prior to the pandemic, foster youth had a 9.1% in chronic absenteeism. The team expressed the overwhelming need foster youth had during the pandemic. This service is a priority to continue to serve foster youth and will be closely monitored to continue to see a continued decrease in chronic absenteeism.</p>		
6	(LCAP Line #27) Community Day School	<p>Due to the environmental and familial stressors many of our low-income students face, some struggle in a comprehensive campus and may require a smaller class size with an intensive focus on social-emotional and vocational learning. The Woodruff Academy (Community Day School), housed at Columbus High School, is a program provided for this targeted low-income group who need an intensive small group environment due to their high levels of anxiety or severe at-risk social emotional behaviors. Low-income students displaying significant at-risk social-emotional behaviors are not academically successful and they are at a greater risk of not graduating. They often lack the resources and support to overcome their challenges. This service will be principally directed to meet the needs of low-income students who need an intensive and targeted environment where they can work in a small group to meet their academic and social-emotional needs. This line item provides for two teachers, two aides, and counseling support for students. The class sizes are extremely small, less than ten students per classroom, and there is a student to teacher ratio of 1 to 5. This significantly increases services for the low-income students in this program since they have immediate access to their teacher, an individualized academic program designed to promote academic success, daily social emotional lessons, and a highly structured environment. This program allows our significantly at-risk low-income students to earn credits in a structured environment and work on getting back on track to graduate. The goal is to prepare students to transfer back to the comprehensive campus and graduate with completed A-G requirements completed. This service has shown to be effective with data supporting improved attendance, improved academic progress as measured with grades and credit recovery and a decrease in maladaptive behaviors, (9.8% low income chronic absenteeism – that is a decline of .8% from the previous year, 40.7% low income students are prepared based on the college and career indicator). This service will continue to be monitored and the goal is to continue to decrease the chronic absenteeism percentage and increase the prepared performance level on the chronic absenteeism indicator.</p>	\$1,300,000.00	Yes
7	(LCAP Line #28) Character Counts!	<p>(LCAP Line #28) Provide all schools support in implementing Character Counts!. This service is principally directed to low income students as a result of the research that suggests that students of poverty often have multiple social and emotional needs and deficits. They may</p>	\$65,000.00	Yes

		not have the role models during their youth to learn about Respect and Responsibility. This service is directed towards low-income students so they may have access to instruction and support around Positive Behaviors. Low income students will be closely monitored through the Suspension Rate indicator and the goal is to see a decrease in the percentage of low income students that are suspended. Current data shows that 3.5% of low income students were suspended at least once. This data was maintained since the previous year. This service proves to be effective as all students know the Six Pillars of Character as schools focus on these character traits throughout the year with special emphasis during Character Counts! weeks. Low income students will be selected to lead school activities by forming committees to design character counts week activities and promote positive behaviors and provide student voice and choice.		
8	(LCAP Line #29) K-8 Community Agency Counseling Support	(LCAP Line #29) Provide K-5 and 6-8 with counselor interns - provided through the Jewish Family Children's Services (JCFS) in Long Beach. JCFS have counseled 342 students this year, providing group counseling to students in elementary schools and one-to-one counseling services with students in our middle schools. They work with students who share such needs in the areas of social skills, behavior, and family loss as examples. This service is principally directed towards our students of poverty and Foster Youth as they often experience traumatic events, especially during the pandemic. Due to lack of resources and support, they may not have the necessary skills to deal with these challenges. It is difficult to monitor the effectiveness of this action as we regard the student data with confidentiality. The district knows, however, that this service is necessary for our students who may not otherwise have the opportunity for counseling.	\$125,000.00	Yes
9	(LCAP Line #30) Fund Additional Counselors and Program Administer	(LCAP Line #30) Provide funding for an additional academic counselor at each comprehensive high school. This line is principally directed towards low-income students because they 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 action lowers the counselor/student ratio at each comprehensive high school which allows academic counselors the ability to provide more in-depth services to low-income students. This action is effective in meeting the goals for low-income students as evident on the most recent Graduation Rate indicator showing 96.6% graduation rate for low-income students and a 1.1% increase from the prior year.	\$390,000.00	Yes
10	(LCAP Line #31) Physical Education Program and Activities Program	(LCAP Line #31) Fund two (2) Physical Education teachers to support all 4th and 5th grade students at 11 elementary schools and support high school students with physical activity programs by providing support staff to both Warren and Downey high school. This service will target students of poverty in order to increase physical activity throughout the day above the core requirement. This service is principally directed to low income students as a result of current research on the physical health of students of poverty. Low income students do not always have access to meals with high nutrition or the opportunity to experience extracurricular activities that promote a healthy lifestyle. Elementary physical education teachers design a program that targets students of poverty by incorporating	\$785,000.00	Yes

		<p>thematic units around good eating habits, how to create healthy snacks, learning different types of exercises (cardio, strengthening, stretching, and endurance). The secondary school program provides opportunities for low-income students to participate in intramural sports and activities. Since many low-income students do not have access to outside physical activity or sports leagues, this provides programs that promote a healthy lifestyle and engages students in a safe activity. Participation in intramural or physical fitness programs increases student connectedness at the high school level. The effectiveness of this service will be measured by decreasing chronic absenteeism and suspension rate for low-income students. Current data shows that 3.5% of low-income students were suspended at least once and was maintained since the previous year. Chronic absenteeism for low income students was 9.8% which is a decline of .8% from previous year.</p>		
11	(LCAP Line #32) Fund Additional Nurses	<p>(LCAP Line #32) Fund 4 full-time nurses and necessary equipment to provide adequate nursing to all sites and students. School Nurses who are working in all schools are Credentialed Registered Nurses or are in the School Nurse Credentialing program and have their RN. This change was done to provide professionally qualified nurses familiar with school nursing and to provide professional and adequate coverage at all schools, throughout the school year, including the extended school year program. This service is principally directed to low income students based on their physical and mental health needs especially after the pandemic. Our low-income students have limited access to resources which impact their access to quality health and mental health care and referrals. Low income students will have priority and information will be kept confidentially but low income students will be monitored by their school attendance and school behavior (current data shows that Chronic absenteeism for low income students was 9.8% which is a decline of .8% from previous year and 3.5% of low income students were suspended at least once. This data was maintained since the previous year).</p>	\$700,000.00	Yes
12	(LCAP Line#57) True Lasting Connections (TLC)	<p>(LCAP Line #57) Support of True Lasting Connections (TLC) to provide free health and human services to underinsured, low-income, needy and at-risk students. Some of the services include vision exams, weekly counseling, support for housing, meals, etc.</p>	\$200,000.00	Yes

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

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

An explanation of why the LEA has developed this goal.

In order to address the State Priorities of raising pupil achievement, ensuring the implementation of State Standards, and raising pupil engagement and establishing a healthy school climate, Downey Unified established the broad goal of maintaining and increasing the quality of staff by improving measures of success, building the capacity of school leadership, and providing ample support for teaching strategies.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	(LCAP Line #33) Professional Learning Community (PLC) Training	(LCAP Line #33) Provide training for teachers and administrators through Gallup Strengths Finder to support their professional learning community (PLC) work. This service is principally directed to staff of low income students to support them in reaching high levels of success when collaborating with their professional teams. Highly effective teams have a cycle of inquiry where they are monitoring student data and collaborate on high leverage strategies and skills to support their at risk, low income students. This service will be monitored through ELA and Math SBAC scores for low incomes students and a 20% increase is the expected outcome. Current data shows that low income students are 9.2 points below standard in ELA and 40.8 points below standard in Math. This data demonstrates effectiveness as a result of a 4.8 point increase in math and maintained points in ELA.	\$5,000.00	Yes
2	(LCAP Line #34) Monitoring District Initiatives (Qualtrics)	(LCAP Line #34) Parent engagement is an important component of educating a child. Research indicates that involved parents positively impact a student's achievement. A barrier we often have is engaging our low-income parents to support student learning. Our low-income students often have limited access to resources and subsequently their parents are not as actively engaged. This action supports a parent outreach online tool (Qualtrics) to assist with gathering low-income parent input to monitor and assess district initiatives, California Common Core Standards instruction, and LCAP supports. This will facilitate parent engagement which will impact our low-income student achievement by increasing engagement and will provide us with feedback to address specific areas of need. This service will be monitored through ELA and Math SBAC scores for low incomes students, we expect there to be an increase in ELA and Mathematics achievement. Current data shows that low income students are 9.2 points below standard in ELA and 40.8 points below standard in Math. This data demonstrates effectiveness as a result of a 4.8-point increase in math and maintained points in ELA.	\$37,000.00	Yes
3	(LCAP Line #35) Data and Assessment System (Illuminate)	LCAP Line #35) Utilize an online data and assessment system (Illuminate) to create formative assessment for checking students understanding and adjusting instruction and housing State and local assessment data. This system allows for instructional teams to build reports by subgroup data to monitor unduplicated student groups more closely. This service is principally directed to staff of low income students to support them in reaching high levels of success when collaborating with their professional teams. Highly effective teams have a cycle of inquiry where they are monitoring student data and collaborate on high leverage strategies and skills to support their at risk, low income students. This service will be monitored through ELA and Math SBAC scores for low incomes students and a 20% increase is the expected outcome. Current data shows that low income students are 9.2 points below standard in ELA and 40.8 points below standard in Math. This data demonstrates effectiveness as a result of a 4.8 point increase in math and maintained points	\$135,000.00	Yes

		in ELA.		
4	(LCAP Line #36) Social-Emotional and Behavioral Support	(LCAP Line #36) Fund one dean at each middle school. Continue to fund vice principal support at elementary and add four vice principal position for a total of ten vice principals to serve 13 school sites (all elementary schools will receive full or part-time vice principal support). This service line is principally directed to English Learners, Low Income, and Foster Youth students by providing more administrator support to students. Our unduplicated students show a significant increase in suspension rates in comparison to all students. Current data shows that 8.3% of Foster youth have been suspended at least once and this is a 1.7% increase from the previous year; 3.6% of English Learners have been suspended at least once and this is an .5% increase from the previous year; 3.5% of low income students have been suspended at least once and maintained from previous year. Teams of administrators can now provide more targeted support to at-risk EL, low income, and foster youth students by being able to hold more initial and follow-up intervention meetings with teachers, parents, and students, and be more available to monitor action plans and act because the adult to student ratio has significantly decreased. Student suspension rates, academic performances, and attendance will be closely monitored to see increases in academic areas and decreases in chronic absenteeism and suspension rates.	\$3,600,000.00	Yes
5	(LCAP Line #37) Online Database Resource	(LCAP Line #37) The goal of this plan is to support our middle and high schools with paying for the cost of an online database resource access (Overdrive, GALE). This online program provides our low-income students with the opportunity to access resources located within the database that they may not otherwise access. This database provides low-income students with primary and secondary resources on various content areas they can research, such as coding, science, mathematics, to gain background knowledge or complete research projects. In addition, staff members utilize the college readiness program resources within the database to teach our low-income students about their post secondary options which helps them with goal setting. This action provides low income students access to electronic resources with the intent to close the achievement gap, and allow students access to the computer knowledge needed for success in high school and college. This action is effective in meeting the goals for low-income students as evident on the most recent Graduation Rate indicator showing 96.6% graduation rate for low-income students and a 1.1% increase from the prior year. This service continues to be a priority in order to prepare students for college and career. The most recent college and career indicates low income students are 40.7 prepared and demonstrated a slight decline of 2.9 points.	\$50,000.00	Yes
6	(LCAP Line #38) Teachers on Special Assignment (TOSA)	(LCAP Line #38) Fund elementary and secondary Teacher Specialists (ELA, Math, Technology) to support teachers of low income and El students in the implementation and fidelity of the California State Standards and efficient use of supplemental materials and resources. Teacher specialists will provide TK-12 grade professional development for	\$1,600,000.00	Yes

