LCFF Budget Overview for Parents

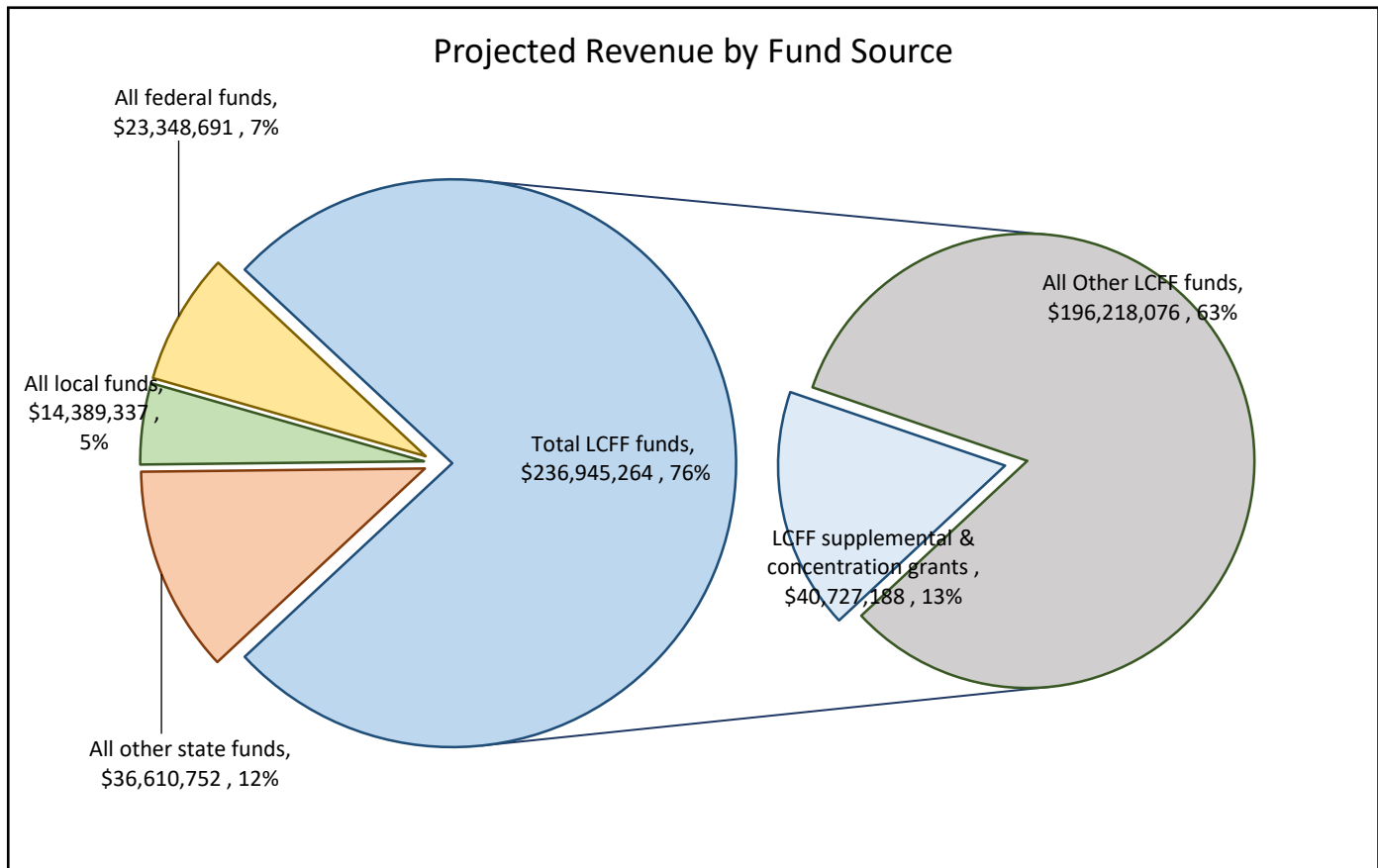Local Educational Agency (LEA) Name: Downey Unified School District

CDS Code: 19-64451-0000000

Local Control and Accountability Plan (LCAP) Year: 2021-22

LEA contact information: Michael Martinez - mimartinez@dusd.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source