	<p>instructional staff on targeted strategies that support low income and EL students at risk in ELA and Math academic standards. Technology specialists will provide professional development for instructional staff on specific digital tools and resources that support low income and EL students with enhanced tools to support their increased academic success. Teacher specialists will also embed ELA, math, and digital technology resources to the units of study. There will be identified sections in units of study that are identified specifically as supports for low income and EL students. English Learners and Low income students have demonstrated an increased need for targeted instruction in ELA and Math, especially after the pandemic, in order to reach grade level proficiency (21.2% ELs have decreased at least one ELPI level, ELs score 56.1 points below standard in Math and 33.8 points below standard in ELA, Low income students score 9.2 points below standard in ELA and 126.7 points below standard in Math). This action is intended to meet the academic needs of EL and low income students and will be monitored through local assessments and measured by the Spring 2022 SBAC scores in ELA, Math and ELPI.</p>		
<p>7 (LCAP Line #39) Leadership Development</p>	<p>(LCAP Line #39) Goal 3 Action 7 Leadership Development Training for principals and school leadership teams, and coaching for principals of low income students on supporting teachers' implementation of the California State Standards and collaborative work. Preliminary research shows that principals, administrators and school leaders as instructional coaches makes a difference in the quality of teaching and learning of low income students. Using an instructional framework will support effective professional learning because teachers can learn together, support each other, and focus on improving their practice of support at risk low income students over time. Research indicates when schools use a common instructional framework so that all teachers have a common approach to teaching and learning, low income students achieve more and teachers teach more effectively. In addition, Research suggests, professional learning communities (PLCs), an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and actions research to achieve better results for the students they serve increases student achievement for low income students. Professional learning communities operate under the assumption that the key to improved learning for low income students is a continuous job-embedded learning process for educators, and is supported by new findings by Professor John Hattie, a strong sense of Collective Teacher Efficacy (d= 1.57) can yield over three years of student growth over one school year. Principals and site administrators guide the work of the PLC. With a 71% Low Income student subgroup, the work in the PLCs has a direct effect on the subgroup. Low income students have demonstrated an increased need for targeted instruction in ELA and Math, especially after the pandemic, in order to reach grade level proficiency (Low income students score 9.2 points below standard in ELA and 126.7 points below standard in Math). This action is intended to meet the academic needs of low income students by providing site and district leaders professional development on efficient strategies to increase student achievement and will be monitored through local assessments and measured by the Spring 2022 SBAC scores in ELA and Math.</p>	<p>\$150,000.00</p>	<p>Yes</p>

8 (LCAP Line#41) STEAM Support	(LCAP Line #41) Provide a STEAM teacher specialist that supports low-income students at the elementary school sites by providing targeted professional development to teachers and staff on how to support their low-income students in STEAM education. The STEAM teacher creates units of study to be utilized throughout the year and during summer that are specific to STEAM activities. The STEAM teacher works with all 13 elementary schools and utilizes staff development days to provide targeted PD on STEAM activities and how to utilize these kits for all low income students. This service also provides additional supplemental materials for low-income students to participate in STEAM activities they would not be able to if they had to purchase the items on their own. These kits include all necessary supplies to build STEAM models for each unit. Low-income students pick up STEAM kits and are provided resources and materials to participate in home activities related to STEAM. These kits provide all supplies including but not limited to construction paper, glue, scissors, art sticks, batteries, wires, etc. A baseline measure using the California Science Test (CAST) to measure progress will be used to determine effectiveness. The baseline met or exceeded score for low-income students is 19.74% as compared to all students with a met or exceeded score of 24.4% on the CAST.	\$300,000.00	Yes
9 Additional Teacher Professional Development Days	Two (2) additional days of professional development training added to the teachers work year. The Professional Development training that will be provided to teachers during these two additional days will target EL strategies to support access to the core curriculum and increasing the academic vocabulary of low-income students. The provided PD will support teachers embedding research based strategies into their lessons, which will specifically target low-income and EL student learning.	\$1,650,000.00	Yes

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

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

An explanation of why the LEA has developed this goal.

In order to address the State Priority of ensuring parent involvement, Downey Unified established the broad goal of increasing and supporting parent engagement by building parent and community capacity to support students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Parent Input in Decision Making	34% (Percentage of Parents completing survey, Spring 2020)				40%
Parent Participation in Programs for Unduplicated Pupils	30% participate in parent workshops (Spring 2020)				45%

Actions

Action #	Title	Description	Total Funds	Contributing
1	(LCAP Line #46) Public Relations	(LCAP Line #46) Goal 4 Action 1 Family involvement in education is a major factor in the academic success for students. Parents of low-income students, EI, and foster youth benefit from proper planning and extended preparation for college and careers. College and Career readiness extends well beyond deciding which job a student wants when they become an adult. Areas in which parents need understanding and involvement in order to ensure a smooth transition for their children. Development of appropriate academic habits, exploration of financial opportunities, consideration of postsecondary options and taking inventory of career interests. This service provides parents of low income students information regarding programs specific for low income students, EI, and foster youth, such as school/district info	\$400,000.00	Yes

	<p>sheets with programs for unduplicated students, school/district highlight pages for services that unduplicated students can participate, public info in English and Spanish, and a district level staff member dedicated to ensure that families of unduplicated students are receiving pertinent information and have a direct contact for any questions they may have regarding programs for their child. This service will be monitored by through the chronic absenteeism indicator to ensure unduplicated students are attending school and benefiting from all the programs. Current data shows that this service is effective for low income and EL students (low income students show a 9.8% chronic absenteeism rate with a decrease of .8% from the previous year and El students show a 8.7% chronic absenteeism rate with a decrease of .3% from the previous year). Continued efforts will be implemented to decrease the chronic absenteeism for foster youth. Current data show a 15.8% chronic absenteeism rate with a 6.7% increase from the previous year.</p>		
2 (LCAP Line#47) Interpreters at School Board Meetings	<p>(LCAP Line #47) Provide translation equipment and an interpreter for simultaneous Spanish interpretation and sign language at School Board meetings. Downey Unified has a 15.5% English Learner student population. Spanish is the most common language used in the District after English. The District understands the importance of providing parents information in their own language and welcomes Spanish speaking parents to Board meetings with this service. Downey Unified houses the deaf and hard of hearing program and this service will also provide sign language interpreters to support our DHH families. This service is principally directed to our low income and El families due to the high percent of low income students and high percent of Hispanic families.</p>	\$3,000.00	Yes
3 (LCAP Line#48) Parent Academies	<p>(LCAP Line #48) English learner and low-income families are invited to participate in parent academies that target social emotional and mental health topics that have generated by LCAP survey results. As a district with 88% Hispanic families, the series are presented in Spanish with English translation available. As a result of the pandemic, the participation rate for the parent academy 8-week series went from 200 parents a series to over 500 parents a series. This is a direct result of the parent/family need for more strategies on how to support their EL and low-income students with the difficulties in learning virtually and the challenges of not being in school and having regular social interactions with peers. Over 10,000 parents responded to the LCAP survey stating the high need for workshops/academies on topics around mental health and social emotional needs. This service produces a high level of satisfaction with parents/guardians as a result of an increase in participation. Evaluations indicate the need for additional parent academies on these topics for all levels (primary to adolescents) specifically around mental health support, social emotional learning, strategies and tools to support their child/teen with anxiety and depression. Over 90% of parents responded as highly satisfied with the parent academies offered by the district. This service will continued to be monitored through parent evaluations after each session and the parent engagement questions on the LCAP survey</p>	\$90,000.00	Yes

for the 2021-2022 school year.

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

Goal

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

An explanation of why the LEA has developed this goal.

In order to address the State Priorities of providing basic services, Downey Unified established the broad goal of ensuring and maintaining the best infrastructure for our students and staff by fostering 21st century learning environments and promoting welcoming, safe and secure campuses within the district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
SBA ELA: Percentage of all students that met/exceeded	51.1% (2018-19)				60%

standard				
SBA Math: Percentage of students that met/exceed standard	39.7% (2018-19)			50%
Chronic Absenteeism for Low-income	8.3 % (2019-20)			5%
Chronic Absenteeism for HFY	15.8% (2019-20)			12%

Actions

Action #	Title	Description	Total Funds	Contributing
1	(LCAP Line #49) 21st Century Learning Communities Initiative	<p>(LCAP Line #49) Expand the 21st Century Learning Communities (21 CLC) Initiative. The 21 CLC Initiative combines teachers in professional learning communities (PLC) with an Instructional Technology Coach (ITC) and student technology devices to transform teaching and learning. Research suggests that implementation of hardware and software programs to provide low income students the opportunities they may not otherwise have to access to the internet, research, coding, college readiness programs, and develop background knowledge by providing access to electronic resources to close the achievement gap, and have the computer knowledge needed for success in high school and college. This action will provide our low-income students access to 21st Century learning that they may not have in the home environment. Professional development training for technology implementation - Provide professional development training for all certificated staff in the form of online resources, train the trainer classes and online subscriptions. Teachers need technology training to better assist their low income students in becoming 21st Century learners. Using an instructional framework also supports effective professional learning as teachers of low income students learn together, support each other, and focus on improving their practice over time. Research indicates when schools use a common instructional framework so that all teachers have a common approach to teaching and learning, at risk low income students achieve more and teachers teach more effectively. Low income students have demonstrated an increased need for targeted instruction in ELA and Math, especially after the pandemic, in order to reach grade level proficiency (Low income students score 9.2 points below standard in ELA and 126.7 points below standard in Math). This action is intended to meet the academic needs of EL and low income students and will be monitored through local assessments and measured by the Spring 2022 SBAC scores in ELA and Math. Due to the pandemic, additional technology technicians have been hired to support the increasing need for tech support for low income students and families.</p>	\$3,500,000.00	Yes

		Providing access to low income students to devices and hot spots for WiFi is a priority and will be facilitated through the additional technicians.		
2	(LCAP Line #51) Integration of Technology	(LCAP Line #51) Support the integration of technology in teaching and learning by maintaining and replacing equipment (LCD projectors, document cameras, technology devices) for a 21st century learning environment for classrooms with low income students. This service provides the instructional staff of low-income students updated technology hardware to provide high quality instruction for these subgroups. As teachers receive professional development and have planning time to implement language acquisition strategies, academic vocabulary learning, and utilization of visuals and multi-media to increase the learning of these specific, they need the equipment to provide the lessons. This line items prioritizes teachers with high numbers of low-income students to have the classroom technology needed to use with the learned research-based strategies. The integration of technology has a direct effect on the low-income subgroup. Low income students have demonstrated an increased need for targeted instruction in ELA and Math, especially after the pandemic, in order to reach grade level proficiency (Low income students score 9.2 points below standard in ELA and 126.7 points below standard in Math). This action is intended to meet the academic needs of low income students by providing updated and upgraded technology tools to increase student achievement by the integration of technology and will be monitored through local assessments and measured by the Spring 2022 SBAC scores in ELA and Math.	\$1,533,188.00	Yes
3	(LCAP Line #52) Additional Staff on Campus	(LCAP Line #52) Continue to fund a Campus Supervisor Aide assigned to each middle school. Our low-income and HFY students do not always feel connected to school. They need additional adult supports and strategies to feel connected and ultimately feel successful in school. Research suggests that feeling safe and connected supports student learning. The campus aides greet students and have a target group of low-income and HFY students they monitor to ensure they feel connected to school. They are often the adult our low-income and HFY students seek out when they need some support or assistance. Fund 4 intermediate bilingual clerical assistants that are over the base program to continue to support outreach to our low-income and HFY students and families. These intermediate clerical assistants target families of low-income and HFY students when there are academic difficulties or a need to connect the students and families with the school. Fund Resource Officers at the three high schools to promote a welcoming, safe, and secure campuses for our low-income students. The resource officers support a select group of low income and HFY students by providing outreach services and supports. These staff increase the safety and well-being of our low-income students and foster youth which helps them feel secure and ready to learn. The presence of the additional staff has been effective in positively impacting our low-income students as measured by the Chronic Absenteeism indicator (9.8% low income chronic absenteeism – that is a decline of .8% from previous year). There is additional work needed to support foster youth as evidence of the Chronic Absenteeism indicator (15.8% foster youth chronic absenteeism – with a 6.7% increase from previous year).	\$855,000.00	Yes

Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.98%	\$40,727,188.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 Action 1

Virtual Academy:

Provide an alternative education pathway for 7-10th grade students through a WASC/NCAA Virtual Academy. The Virtual Academy is an online independent study program staffed by five core content teachers, a counselor, and a program administrator. The students will work in the APEX curriculum. This program is designed to allow students flexibility and personalization through an Independent Study Model. Students who qualify as low-income students will have priority due to learning loss during the pandemic. Students of poverty experienced significant loss during the pandemic as measure through local assessments (iReady assessment). As a result of district surveys, 10% of families are requesting a virtual program for their students and this independent study model virtual academy will support low incomes students who will not return for in person instruction. In addition to providing core content, a counselor and school psychologist will provide social-emotional supports for low-income students needing additional wellness supports. The counselor and school psychologist increase the level of services by providing one to one support and daily/weekly progress monitoring of students. This program is intended to help students recover academically due to the pandemic and will be measured through iReady diagnostic assessments in ELA and Math in August, November, and April of the 2021-2022 school year. Low income students will be measured every 6 weeks for progress monitoring purposes. An overall increase of 20% in both ELA and Math is expected for low income students. For 2021-2022, the virtual academy will be available for 7th-10th grade students as begins the accreditation process for WASC/NCAA. Additional grade level spans will be added each year.

Goal 1 Action 2

PD/Supplemental Materials in Content Areas:

Provide planning and professional development for implementation of supplemental (NGSS-Next Generation Science Standards, SS-Social Studies Framework) resources to support English Learners and low-income students to increase their academic language in these rigorous content areas. Resources include but are not limited to digital resources, supplemental tools and materials. English Learners and low-income students have demonstrated an increased need for targeted instruction in academic language in order to access higher levels of rigorous content text (21.2% ELs have decreased at least one ELPI level, Low income students score 9.2 points below standard in ELA). These supplemental tools, materials, and digital resources will make a significant impact for ELs and low-income students in accessing content with higher academic success and will be measured through the EL indicator and ELA indicator. Teachers of ELs and low-income students will be provided targeted professional development on these resources to ensure high success in implementation and monitoring of student progress. Though our standardized academic data shows a decrease in the ELPI for our ELs, we determined that a refocus on providing targeted ELD professional development and support to teachers will lead to an increase in our ELPI and CASSPP scores. It is expected that this planning and professional development will increase student learning and lead to an overall increase in the CAASPP ELA scores for ELs and low-income students by three points.

Goal 1 Action 3

Bridge Program:

A high school to college bridge transition program for low-income students facilitated through a partnership between local school districts, Cerritos College, and the Lewis Center for Educational Research. Students receive online subscriptions to academic guides. Low-income students participating in the program, as seniors receive guided matriculation to Cerritos College with priority Guidance Center access, placement, and registration. Our low-income student population may not be able to afford the cost extra curriculum college services needed to extend their education into college. It is expected that this action will lead to continued access to enrollment at Cerritos College, increasing the college and career indicator. This action continues to show effectiveness in meeting the graduation goals for low income students as evidenced in the most recent Graduation Indicator demonstrating socioeconomically disadvantaged students score Blue performance level with 96.6% graduated with a 1.1% increase from the prior year.

Goal 1 Action 4

AP Testing for low-income students:

Our low-income student population may not be able to afford the cost of testing fees needed to extend their education into college. This action supplements the cost of high school Advanced Placement (AP) testing and the PSAT in the 9th and 10th grade. It 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 these assessments 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. This action is effective since we were able to maintain our close to 50% participation rate during the 2020-21 school year. In 2021, we had a 49.7% AP participation rate. The outcome is to increase the 2021-22 participation rate by 5%.

Goal 1 Action 5

AVID Expansion:

Our EL and low-income students have limited access to college and career readiness resources outside of the school environment. They require focused information, guidance, and support to gain college knowledge. Research demonstrates that low-income and English Learner students who participate in AVID persist and graduate from college at a higher rate than student who do not and therefore, DUSD considers this a high priority for English learners and low-income students. The AVID

program targets and recruits middle achieving low-income and English Learners. It supports these groups by reinforcing study skills and providing college experiences. AVID is a college readiness system that is designed to increase learning and performance in middle school and high school. AVID continues to expand yearly at the Middle and High Schools by one increasing it by one class section at each site. English learners and low-income students receive priority enrollment in this program. In addition, they will be monitored by the Title I/EL categorical teacher, with biweekly check-in. We expect to maintain the UC/CSU acceptance rate of students participating in AVID. This service is effective in meeting the goals for these students as evidenced in the CSU/UC acceptance rate for DUSD AVID students. DUSD AVID students graduated with a 98% CSU/UC acceptance rate.

Goal 1 Action 6

CTE:

Our low-income students have limited access to resources outside of the school setting. This limited access impacts their knowledge of the world and possible post-secondary careers. Low-income students need to develop their knowledge of careers that require a college education and vocational-technical careers. Augmenting their knowledge will lead to improved post-secondary outcomes since they can make informed decisions when choosing their post-secondary pathway. Career Technical Education bridges the gap between the world of work and the world of education. CTE provides our low-income students the skills that prepare them for college and/or career entry and advancement. Project Lead the Way (PLTW) will continue to expand at the middle school level (Gateway to Technology) and we will continue to provide the over 20 CTE pathways in the high schools. Low-income students benefit from the CTE because it improves instruction beyond the base program by providing differentiation and enhanced instructional strategies aligned to the 4Cs to meet their college and career readiness needs. These funds are utilized for 2:1 match for Career Technical Education Incentive Grant (CTEIG) and the K-12 Strong Workforce Programs (K-12 SWP) grant requirement. The CTE pathways not only increase college knowledge, but keep our low-income students engaged and connected to school. This action continues to show effectiveness in meeting the graduation goals for low-income students as evidenced on the most recent Graduation Indicator demonstrating that our socioeconomically disadvantaged students scored within the Blue performance level with a 96.6% graduated with a 1.1% increase from the prior year. The expected measurable outcome is to maintain our high graduation rate at a minimum level of 96%.

Goal 1 Action 7

Additional Supports in ELA, Math, ELD

Provide additional supplemental resources and training in the CA State Standards in the areas English Language Arts, Mathematics, and English Language Development Framework. English Learners and Low income students have demonstrated an increased need for targeted instruction in academic language in order to access higher levels of rigorous content text, (21.2% ELs have decreased at least one ELPI level), ELs score 56.1 points below standard in Math and 33.8 points below standard in ELA, Low income students score 9.2 points below standard in ELA and 40.8 points below standard in Math). These supplemental tools, materials, and digital resources will make a significant impact for ELs and low-income students in accessing content with higher academic success and will be measured through the EL indicator and ELA indicator. Due to the school closures, it was difficult to utilize consistent metrics to determine effectiveness. Informal local observational measures indicate these additional supports are effective as evidenced by teachers consistently teaching academic vocabulary, promoting academic discussions, and integration of digital resources during online learning in classrooms with high concentrations of low income and EL students. Teachers of ELs and low-income students will be provided targeted professional development on these resources to ensure high success in implementation and monitoring of student progress. This action is intended to meet that academic needs of EL and low-income students by increasing the EL and low-income scores in the Spring 2022 CAASPP in English Language Arts and Math. 48% of our ELs will make progress toward English Proficiency (2019 data indicates we were at 46.9%).

Goal 1 Action 8

Summer Enrichment Program:

Provide a TK- 7th grade summer enrichment experience (STEAMworks) for low income, English Learners, and Foster Youth to prevent summer learning loss. Research shows that children experience learning loss when they do not engage in educational activities during the summer. This summer learning loss is cumulative and research has shown low-income, EL, and Foster Youth children to be nearly three grade equivalents behind their more affluent peers in reading by the end of the fifth grade as a result of summer learning loss. Our district data has demonstrated that our unduplicated population has shown significant reading gains based on our pre- and post-assessment as demonstrated in our iReady Reading Assessment. Approximately 1800 students will benefit from this program during the 2021-22 summer session of STEAMworks. English Learners, Low income students and Foster Youth have demonstrated an increased need for targeted instruction in ELA and Math in order to reach grade level proficiency, (21.2% ELs have decreased at least one ELPI level, ELs score 56.1 points below standard in Math and 33.8 points below standard in ELA, Low income students score 9.2 points below standard in ELA and 40.8 points below standard in Math). This action is intended to meet the academic needs of EL, low income and Homeless Foster Youth students. It is expected that all subgroups will increase in the annual Spring 2022 SBAC scores in ELA, Math and ELPI.