All federal funds, $23,348,691 , 7%

All local funds, $14,389,337 , 5%

All other state funds, $36,610,752 , 12%

Total LCFF funds, $236,945,264 , 76%

All Other LCFF funds, $196,218,076 , 63%

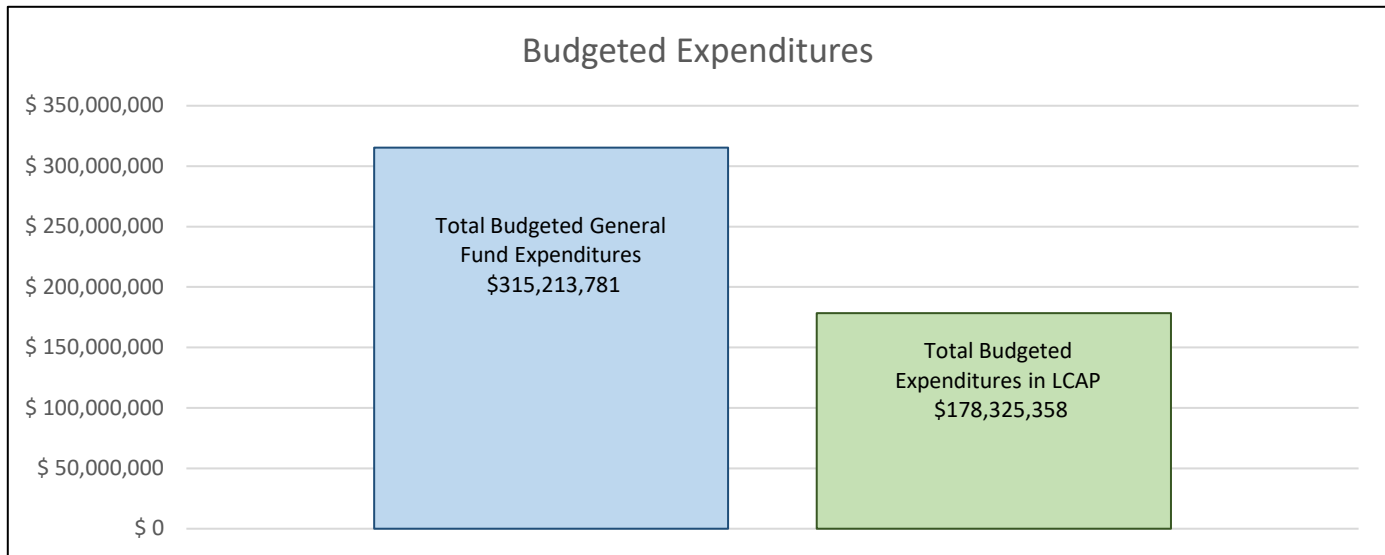LCFF supplemental & concentration grants , $40,727,188 , 13%

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

The total revenue projected for Downey Unified School District is $311,294,044.00, of which $236,945,264.00 is Local Control Funding Formula (LCFF), $36,610,752.00 is other state funds, $14,389,337.00 is local funds, and $23,348,691.00 is federal funds. Of the $236,945,264.00 in LCFF Funds, $40,727,188.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

- Total Budgeted General Fund Expenditures $315,213,781
- Total Budgeted Expenditures in LCAP $178,325,358