Goal 1 Action 9

Middle and High school VAPA:

Provide funding (equally) to all middle and high school sites to support their visual and performing arts (VAPA) program. Research suggests that low-income students often do not have the resources to participate in afterschool activities such as visual and performing arts activities like learning to play a musical instrument. 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 co-curricular activities (i.e., VAPA) have on college acceptance. Each middle school will utilize these funds to supplement their VAPA programs and provide low income students with band uniforms and instruments, paid fees to enter band competitions, costumes for drama productions, and art supplies to enter scholarship art contests. This service is effective in meeting the needs of low-income students by providing them a higher chance to meet A-G requirements and have the opportunity to add extracurricular activities on their college applications. Low income students do not have the opportunities to have individualized music instruction and these additional music specialists will provide additional before/after school opportunities for low income students to receive targeted instruction in music and lower-class sizes during music class. This action continues to show effectiveness in meeting the graduation goals for low income students as evidence on the most recent Graduation Indicator demonstrating socioeconomically disadvantaged students score Blue performance level with 96.6% graduated with a 1.1% increase from the prior year. This action will also fund two additional music specialists to support low income students at the high school level. It is expected that the graduation rates of our low-income students will remain at or above 96.6%.

Goal 1 Action 10

EL Categorical Teachers:

Fund 50% of an English Learner categorical teacher to support the English learner program and monitor the progress of Reclassified Fluent English Proficient students at each elementary school and middle school and provide period coverage at the high school level. EL categorical teachers will provide additional intervention and target academic language for EL students in Levels 1-2. English Learners have demonstrated an increased need for targeted instruction in ELA and language acquisition to reach grade level proficiency (21.2% ELs have decreased at least one ELPI level, ELs scored 33.8 points below standard in ELA). This action is intended to meet the academic needs of EL students and will be measured by the Spring 2022 SBAC scores in ELA and ELPI. It is expected that EL students will increase in ELA as measured on the Spring 2022 CAASPP. Research shows that English Learners that have Reclassified as Fluent English Proficient (RFEP) are at risk of not sustaining growth on their own. It is best practice to scaffold support for RFEP students to ensure they maintain academic success. DUSD SBAC data shows our Reclassified English Learners scored 18.2 points above standards in ELA which is an increase from the previous 13.6 points above standard in ELA from the previous report year. Although there is an upward trend for RFEP students, there is still a high need for current EL students who scored 33.8 points below standard. This action is effective since EL students increased 4.6 points in ELA from the previous year.

Goal 1 Action 11

Library/Media Access:

Extend Library/Media center access for all middle and high school low-income students to include before school, snack, lunch, and after school access as deemed necessary and practicable at each secondary site. A total of 2 hours daily will be made available at each secondary site. Our low-income and HFY students have limited access to external resources which impacts their academic achievement. They may not have the academic resources to complete assigned research projects nor a quiet and safe space to complete their homework. Across our four middle schools, this action services approximately 1200 students who access the library daily and approximately 160 students daily who take advantage of the after-school library hours. This service is effective in meeting the needs of low-income students as evident in the most recent SBAC ELA scores where low-income students maintained their Orange performance level status and increased 4.8 points in Math. It is expected that our low-income students will increase their ELA and Math achievement as evidenced in the Spring 2022 CAASPP.

Goal 1 Action 12

College and Career Technicians:

Provide 2 additional college and career technicians to the two currently staffed and necessary professional development. 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 action lowers the counselor: student ratio which in turn allows counselors to serve our low-income students more thoroughly. They will assist low income students with one-on-one support and guidance with their A-G requirements, college applications, how to apply for financial aid, and parent support by meeting with parents/students to scaffold the planning process for college admissions and next steps once the student is accepted into college. This action is effective in meeting the goals for low-income students as evident on the most recent Graduation Rate indicator showing 96.6% graduation rate for low-income students and a 1.1% increase from the prior year. The expected outcome is that we will maintain at or increase the 96.6% graduation rate for low-income students.

Goal 1 Action 13

Fund 1 five-hour Instructional Media Technicians (IMT) at each middle school. This service includes the implementation of hardware and software programs, to provide

low-income students the opportunities they may not otherwise have to access to the internet, research, coding, college readiness programs, and develop background knowledge, by providing access to electronic resources to close the achievement gap and have the computer knowledge needed for success in high school and college. This action proves effective as teachers rate this service among the top 10 LCAP line items needed for their continued work with our low-income student population. In addition, low-income students have maintained their ELA scores on the most recent SBAC and increased 4.8 points on the most recent Math SBAC. It is expected that we will see an increase in the CAASPP Spring 2022 scores in ELA and Math for low income students. This service continues to be a priority in order to prepare students for college and career. The most recent college and career indicates that 40.7 % of low-income students are prepared and demonstrated a slight decline of 2.9 points. This service will continue to be closely monitored and a goal of a 5% increase has been set for the 2021-2022 college and career indicator.

Goal 1 Action 14

MTSS:

A multi-tiered system of support (MTSS) that provides support for all tiered intervention supports for teachers and support staff of low income students (includes the purchase of a Universal Screener and online instructional tool- iReady). Many low-income students may not have access to print rich materials at home, easy access to public libraries, dedicated quiet study spaces, funding for private tutoring, or internet access. Implementing this MTSS service is a high priority and is principally directed to and effective in meeting the goals for all elementary and middle school Low Income students. This service will assist in the development and implementation of a comprehensive Response to Intervention (RTI) Program beyond the base program that currently exists to close the achievement gap that is implemented and monitored at each site focused on low-income students targeting Tier I (teachers use an assessment and monitoring system to inform instruction, identify at-risk students, and provide targeted interventions for achievement and access); Tier II (immediate remediation with credit recovery or parallel class to support low-income students with success in core subjects), and Tier III (intensive daily intervention for low income students who are significantly below grade level). This action proves effective as teachers rate this service among the top10 LCAP line items needed for their continued work with our low income student population. In addition, this service includes funding high school teacher prep periods for low income students to access intervention support during a “flex model” schedule once a week where they can attend an intervention support period in content areas of most need. Low income students have demonstrated an increased need for targeted instruction in ELA and Math in order to reach grade level proficiency (Low income students score 9.2 points below standard in ELA and 40.8 points below standard in Math). This action is intended to meet the academic needs of low income students and expect there to be an increase in the Spring 2022 SBAC scores in ELA and Math.

Goal 1 Action 15

Reach Higher Initiative:

A “Reach Higher” initiative that includes a UC transcript evaluation, credit repair (APEX licenses and sections), promotional outreach for A-G completion, College Eligibility Index Report, and a College Fair. 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 and therefore this service is principally directed to meet their needs. This service promotes a college and career culture. The district averages 2500 students at an annual college fair. This year begins a pilot College Application Academy for 60 low-income students over a 12-week period that is designed to aid students with their college essays. Often, students “undermatch” themselves to colleges and this service is designed to give students the opportunity to “Reach Higher”. Software planning tool (Naviance) which promotes college and career planning in the middle and high school grades. This action guides students to focus first on strengths, then majors in college, and finally which colleges fit the individual’s needs. This service supports low-income students since they often lack the guidance and support, they need to prepare for college. All low-income students have completed a Strengths survey and have begun career exploration curriculum. The district also needs to focus on our postgraduates so an Alumni longitudinal tracking system with collects data and reports on post graduate college and career progress and achievement. This action is effective in meeting the goals for low-income students as evident on the most recent Graduation Rate indicator showing 96.6% graduation rate for low-income students and a 1.1% increase from the prior year. The expected outcome is to maintain or increase our 96.6% graduation rate for low-income students.

Goal 1 Action 16

TK/K Support:

Our low-income TK and Kindergarten students often start the school year with limited readiness skills necessary for academic success. Due to their limited access to resources, many of our students do not have the background knowledge, language skills, or pre-academic foundational behaviors to succeed in class. They often need additional support and small targeted instruction to learn. This action provides TK and Kindergarten classroom a certificated intervention teacher for a minimum of 1.5 daily hours. This service is principally directed to low-income students to provide them with academic and social-emotional support during the school day. These intervention teachers support all students but during the 1.5 hours, they provide small group instruction targeted to low income students who have demonstrated any of the following: 1) no prior school experience and need foundational support in classroom protocols; 2) have no prior knowledge with letter names, sounds or no prior knowledge with number sense; 3) are experiencing high anxiety and need small group time to work on self-regulation and social skills appropriate to TK/K students. In addition, funding is allocated to decrease TK and Kindergarten class size enrollment from the maximum allowed of 27:1 to 25:1. Class size reduction allows teachers

and intervention teachers to provide frequent small group instruction to low-income students on a weekly basis. For all low-income students, individual phonemic and phonological awareness diagnostic assessments and number sense assessments will be administered at the beginning of each trimester and one at the end of the 3rd trimester in addition to social emotional rating scales. A comparison of the initial iReady scores to the end of year scores in English Language Arts and Mathematics indicates all TK/K students increased in their levels. We expect we will see an increase of two levels for 90% of our low income TK and K students in the iReady assessment, (comparison of BOY and EOY data).

Goal 1 Action 17

HS S/C Funding:

Many of our low-income students come with limited access to resources that enhance their learning of core content. This lack of access can include experiential knowledge that increases content learning, limited knowledge of college and career readiness, and social-emotional factors. Supplemental/Concentration site allocations for the comprehensive high schools provide services, programs, and supplies to support low-income students is equal to or greater than 2012-13 State Economic Impact Aid (EIA English Learner and State Compensatory Education) funding. Programs and services include certificated and classified staff to support unduplicated population with remediation, tutoring, supplemental materials, and contract services to support increased services in CCS, CTE, VPA, NGSS, SS/DBQ, PE and technology. Both comprehensive high schools create a School Plan for Student Achievement (SPSA) and utilize a process to ensure that their supplemental and concentration site funds are utilized to address the needs of low-income students. Needs are met through targeted services that include additional targeted intervention and tutoring before, during, and after school. Services also include additional supplemental digital resources to support at-home student learning. For at-risk students this includes free subscriptions to online intervention resources to support their learning recovery. This service also includes funding for additional intervention and/or tutoring staff to support students during the school day or after school. Our graduation rate, increased by 1.1%, to 96.6%. This demonstrates the effectiveness of this action. Allowing our schools, the funding to target student needs has increased the overall graduation rate of our students which indicates improved academic outcomes for students. Additional school level monitoring will be evaluated through the Spring 2022 SBAC assessments in the areas of ELA and Math with an expected increase for low-income students at each comprehensive high school.

Goal 2 Action 1

Program Specialists:

2.1 Program Specialists

Our HFY need access to basic resources to meet their physical needs. They need access to a stable shelter, food, and social-emotional support to ensure they are ready to learn. The HFY Program Specialists work directly with our Foster Youth population. They provide referrals to housing agencies, food and clothing resources, and link students' families to different supports based on their needs. Additionally, the Program Specialists provide crisis support and short-term counseling services to families while they are connected to the appropriate mental health support agency. The average number of Foster students is 119 and our Homeless population is approximately 213 students, district-wide, throughout the year. This case management and counseling support is justified by the research that tells us that when school districts partner community agencies, our Homeless Foster Youth demonstrate higher levels of academic and social emotional success in schools. The program specialists will support foster youth with tutoring support by 1) ensuring the school site has enrolled the student in intervention support during the school day; 2) ensure they have a working device and WIFI support and be the liaison with technology if more support is needed; 3) be the liaison with any outside social services and follow up with any necessary services that are needed i.e., counseling. If counseling services are needed the program specialist can work with the contracted counseling interns or with the district community service (TLC); 4) make house visits if necessary. This service has shown effectiveness by the most recent SBAC data indicates our Foster youth show a graduation rate of 100%. This is a 14.3% increase from the prior year and therefore this service indicates effectiveness based on the most recent state indicator. The expected outcome is that we will maintain our 100% graduation rate.

Goal 2 Action 2

PBIS/Safe and Civil Schools

Our low-income and HFY students often come from unstable and difficult home situations. This instability affects school achievement since they come to school with additional social-emotional and behavioral needs. Research indicates that students learn best when they are in a structured, supportive, and caring school environment. Positive Behavior Intervention Supports (PBIS) is a research based positive behavior intervention system that provides targeted social-emotional and behavioral supports for our low income and HFY students. It structures our resources and ensures students receive support based on their level of need. In addition, PBIS provides teachers and staff with various strategies to support our low-income students across three tiers, ranging from mild needs to most intensive needs. The expected outcome is that 80% of our students will indicate on a local student survey that they feel safe at school.

Goal 2 Action 3 and 4

W.E.B and Link Crew:

LINK crew and W.E.B. (Where Everybody Belongs) are secondary mentoring, transition and orientation programs that foster success for incoming 6th and 9th grade

low-income and foster youth students. This service line is principally directed toward low-income students and foster youth because they often lack the social and emotional skills to handle transitions. Due to the pandemic, it was challenging to implement this service with fidelity. Foster youth students had an increase in chronic absenteeism and low-income students were able to decline in chronic absenteeism. Overall, this service is effective with in-person instruction, and it is a priority to implement this service in August 2021 with fidelity. Prior to the pandemic, both services resulted in lower rates of Chronic Absenteeism, and this was a result of low-income and foster youth students wanting to be present at school. The expected measurable outcome is that our chronic absenteeism will decrease by 1%.

Goal 2 Action 5

Clinical School Therapists and School Based Therapists:

Our HFY and low-income students have limited access to resources that impact their home environment which subsequently impacts their school achievement. Due to limited access to resources, they experience additional familial or environment stressors which impact their mental health and overall wellness. To ensure our HFY and low-income students are ready to learn, our schools must provide social emotional wellness supports so students learn strategies to manage their mental health and cope with their daily stressors. Our Clinical School Therapists and School Based Therapists are part of a mental health team that support student social-emotional needs. Students receive individual or small group counseling services in social-emotional and mental health wellness. This program is being expanded to include mental health services and supports for low income and HFY who require additional support in all schools. Due to the pandemic, our HFY subgroup experienced the most challenges. There was an increase of 6.7% in chronic absenteeism for foster youth. Prior to the pandemic, foster youth had a 9.1% in chronic absenteeism. Though the metrics indicate that this service was not effective in reducing the chronic absenteeism for foster youth, there were extenuating factors related to the pandemic that may have impacted this measure. A formal metric has not captured the effectiveness, but anecdotal informal surveys from administrators, indicate this service is effective as they note individual students becoming more successful. The expected measurable outcome is to that our chronic absenteeism for low income and HFY will decrease by 1%.

Goal 2 Action 6

Community Day School:

The Woodruff Academy (Community Day School) housed at Columbus High School is a program is provided for low income students who need an intensive small group environment due to their high levels of anxiety or severe at-risk social emotional behaviors. Low-income students displaying these behaviors are at a higher risk of not graduating and often lack the resources and support to overcome their challenges. This service will be principally directed to meet the needs of low-income students who need an intense and targeted environment where they can work in a small intensive group to meet their academic and social emotional needs. The class sizes are extremely small and there is one adult for every 5-8 students. Each student will have an academic and social emotion plan with clear objectives and goals. The goal is to ensure our students are successful and feel connected to school. This will be measured through a decrease in the chronic absenteeism for low-income students by 1%. This strategy has added to the success of our students since our chronic absenteeism rate is 9.8% for low-income students, which is a decline of .8% from previous academic year (2019-20).

Goal 2 Action 7

Character Counts:

Provide all schools support in implementing Character Counts!. This service is principally directed to low income students as a result of the research that suggests that students of poverty often have multiple social and emotional needs and deficits. They may not have the role models during their youth to learn about Respect and Responsibility. This service is directed toward our low-income students so they may have access to instruction and support around Positive Behaviors. Low income students will be closely monitored through the Suspension Rate indicator and the goal is to see a decrease in the percentage of low-income students that are suspended. Current data shows that 3.5% of low-income students were suspended at least once. This data was maintained since the previous year. This service proves to be effective as all students know the Six Pillars of Character as schools focus on these character traits throughout the year with special emphasis during Character Counts! weeks. Each school is allotted funding for activities around Character counts. Low income students will be selected to lead school activities by forming committees to design character counts week activities and promote positive behaviors and provide student voice and choice. This program is effective and will continue since 97% of students indicate they feel connected at school with their teachers believing in them. The expected measurable outcome is to maintain this high level of student connectedness with their teachers.

Goal 2 Action 8

Community Agency Counseling Support:

Provide K-5 and 6-8 with counselor interns through the Jewish Family Children's Services (JCFS) in Long Beach. JCFS have counseled 342 students this year, providing group counseling to students in elementary schools and one-to-one counseling services with students in our middle schools. They work with students who share such needs in the areas of social skills, behavior, and family loss as examples. This service is principally directed towards our students of poverty and Foster Youth as they often experience traumatic events, especially during the pandemic. Due to lack of resources and support, they may not have the necessary skills to deal

with these challenges. It is difficult to monitor the effectiveness of this action as we regard the student data with confidentiality. The district knows, however, that this service is necessary for our students who may not otherwise have the opportunity for counseling. Despite not having quantifiable data, anecdotal data through staff surveys and interviews suggests this is a necessary service. Staff notices a decrease in emotional and behavioral difficulties when our low-income and HFY students receive counseling support. They are better able to cope in school. Feeling supported and connected to school leads to students wanting to come to school daily, which leads to a decrease in chronic absenteeism. The expected outcome is for there to be a decrease in the chronic absenteeism by 1% for both low-income and HFY students.

Goal 2 Action 9

Additional Academic Counselor:

Provide funding for an additional academic counselor at each comprehensive high school. This line is principally directed towards low-income students because they 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 action lowers the counselor/student ratio at each comprehensive high school which allows academic counselors the ability to provide more in-depth services to low-income students. This action is effective in meeting the goals for low-income students as evident on the most recent Graduation Rate indicator showing 96.6% graduation rate for low-income students which is an 1.1% increase from the prior year. The expected outcome is that we will maintain at or increase our 96.6% graduation rate.

Goal 2 Action 10

Supplemental Support Through Physical Education:

Fund two (2) Physical Education teachers to support all 4th and 5th grade students at 11 elementary schools and support high school students with physical activity programs by providing support staff to both Warren and Downey high school. This service will target students of poverty in order to increase physical activity throughout the day above the core requirement. This service is principally directed to low income students as a result of current research on the physical health of students of poverty. Low income students do not always have access to meals with high nutrition or the opportunity to experience extracurricular activities that promote a healthy lifestyle. Elementary physical education teachers design a program that targets students of poverty by incorporating thematic units around good eating habits, how to create healthy snacks, learning different types of exercises (cardio, strengthening, stretching, and endurance). This effectiveness of this service will be measured by decreasing chronic absenteeism and suspension rate for low income students. Current data shows that 3.5% of low-income students were suspended at least once and was maintained since the previous year. Chronic absenteeism for low income students was 9.8% which is a decline of .8% from previous year. We expect that by implementing this action, chronic absenteeism will decrease for low-income students by 1%.

Goal 2 Action 11

School Nurses:

Fund 4 full-time nurses and necessary equipment to provide adequate nursing to all sites and students. School Nurses who are working in all schools are Credentialed Registered Nurses or are in the School Nurse Credentialing program and have their RN. This change was done to provide professionally qualified nurses familiar with school nursing and to provide professional and adequate coverage at all schools, throughout the school year, including the extended school year program. This service is principally directed to low income students based on their physical and mental health needs especially after the pandemic. Our low-income students have limited access to resources which impact their access to quality health and mental health care and referrals. Low income students will have priority and information will be kept confidentially but low-income students will be monitored by their school attendance and school behavior. We have determined that this action is effective since current data shows that chronic absenteeism for low-income students was 9.8% which is a decline of .8% from previous year and 3.5% of low-income students were suspended at least once. This data was maintained since the previous year. We expect chronic absenteeism to decrease by 1% and suspension rates to decrease by .5% for low-income students.

Goal 2 Action 12

True Lasting Connections (TLC):

This service provides free health and human services to underinsured, low-income and homeless foster youth students. Some of the services include vision exams, weekly counseling, parenting classes, housing referrals, clothing and meals. An example of a provided service for low-income and homeless foster youth, our students may experience needing eyeglasses and cannot afford the exams and/or prescription glasses. TLC provides those students the necessary resources to continue their education by eliminating barriers. This service continues to be a priority and necessity based on the most recent experiences during the pandemic with learning loss and high mental, social emotional needs as evident of an increase in referrals. It is difficult to directly monitor the effectiveness of this action as we regard the student data with confidentiality. An indirect measure is the chronic absenteeism rates for our low-income and foster youth students. This rate has decreased for our low-income students by .8% and has increased by 6.7% for our homeless foster youth. This indicates our homeless-foster youth experienced a significant impact with school connectedness during the pandemic. The district knows, however, that this service is necessary for both our low income and homeless foster youth students

who may not otherwise have the opportunity for these additional resources and supports. The expected outcome for both groups is a decrease in the chronic absenteeism rates by 1% for each subgroup.