This chart provides a quick summary of how much Downey Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Downey Unified School District plans to spend $315,213,781.00 for the 2021-22 school year. Of that amount, $178,325,358.00 is tied to actions/services in the LCAP and $136,888,423.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Other expenditures above the LCAP not included in the LCAP, include all unrestricted general operations of the District Office, including salaries, benefits, supplies, utilities, as described below. In addition other restricted categorical program budgets, such as Title I and Special Education, were expenditures not included in the LCAP. Please see the following list for details: salaries and benefits; buildin; pools; grounds maintenance and custodian personnel; finance; human resources and information technology personnel; teacher aides and interventionists; adrministrators and secretaries, and Special Education personnel. Utilities: Calmet (Trash); City of Downey (Water); So. Cal Edison (Electricity); The Gas Company; Frontier, Verizon, Spectrum (Phone, Internet, and Cable Companies). Building Supplies: repairs and maintenance; contracted services; City of Downey Police Department; ASES (After School Program). (*This report does not include any Bond funding).
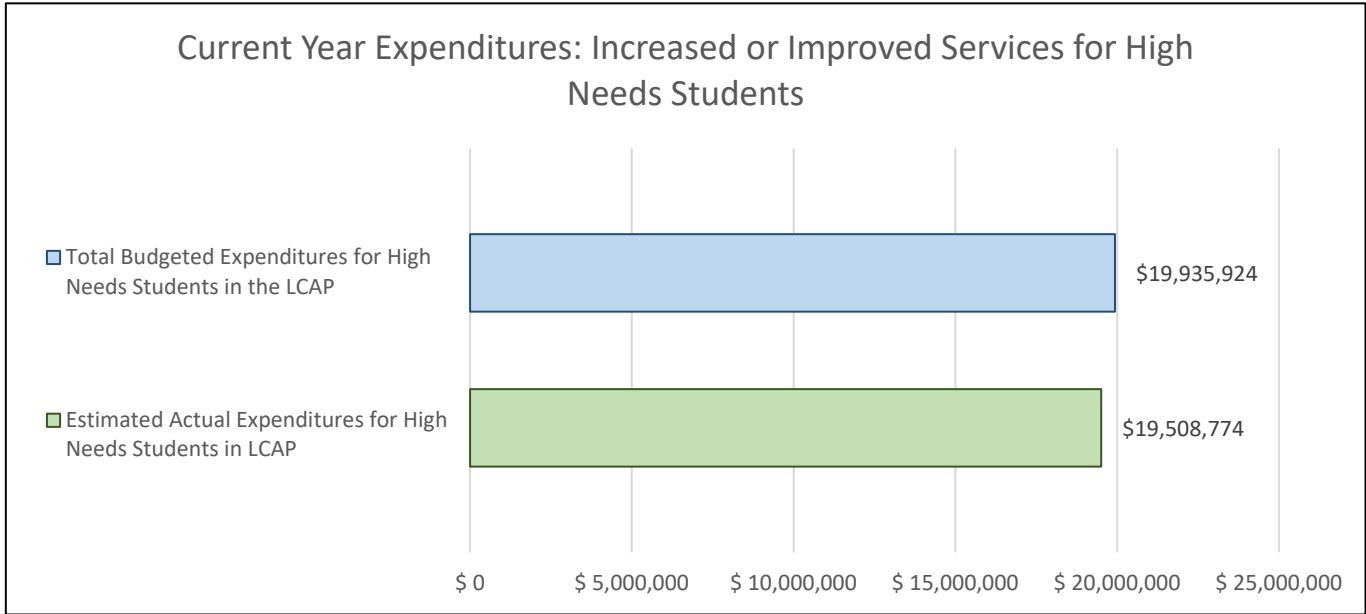
Increased or Improved Services for High Needs Students in 2021-22

LCFF Budget Overview for Parents

In 2021-22, Downey Unified School District is projecting it will receive $40,727,188.00 based on the enrollment of foster youth, English learner, and low-income students. Downey Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Downey Unified School District plans to spend $40,727,188.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$19,935,924
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$19,508,774

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000 $ 25,000,000

This chart compares what Downey Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Downey Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Downey Unified School District's LCAP budgeted $19,935,924.00 for planned actions to increase or improve services for high needs students. Downey Unified School District estimates that it will actually spend $19,508,774.00 for actions to increase or improve services for high needs students in 2020-21. The difference between the budgeted and actual expenditures of $427,150.00 had the following impact on Downey Unified School District's ability to increase or improve services for high needs students:

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downey Unified	Veronica Lizardi Director, Instructional Support Programs	vlizardi@dusd.net (562) 469-6568

Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

Goal 1

- 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
- Ensure that all students experience academic progress and success

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
UC/CSU Eligible Graduates (DATAQUEST)	**2019-20** 72% (2018-19)	52.5% (2019-20)
AP Exam Passing (DATAQUEST)	**2019-20** 95% with 3 or higher	74% with 3 or higher
AP Course Enrollment (DATAQUEST)	**2019-20** 6,037 enrollment AP courses 10-12 grade (Baseline) (This metric has been modified to meet the expected annual measurable outcomes)	6,010 enrollment AP courses 10-12 grade (2019-2020)