Goal 3 Action 1

PLC Support:

Our low-income students often come to school with learning gaps that we must address. Addressing the learning gaps is necessary to ensure we close the achievement gap and accelerate their progress toward grade level standards in all core content areas. To effectively target low-income learning needs, teachers collaborate in teams to plan for effective prevention, intervention, and remediation, and enrichment. Highly effective teams have a cycle of inquiry where they are monitoring student data and collaborate on high leverage strategies and skills to support at risk, low-income students. This action provides targeted training and support for teachers and administrators to ensure they effectively implement Professional Learning Communities (PLC). This service is principally directed to staff of low-income students to support them in reaching high levels of success when collaborating with their professional teams. This service will be monitored through ELA and Math SBAC scores for low income students and we expect an increase in the ELA and Math SBAC scores for low-income students. Current data shows that low income students are 9.2 points below standard in ELA and 40.8 points below standard in Math. This data demonstrates effectiveness as a result of a 4.8-point increase in math and maintained points in ELA (+2.2).

Goal 3 Action 2

Monitoring District Initiatives:

Parent engagement is an important component of educating a child. Research indicates that involved parents positively impact a student's achievement. A barrier we often have is engaging our low-income parents to support student learning. Our low-income students often have limited access to resources and subsequently their parents are not as actively engaged. This action supports a parent outreach online tool (Qualtrics) to assist with gathering low-income parent input to monitor and assess district initiatives, California Common Core Standards instruction, and LCAP supports. This will facilitate parent engagement which will impact our low-income student achievement by increasing engagement and will provide us with feedback to address specific areas of need. This service will be monitored through ELA and Math SBAC scores for low income students, we expect there to be an increase in ELA and Mathematics achievement. Current data shows that low income students are 9.2 points below standard in ELA and 40.8 points below standard in Math. This data demonstrates effectiveness as a result of a 4.8-point increase in math and maintained points in ELA (+2.2).

Goal 3 Action 3

Illuminate:

Our low-income students often have limited access to resources which impact their readiness and formal academic funds of knowledge. Due to their limited environmental resources, our low-income students develop formal academic funds of knowledge at a lower rate which impacts student achievement. This action utilizes an online data and assessment system (Illuminate) to create formative assessments to check for understanding, assess mastery, and determine areas of need in core content areas. This assessment system allows teacher to gather data on low-income learning and will allow them to adjust their instruction and target their learning gaps. This system allows instructional teams to build reports by subgroup data to monitor unduplicated student groups more closely. This service is principally directed to staff of low-income students to support them in reaching high levels of success when collaborating with their professional teams. Highly effective teams have a cycle of inquiry where they are monitoring student data and collaborate on high leverage strategies and skills to support at risk, low income students. This service will be monitored through ELA and Math SBAC scores for low income students and an increase in both ELA and Mathematics is the expected outcome. Current data shows that low income students are 9.2 points below standard in ELA and 40.8 points below standard in Math. This data demonstrates effectiveness as a result of a 4.8-point increase in math and maintained points in ELA (+2.2).

Goal 3 Action 4

Social-Emotional and Behavioral Support:

Fund one dean at each middle school. Continue to fund vice principal support at the elementary level and add four vice principal positions for a total of ten vice principals to serve 13 school sites, (all elementary schools will receive full or part-time vice principal support). This service line is principally directed to English Learners and Low-Income students by providing more administrator support to students. Our unduplicated students show a significant increase in suspension rates in comparison to all students. Current data shows 3.6% of English Learners have been suspended at least once and this is an .5% increase from the previous year; 3.5% of low-income students have been suspended at least once and maintained from previous year. Though we did not see a decrease in our suspension rates, Deans and Vice Principals will actively work with and implement Positive Behavior Intervention Support strategies to decrease suspensions They will implement preventive measures through PBIS. Though we did not see a decrease in our suspension rates during the last school year, anecdotal assessment indicates there were confounding factors related to our COVID school closures that impacted our EL and low-income students. The expected outcome for the 21-22 school year is a .5% decrease in the suspension rates for our low-income and EL student groups.

Goal 3 Action 5

Library Support:

The goal of this plan is to support our middle and high schools with online database resource access (Overdrive, GALE). The implementation of hardware and software programs provides our low-income students the opportunities they may not otherwise have to access the internet, research, coding, college readiness programs, and developing background knowledge. This action provides low income students access to electronic resources with the intent to close the achievement gap and allow students access to the computer knowledge needed for success in high school and college. This action is effective in meeting the goals for low-income students as evident on the most recent Graduation Rate indicator showing 96.6% graduation rate for low-income students which is a 1.1% increase from the prior year. This service continues to be a priority in order to prepare students for college and career. The most recent college and career indicates 40.7 % of low-income students are prepared. This was a slight decline of 2.9 points. The expected outcome is an increase of 5% of low-income students will be prepared on the college and career indicator.

Goal 3 Action 6

Teacher Specialists:

Fund elementary and secondary Teacher Specialists (ELA, Math, Technology) to support teachers of low income and EI students in the implementation and fidelity of the California State Standards and efficient use of supplemental materials and resources. Teacher specialists will provide TK-12 grade professional development for instructional staff on targeted strategies that support low income and EI students at risk in ELA and Math academic standards. Technology specialists will provide professional development for instructional staff on specific digital tools and resources that support low income and EI students with enhanced tools to support their increased academic success. Teacher specialists will also embed ELA, math, and digital technology resources to the units of study. There will be identified sections in units of study that are identified specifically as supports for low income and EI students. English Learners and Low income students have demonstrated an increased need for targeted instruction in ELA and Math, especially after the pandemic, in order to reach grade level proficiency (21.2% ELs have decreased at least one ELPI level, ELs score 56.1 points below standard in Math and 33.8 points below standard in ELA, Low income students score 9.2 points below standard in ELA and 40.8 points below standard in Math). This has demonstrated to be effective for low-income students since there was an increase of 4.8 points in Math and maintained by +2.2 points in ELA. The teacher specialists will refocus and realign their support to target ELs and ensure teachers embed ELD into their instructional day. This action is intended to meet the academic needs of EL and low-income students. We expect there will be an increase in the Spring 2022 SBAC scores in ELA, Math, and ELPI.

Goal 3 Action 7

Leadership Development:

Training for principals and school leadership teams, and coaching for principals of low-income students on supporting teachers' implementation of the California State Standards and collaborative work. Preliminary research shows that principals, administrators and school leaders as instructional coaches make a difference in the quality of teaching and learning of low-income students. Using an instructional framework will support effective professional learning because teachers can learn together, support each other, and focus on improving their practice of support at-risk low-income students over time. Research indicates when schools use a common instructional framework so that all teachers have a common approach to teaching and learning, low income students achieve more, and teachers teach more effectively. In addition, Research suggests, professional learning communities (PLCs), an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and actions research to achieve better results for the students they serve increases student achievement for low income students. Professional learning communities operate under the assumption that the key to improved learning for low income students is a continuous job-embedded learning process for educators, and is supported by new findings by Professor John Hattie, a strong sense of Collective Teacher Efficacy ($d = 1.57$) can yield over three years of student growth over one school year. Principals and site administrators guide the work of the PLC. Low income students have demonstrated an increased need for targeted instruction in ELA and Math, especially after the pandemic, in order to reach grade level proficiency. Low income students score 9.2 points below standard in ELA and 40.8 points below standard in Math. This action is effective since there was an increase of 4.8 points in Math and maintained by +2.2 points in ELA. The expected outcome is an increase in student achievement in ELA and Math for our low-income students measured by the Spring 2022 CAASPP.

Goal 3 Action 8

STEAM Support:

Our low-income students often have limited access to resources which impacts their opportunities to be exposed to experiential learning that enhances academic achievement. Additionally, they have limited opportunities to participate in science, technology, and engineering activities outside of the school environment. These opportunities enhance and increase their learning by providing them with background knowledge and academic vocabulary that they use while learning in school. This action provides a STEAM teacher specialist that supports low-income students at the elementary school sites by providing targeted professional development to teachers and staff on how to support their low-income students in STEAM education. The STEAM teacher creates units of study that are utilized throughout the year.

The STEAM teachers work with 13 elementary schools and utilize staff development days to provide targeted PD on STEAM activities and how to utilize these kits for all low-income students. This service also provides additional supplemental materials for low-income students to participate in STEAM activities. These kits include all necessary supplies to build STEAM models for each unit. Low-income students pick up STEAM kits and are provided resources and materials to participate in home activities related to STEAM. These kits provide all supplies including but not limited to construction paper, glue, scissors, art sticks, batteries, wires, etc. The met or exceeded scores for low-income students is 19.74% as compared to all students with a met or exceeded score of 24.4% on the CAST. Thus, we determine this action is effective since there is not a significant gap between the of low-income student scores and the scores of all students. Additionally, this action is effective as evidenced in the high participation of elementary school students during STEAM time. We averaged between 300-500 students per online STEAM session. The expected outcome is an increase in the achievement of low-income students on the 2022 CAST.

Goal 3 Action 9

Additional Teacher Professional Development

Our English Learner students, due to their limited knowledge of English, struggle with comprehending the core content. The additional two days of professional development will be provided for all teachers to receive training in implementing English Learner strategies to support student access to the core curriculum. Additionally, the professional development will focus on building the academic vocabulary of low income students. Due to their limited access to resources, our low income students come to schools with lower levels of academic vocabulary which can impede their learning. Teachers will focus on strategies that build the academic vocabulary of low income students to increase their achievement. In the 2019 CAASPP, low-income students scored 9.2 points below standard in ELA and 40.8 points below standard in Math. This action is effective since there was a +2.2 increase in ELA and a +4.8 increase in Math from the previous year. Teacher professional development will be effective in meeting the needs of our EL and low-income students as measured in increased CAASP scores in English Language Arts, Mathematics, and CAST.

Goal 4 Action 1

Public Information Officer:

Our low-income and HFY students often have limited access to academic resources and information on programs and activities that enhance learning. This limited access to resources and information impacts their learning since they may not have the benefit of experiential activities that enhance their learning. Additionally, development of appropriate academic habits, exploration of financial opportunities, consideration of postsecondary options and taking inventory of career interests. As such, it is important to provide family outreach and information to ensure our low-income and HFY students have access to these resources. This service provides families and low-income and HFY students with information on programs, services, and public information that benefits their academic achievement and engagement. Our English Learners have a need to access this information and resources in Spanish. District level staff are dedicated to ensuring that families of low-income, HFY, and EL students receive pertinent information and have a direct District contact for any questions they may have regarding District programs. This service will be monitored through the chronic absenteeism indicator to ensure unduplicated students are attending school and benefiting from all the programs. Current data shows that this service is effective for low income and EL students (low income students show a 9.8% chronic absenteeism rate with a decrease of .8% from the previous year and EL students show a 8.7% chronic absenteeism rate with a decrease of .3% from the previous year). Continued efforts will be implemented to decrease the chronic absenteeism for foster youth. Current data show a 15.8% chronic absenteeism rate with a 6.7% increase from the previous year. The expected outcome is a .5% decrease in the chronic absenteeism for all three student groups.

Goal 4 Action 2

Interpreters at School Board Meetings:

Our English Learner students and families have language acquisition needs. Many are not proficient in English and require information and support in their native language to have access to education and information. This action provides translation equipment and an interpreter for simultaneous Spanish and American Sign Language interpretation at District meetings. Downey Unified has a 15.5% English Learner student population. Spanish is the most common language used in the District after English. The District understands the importance of providing EL parents information in their own language and welcomes Spanish speaking parents to District meetings with this service. Downey Unified houses the Deaf and Hard of Hearing (DHH) program hearing program and this service will also provide American Sign language interpreters to support our DHH families. In the LCAP survey, 92% of families indicate their school/District encourages parents to participate in their child's education. This is an indicator of effectiveness since most of our families feel they can participate in their child's education, hence district offerings. The expected outcome is an increase of 1% in the LCAP survey of parent feeling that they can participate in their child's education.

Goal 4 Action 3

Parent Academies:

English learner and low-income families are invited to participate in parent academies that target social emotional and mental health topics that are generated by LCAP survey results. As a district with Latino families representing 88% of our demographic, these series are presented in Spanish with English translation available. As a

result of the pandemic, the participation rate for the parent academy 8-week series went from 200 parents a series to over 500 parents a series. This is a direct result of the parent/family need for more strategies on how to support their EL and low-income students with the difficulties in learning virtually and the challenges of not being in school and having regular social interactions with peers. Over 10,000 parents responded to the LCAP survey stating the high need for workshops/academies on topics around mental health and social emotional needs. This service produces a high level of satisfaction with parents/guardians as a result of an increase in participation. Evaluations indicate the need for additional parent academies on these topics for all levels (primary to adolescents) specifically around mental health support, social emotional learning, strategies and tools to support their child/teen with anxiety and depression. Over 90% of parents responded as highly satisfied with the parent academies offered by the district. By implementing this action, we expect to see an increase in parent perception and self-report regarding their ability to support their students' learning. This will be measured by a pre- and post-parent workshop surveys.

Goal 5 Action 1

Our low-income students have limited access to technology. Technology is needed and necessary to achieve academically and be globally competitive. This action will support our low-income student access to technology and the resources needed to successfully participate in their core education. This action expands the 21st Century Learning Communities (21 CLC) Initiative. The 21 CLC Initiative combines teachers in professional learning communities (PLC) with an Instructional Technology Coach (ITC) and student technology devices to transform teaching and learning. Research suggests that implementation of hardware and software programs to provide low-income students the opportunities they may not otherwise have to access to the internet, research, coding, college readiness programs, and develop background knowledge by providing access to electronic resources to close the achievement gap, and have the computer knowledge needed for success in high school and college. This action will allow our low-income students access to 21st Century learning that they may not have in the home environment. This action also provides professional development training for technology integration for certificated staff in the form of online resources, train the trainer classes and online subscriptions. Teachers need technology training to instruct and support their low-income students in becoming 21st Century learners. Low income students have demonstrated an increased need for targeted instruction in ELA and Math, especially after the pandemic, in order to reach grade level proficiency. Due to the pandemic, additional technology technicians have been hired to support the increasing need for tech support for low income students and families. Providing access to low income students to devices and hot spots for WIFI is a priority and will be facilitated through the additional technicians. In the 2019 CAASPP, low-income students scored 9.2 points below standard in ELA and 40.8 points below standard in Math. This action is effective since there was a +2.2 increase in ELA and a +4.8 increase in Math from the previous year. The expected outcome is an increase in both ELA and Math scores in the Spring 2022 CAASPP assessment for low-income students.

Goal 5 Action 2

Integration of Technology:

Support the integration of technology in teaching and learning by maintaining and replacing equipment (LCD projectors, document cameras, technology devices) for a 21st century learning environment for all classrooms with low-income students. This service will provide the instructional staff of low-income students with the most up-to-date technology to provide high quality instruction and educational experience. Ensuring that technology is on a rotating cycle to be upgraded and updated allows for the instructional staff to use the most updated version of technology without any timing gaps. The integration of technology has a direct effect on our low-income subgroup. Low-income students have demonstrated an increased need for targeted instruction in ELA and Math, especially after the pandemic, in order to reach grade level proficiency. In the 2019 CAASPP, low-income students scored 9.2 points below standard in ELA and 40.8 points below standard in Math. This action is effective since there was a +2.2 increase in ELA and a +4.8 increase in Math from the previous year. The expected outcome is an increase in both ELA and Math scores in the Spring 2022 CAASPP assessment for low-income students.

Goal 5 Action 3

Campus Aides:

Continue to fund a Campus Supervisor Aide assigned to each middle school. Due to their socio-economic hardships, our low-income and HFY students often require intentional supportive adult connections. Our low-income and HFY students do not always feel connected to school. They need additional adult supports and strategies to feel connected and ultimately feel successful in school. Research suggests that feeling safe and connected supports student learning. The campus aides greet students and have a target group of low-income and HFY students they monitor to ensure they feel connected to school. They are often the adult our low-income and HFY students seek out when they need some support or assistance. Fund 4 intermediate bilingual clerical assistants that are over the base program to continue to support outreach to our low-income and HFY students and families. These intermediate clerical assistants target families of low-income and HFY students when there are academic difficulties or a need to connect the students and families with the school. Fund Resource Officers at the three high schools to promote a welcoming, safe, and secure campuses for our low-income students. The resource officers support a select group of low income and HFY students by providing outreach services and supports. These staff increase the safety and well-being of our low-income students and foster youth which helps them feel secure and ready to learn. The presence of the additional staff has been effective in positively impacting our low-income students as measured by the Chronic Absenteeism indicator (9.8% low income chronic absenteeism – that is a decline of .8% from previous year). There is additional work needed to support foster youth as evidence of the Chronic Absenteeism indicator (15.8% foster youth chronic absenteeism – with a 6.7% increase from previous year). The expected outcome is a decrease in the chronic

absenteeism by .5% for low-income and HFY students.

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

Services increased or improved for foster youth, English learners, and low-income students by the required percentage include the following services:

- Targeted professional development (PD) will be provided to instructional staff of low-income students, English learners, and HFY students. These PD sessions will include instructional materials targeted for at risk unduplicated pupils. For example, all students receive iReady licenses in ELA and Math but in addition, instructional staff receive additional supplemental materials that support targeted small group instruction for at risk unduplicated students. Instructional staff for EL students receive additional supplemental materials to address learning gaps for any newcomer students. PD is developed to support staff in the implementation of these materials.
- Low-income students are prioritized in receiving financial support with AP testing. All students have access to AP testing but do not receive supplemental cost support as the low-income student do. This service is over and above what all students receive in regards to supplemental cost for AP testing.
- Low-income and EL students are considered high priority for AVID enrollment and are considered before all other subgroups of students.
- EL students receive an additional support through the EL categorical program. Each school has a categorical teacher that closely monitors EL students. They also provide an additional block of intervention during the school day to support at risk low-income and EL students. This service is over an above the intervention support for all students.
- The summer enrichment program, STEAMworks, is targeted to serve low-income, EL, and HFY students to support learning recovery efforts in ELA, Math, and Science. This program is over and above the extended school year program and low-income, EL, and HFY students have the opportunity to experience an enrichment program.
- College and career technicians are funded to provide low-income and HFY students a service that goes over and above the core academic counselor program. They receive services from this additional staff member as they prepare for their college and career journey.
- Foster youth receive an additional service though the program specialists who are hired to directly service foster youth students. These specialists have a case load of foster youth they work with on a daily/weekly basis to ensure they have all the necessary resources and supplies to perform in school. House visits are made to foster youth who are at risk of failing or are not attending school on a regular basis. These specialists will partner with outside agencies to support foster youth with additional resources if needed.
- School based therapists are funded to support foster youth in academic and mental health needs. They work directly with the site administrator and service foster youth based on needs. School based therapists also partner with outside agencies to support foster youth with additional resources if needed.
- The community day school is designed to support low-income students who need an intensive small group environment due to their social emotional needs. This program goes over and above the core intervention model at their home school. The goal is to assist students in returning to their home school.
- An additional academic counselor is funded for each comprehensive high school to support low-income students with additional time with their counselor. This service is over and above the core ratio for student: academic counselor. This support is beneficial for low-income students and supports more regular monitoring to ensure they are on track to complete all a-g requirements.
- Instructional staff of English learners and low-income students receive additional targeted professional training to provide them specialized materials, tools, and strategies they can use during lessons. These actions support low-income students and English learners in closing the achievement gap in the areas of ELA and math.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$178,325,358.00				\$178,325,358.00	\$171,900,170.00	\$6,425,188.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	(LCAP Line #4) K-12 Virtual Academy (Independent Study School)	Low Income	\$200,000.00				\$200,000.00
1	2	(LCAP Line #5) Planning and professional development for supplementary curriculum supports for the Next Generation Science Standards (NGSS), and Social Studies Framework (SS).	English learner (EL), Low Income	\$100,000.00				\$100,000.00
1	3	(LCAP Line #6) K-16 Bridge Program	Low Income	\$5,000.00				\$5,000.00
1	4	(LCAP Line #7) AP testing cost for low-income students	Low Income	\$115,000.00				\$115,000.00
1	5	(LCAP Line #8) AVID Expansion	English learner (EL), Low Income	\$2,500,000.00				\$2,500,000.00
1	6	(LCAP Line #9) Expand CTE Pathways	Low Income	\$5,200,000.00				\$5,200,000.00
1	7	(LCAP Line #10) CA State Standards aligned materials and professional development	Low Income, English learner (EL)	\$1,175,000.00				\$1,175,000.00
1	8	(LCAP Line #11) Summer Enrichment Programs	Foster Youth, Low Income, English learner (EL)	\$1,015,000.00				\$1,015,000.00
1	9	(LCAP Line #12) Middle and High school VAPA	Low Income	\$180,000.00				\$180,000.00
1	10	(LCAP Line #13) Fund EL Categorical Teacher	English learner (EL)	\$1,400,000.00				\$1,400,000.00
1	11	(LCAP Line #16) Library/Media Access	Low Income, Foster Youth	\$50,000.00				\$50,000.00

1	12	(LCAP Line #17) College and Career Technicians	Low Income	\$459,000.00				\$459,000.00
1	13	(LCAP Line #19) Instructional Media Technicians positions	Low Income	\$200,000.00				\$200,000.00
1	14	(LCAP Line #54) Multi-Tiered Systems of Support	Low Income	\$1,350,000.00				\$1,350,000.00
1	15	(LCAP Line #55) Reach Higher Initiative	Low Income	\$450,000.00				\$450,000.00
1	16	TK and K Certificated Interventionist	Low Income	\$5,500,000.00				\$5,500,000.00
1	17	High School Supplemental and Concentration Funding	Low Income	\$1,445,000.00				\$1,445,000.00
1	18	Credentialed Teachers, Classified Staff , and Materials and Supplies	All	\$137,598,170.00				\$137,598,170.00
1	19	Professional Development (repeated expenditure, Goal 1, Action 18)	All					\$0.00
2	1	(LCAP Line #20) Program Specialists	Foster Youth	\$620,000.00				\$620,000.00
2	2	(LCAP Line #21) PBIS/Safe & Civil Schools	Foster Youth, Low Income	\$550,000.00				\$550,000.00
2	3	(LCAP Line #23) Link Crew	Low Income, Foster Youth	\$75,000.00				\$75,000.00
2	4	(LCAP Line #24) W.E.B.	Low Income, Foster Youth	\$65,000.00				\$65,000.00
2	5	(LCAP Line #25) Mental Health Team - School Based Therapists	Foster Youth, Low Income	\$600,000.00				\$600,000.00
2	6	(LCAP Line #27) Community Day School	Low Income	\$1,300,000.00				\$1,300,000.00
2	7	(LCAP Line #28) Character Counts!	Low Income	\$65,000.00				\$65,000.00
2	8	(LCAP Line #29) K-8 Community Agency	Foster Youth, Low Income	\$125,000.00				\$125,000.00