SBA ELA: Percentage of students that meet/exceed standard (CAASPP Report)	2019-20	
	82% All students (Spring 2018)	51% All Students (Spring 2019)
	41% English Learners	13% English Learners
	75% Low Income	39% Low Income
	47% Foster Youth	38% Foster Youth
	66% Homeless Youth	30% Homeless

SBA Math: Percentage of students that meet/exceed standard (CAASPP Report)	2019-20	
	63% All students (Spring 2019)	40% All students (Spring 2019)
	41% English Learners	13% English Learners
	61% Low Income	27% Low Income
	37% Foster Youth	15% Foster Youth
	53% Homeless Youth	24% Homeless Youth

SBA ELA (Gr. 3-8): Points from level 3 (Status Level on CA School Dashboard)	2019-20	
	SBA Results (Spring 2019)	SBA Results (Spring 2019)
	All Students: 30 pts. above level 3	All Students: 1 pt. above standard
	English Learners: 25 pts. below level 3	English Learners: 33.8 pts. below standard
	Foster Youth: 25 pts. above level 3 (baseline)	Foster Youth: 80 pts. below standard
	Homeless Youth: 25 pts. above level 3 (baseline)	Homeless Youth: 39.4 pts. below standard
	Low Income: 30 pts. above level 3	Low Income: 9.2 pts. below standard
	Hispanic: 30 pts. above level 3	Hispanic: 0.9 pts. below standard

SBA Math (Gr. 3-8): Points from level 3 (Status Level on CA School Dashboard)	**2019-20** SBA Results (Spring 2019) All Students: 20 pts. above level 3 English Learners: 15 pts. above level 3 Foster Youth: 15 pts. above level 3 (Baseline) Homeless Youth: 15 pts. above level 3 (Baseline) Low Income: 15 pts. above level 3 Hispanic: 20 pts. above level 3	SBA Results (Spring 2019) All students: 31.1 pts. below standard English Learners: 56.1 pts. below standard Foster Youth: 124.8 pts. below standard Homeless Youth: 69 pts. below standard Low Income: 40.8 pts. below standard Hispanic: 32.9 pts. below standard
English Learner Progress (Status Report on CA School Dashboard)	**2019-20** 66.8% 31.6% Level 4- well developed 35.2%-moderately developed	54.1% 16.4% Level 4-well developed 37.7% Level 3-moderately developed
CTE Enrollment Rates (DATAQUEST)	**2019-20** 56%	54%
CTE Completion Rates: Percentage of students completing a CTE program and earning a high school diploma (DATAQUEST)	**2019-20** 29%	54%
Graduation Rate (Status Level on CA School Dashboard)	**2019-20** (2017-18 Four-year cohort data) All students: 98.5% English Learners: 97% Foster Youth: 94% Homeless Youth: 94% Low Income: 99% Hispanic: 99	(2019-20) All students: 96.6% English Learners: 89.6% Foster Youth: 100% Homeless Youth: 97% Low Income: 96.6% Hispanic: 96.8%

Reclassification Rate (DATAQUEST)	**2019-20** 25%	10.3% (2019-20)
Early Assessment Program ELA	**2019-20** 40% rated "ready"	57% rated "ready"
Early Assessment Program	**2019-20** 25% rated "ready" in math	32.24% rated "ready"

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue to hire and retain fully credentialed and appropriately assigned teachers and purchase the most effective and current Common Core State Standards aligned curriculum and materials to ensure ALL students receive the first BEST instruction.	$99,046,141 - LCFF - 1000-1999 Certificated Salaries $6,829,883 - LCFF - 2000-2999 Classified Salaries $40,944,383 - LCFF - 3000-3999 Employee Benefits $6,449,093 - LCFF - 4000-4999 Books and Supplies $6,483,713 - LCFF - 5000-5999 Services and Other Operating Expenses $547,383 - LCFF - 6000-6999 Capital Outlay	$98,840,100 - LCFF - 1000-1999 Certificated Salaries $6,949,406 - LCFF - 2000-2999 Classified Salaries $42,441,173 - LCFF - 3000-3999 Employee Benefits $5,351,080 - LCFF - 4000-4999 Books and Supplies $4,586,873 - LCFF - 5000-5999 Services and Other Operating Expenses $21,374 - LCFF - 6000-6999 Capital Outlay

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue to assess student academic achievement for all students and identified populations (i.e. Low Income, English Learners, Foster Youth, Special Education, GATE, etc.) and provide intensive instruction, intervention, and or enrichment by highly qualified teachers.	$99,046,141 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $6,829,883 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $40,944,383 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) $6,449,093 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) $6,483,713 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)	$98,840,100 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $6,949,406 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $42,441,173 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) $5,351,080 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) $4,586,873 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Retain fully credentialed teachers 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.	$89,754,382 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $6,327,209 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $40,443,724 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) $683,412 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)	$89,317,587 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $6,600,814 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $38,687,182 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) $673,960 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: high schools This service is no longer available.		