		Counseling Support						
2	9	(LCAP Line #30) Fund Additional Counselors and Program Administer	Low Income	\$390,000.00				\$390,000.00
2	10	(LCAP Line #31) Physical Education Program and Activities Program	Low Income	\$785,000.00				\$785,000.00
2	11	(LCAP Line #32) Fund Additional Nurses	Low Income	\$700,000.00				\$700,000.00
2	12	(LCAP Line#57) True Lasting Connections (TLC)	Foster Youth, Low Income	\$200,000.00				\$200,000.00
3	1	(LCAP Line #33) Professional Learning Community (PLC) Training	Low Income	\$5,000.00				\$5,000.00
3	2	(LCAP Line #34) Monitoring District Initiatives (Qualtrics)	Low Income	\$37,000.00				\$37,000.00
3	3	(LCAP Line #35) Data and Assessment System (Illuminate)	Low Income	\$135,000.00				\$135,000.00
3	4	(LCAP Line #36) Social-Emotional and Behavioral Support	Low Income, English learner (EL)	\$3,600,000.00				\$3,600,000.00
3	5	(LCAP Line #37) Online Database Resource	Low Income	\$50,000.00				\$50,000.00
3	6	(LCAP Line #38) Teachers on Special Assignment (TOSA)	Low Income, English learner (EL)	\$1,600,000.00				\$1,600,000.00
3	7	(LCAP Line #39) Leadership Development	Low Income	\$150,000.00				\$150,000.00
3	8	(LCAP Line#41) STEAM Support	Low Income	\$300,000.00				\$300,000.00
3	9	Additional Teacher Professional Development Days	English learner (EL), Low Income	\$1,650,000.00				\$1,650,000.00
4	1	(LCAP Line #46) Public Relations	Foster Youth, Low Income, English	\$400,000.00				\$400,000.00

			learner (EL)					
4	2	(LCAP Line#47) Interpreters at School Board Meetings	English learner (EL)	\$3,000.00				\$3,000.00
4	3	(LCAP Line#48) Parent Academies	Low Income, English learner (EL)	\$90,000.00				\$90,000.00
5	1	(LCAP Line #49) 21st Century Learning Communities Initiative	Low Income	\$3,500,000.00				\$3,500,000.00
5	2	(LCAP Line #51) Integration of Technology	Low Income	\$1,533,188.00				\$1,533,188.00
5	3	(LCAP Line #52) Additional Staff on Campus	Foster Youth, Low Income	\$855,000.00				\$855,000.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$40,727,188.00	\$40,727,188.00
LEA-wide Total:	\$40,727,188.00	\$40,727,188.00
Limited Total:		
Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	(LCAP Line #4) K- 12 Virtual Academy (Independent Study School)	LEA-wide	Low Income	All Schools	\$200,000.00	\$200,000.00
1	2	(LCAP Line #5) Planning and professional development for supplementary curriculum supports for the Next	LEA-wide	English learner (EL), Low Income	All Schools	\$100,000.00	\$100,000.00

		Generation Science Standards (NGSS), and Social Studies Framework (SS).					
1	3	(LCAP Line #6) K-16 Bridge Program	LEA-wide	Low Income	Specific Grade Spans,9-12	\$5,000.00	\$5,000.00
1	4	(LCAP Line #7) AP testing cost for low-income students	LEA-wide	Low Income	Specific Grade Spans,9-12	\$115,000.00	\$115,000.00
1	5	(LCAP Line #8) AVID Expansion	LEA-wide	English learner (EL), Low Income	Specific Grade Spans,6-12	\$2,500,000.00	\$2,500,000.00
1	6	(LCAP Line #9) Expand CTE Pathways	LEA-wide	Low Income	Specific Grade Spans,6-12	\$5,200,000.00	\$5,200,000.00
1	7	(LCAP Line #10) CA State Standards aligned materials and professional development	LEA-wide	Low Income, English learner (EL)	All Schools	\$1,175,000.00	\$1,175,000.00
1	8	(LCAP Line #11) Summer Enrichment Programs	LEA-wide	Foster Youth, Low Income, English learner (EL)	Specific Grade Spans,TK-7th, All Schools	\$1,015,000.00	\$1,015,000.00
1	9	(LCAP Line #12) Middle and High school VAPA	LEA-wide	Low Income	Specific Grade Spans,6-12	\$180,000.00	\$180,000.00
1	10	(LCAP Line #13) Fund EL Categorical Teacher	LEA-wide	English learner (EL)	All Schools	\$1,400,000.00	\$1,400,000.00
1	11	(LCAP Line #16) Library/Media Access	LEA-wide	Low Income, Foster Youth	Specific Grade Spans,6-12	\$50,000.00	\$50,000.00
1	12	(LCAP Line #17) College and Career Technicians	LEA-wide	Low Income	Specific Grade Spans,9-12	\$459,000.00	\$459,000.00

1	13	(LCAP Line #19) Instructional Media Technicians positions	LEA-wide	Low Income	Specific Grade Spans,6-8	\$200,000.00	\$200,000.00
1	14	(LCAP Line #54) Multi-Tiered Systems of Support	LEA-wide	Low Income	All Schools	\$1,350,000.00	\$1,350,000.00
1	15	(LCAP Line #55) Reach Higher Initiative	LEA-wide	Low Income	Specific Grade Spans,9-12	\$450,000.00	\$450,000.00
1	16	TK and K Certificated Interventionist	LEA-wide	Low Income	Specific Grade Spans,TK- K	\$5,500,000.00	\$5,500,000.00
1	17	High School Supplemental and Concentration Funding	LEA-wide	Low Income	Specific Grade Spans,9-12	\$1,445,000.00	\$1,445,000.00
2	1	(LCAP Line #20) Program Specialists	LEA-wide	Foster Youth	All Schools	\$620,000.00	\$620,000.00
2	2	(LCAP Line #21) PBIS/Safe & Civil Schools	LEA-wide	Foster Youth, Low Income	All Schools	\$550,000.00	\$550,000.00
2	3	(LCAP Line #23) Link Crew	LEA-wide	Low Income, Foster Youth	Specific Grade Spans,9-12	\$75,000.00	\$75,000.00
2	4	(LCAP Line #24) W.E.B.	LEA-wide	Low Income, Foster Youth	Specific Grade Spans,6-8	\$65,000.00	\$65,000.00
2	5	(LCAP Line #25) Mental Health Team - School Based Therapists	LEA-wide	Foster Youth, Low Income	All Schools	\$600,000.00	\$600,000.00
2	6	(LCAP Line #27) Community Day School	LEA-wide	Low Income	Specific Grade Spans,7-12	\$1,300,000.00	\$1,300,000.00
2	7	(LCAP Line #28) Character Counts!	LEA-wide	Low Income	All Schools	\$65,000.00	\$65,000.00

2	8	(LCAP Line #29) K-8 Community Agency Counseling Support	LEA-wide	Foster Youth, Low Income	Specific Grade Spans,K-8	\$125,000.00	\$125,000.00
2	9	(LCAP Line #30) Fund Additional Counselors and Program Administer	LEA-wide	Low Income	All Schools	\$390,000.00	\$390,000.00
2	10	(LCAP Line #31) Physical Education Program and Activities Program	LEA-wide	Low Income	All Schools	\$785,000.00	\$785,000.00
2	11	(LCAP Line #32) Fund Additional Nurses	LEA-wide	Low Income	All Schools	\$700,000.00	\$700,000.00
2	12	(LCAP Line#57) True Lasting Connections (TLC)	LEA-wide	Foster Youth, Low Income	All Schools	\$200,000.00	\$200,000.00
3	1	(LCAP Line #33) Professional Learning Community (PLC) Training	LEA-wide	Low Income	All Schools	\$5,000.00	\$5,000.00
3	2	(LCAP Line #34) Monitoring District Initiatives (Qualtrics)	LEA-wide	Low Income	All Schools	\$37,000.00	\$37,000.00
3	3	(LCAP Line #35) Data and Assessment System (Illuminate)	LEA-wide	Low Income	All Schools	\$135,000.00	\$135,000.00
3	4	(LCAP Line #36) Social-Emotional and Behavioral Support	LEA-wide	Low Income, English learner (EL)	Specific Grade Spans,TK-8, All Schools	\$3,600,000.00	\$3,600,000.00
3	5	(LCAP Line #37) Online Database Resource	LEA-wide	Low Income	Specific Grade Spans,6-12	\$50,000.00	\$50,000.00

3	6	(LCAP Line #38) Teachers on Special Assignment (TOSA)	LEA-wide	Low Income, English learner (EL)	All Schools	\$1,600,000.00	\$1,600,000.00
3	7	(LCAP Line #39) Leadership Development	LEA-wide	Low Income	All Schools	\$150,000.00	\$150,000.00
3	8	(LCAP Line#41) STEAM Support	LEA-wide	Low Income	Specific Grade Spans,K-5	\$300,000.00	\$300,000.00
3	9	Additional Teacher Professional Development Days	LEA-wide	English learner (EL), Low Income	All Schools	\$1,650,000.00	\$1,650,000.00
4	1	(LCAP Line #46) Public Relations	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$400,000.00	\$400,000.00
4	2	(LCAP Line#47) Interpreters at School Board Meetings	LEA-wide	English learner (EL)	All Schools	\$3,000.00	\$3,000.00
4	3	(LCAP Line#48) Parent Academies	LEA-wide	Low Income, English learner (EL)	All Schools	\$90,000.00	\$90,000.00
5	1	(LCAP Line #49) 21st Century Learning Communities Initiative	LEA-wide	Low Income	All Schools	\$3,500,000.00	\$3,500,000.00
5	2	(LCAP Line #51) Integration of Technology	LEA-wide	Low Income	All Schools	\$1,533,188.00	\$1,533,188.00
5	3	(LCAP Line #52) Additional Staff on Campus	LEA-wide	Foster Youth, Low Income	Specific Grade Spans,6-12	\$855,000.00	\$855,000.00