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Students with Disabilities Location: All Schools Continue to hire and retain fully credentialed and appropriately assigned teachers and purchase the most effective and current Common Core State Standards aligned curriculum and materials to ensure ALL students receive the first BEST instruction, including Pupils with Disabilities.	$89,754,382 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $6,372,209 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $40,443,724 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) $2,532,316 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) $198,634 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated	$89,317,587 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $6,600,814 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $38,687,182 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) $2,557,639 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) $673,960 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: Specific Grade Spans: 6-12 (LCAP Line #1) This service has been combined with Action 28 (LCAP Line #55).	$0	$0

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: Specific Grade Spans: 9-12 This LCAP Line has been combined with Action 28 (LCAP Line #55).	$0	$0

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth	$0	$0

Scope of Service: Limited to Unduplicated Student Group(s)

Location: Specific Grade Spans: 6-12

Refer to the LCAP Addendum. | | |

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: Foster Youth, Low Income

Scope of Service: LEA-wide

Location: Specific Grade Spans: 9-12

(LCAP Line #4) Online High School/Independent Study Support personalized learning by creating an online high school opportunity. | $100,000 - LCFF - 5000-5999 Services and Other Operating Expenses | $0 |

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Low Income

Scope of Service: LEA-wide

Location: All Schools

(LCAP Line #5) Provide Planning and Professional development for implementation of the new state standards (CSS-California State Standards, NGSS-Next Generation Science Standards, SS-Social Studies Framework. The Science Transition Advisory Groups for middle and high school curriculum continue to meet to outline and recommend | $0
$0
$0
$52,000 - LCFF - 5000-5999 Services and Other Operating Expenses | $0
$0
$0
$28,000 - LCFF - 5000-5999 Services and Other Operating Expenses |

a district plan for implementation of NGSS.

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: Specific Grade Spans: 9-12 (LCAP Line #6) K-16 Bridge A high school to college bridge transition program facilitated through a partnership between local school districts, Cerritos College, and the Lewis Center for Educational Research. Students receive online subscriptions to Eureka and the Perersen guides. Students participating in the program, as seniors receive guided matriculation to Cerritos College with priority Guidance Center access, placement, and registration.	$5,000 - LCFF - 4000-4999 Books and Supplies	$3,723 - LCFF - 4000-4999 Books and Supplies

Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: Limited to Unduplicated Student Group(s) Location: Specific Grade Spans: 6-12 (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.	$110,000 - LCFF - 4000-4999 Books and Supplies	$105,665 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Low Income Scope of Service: LEA-wide Location: Specific Schools: Carpenter Elementary, all Middle and High Schools (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 continue to include a 30% growth each year and continue to expand at the Middle and High Schools by adding sections at each site.	$1,078,830 - LCFF - 1000-1999 Certificated Salaries $349,158 - LCFF - 2000-2999 Classified Salaries $346,924 - LCFF - 3000-3999 Employee Benefits $13,150 - LCFF - 4000-4999 Books and Supplies $31,938 - LCFF - 5000-5999 Services and Other Operating Expenses	$856,500 - LCFF - 1000-1999 Certificated Salaries $1,276,414 - LCFF - 2000-2999 Classified Salaries $419,874 - LCFF - 3000-3999 Employee Benefits $19,658 - LCFF - 4000-4999 Books and Supplies $127,550 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #9) Maintain CTE Pathways to include elementary, middle school, and high school levels 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 at the middle school level (Gateway to Technology). 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.	$2,621,506 - LCFF - 1000-1999 Certificated Salaries $171,600 - LCFF - 2000-2999 Classified Salaries $681,032 - LCFF - 3000-3999 Employee Benefits $25,862 - LCFF - 4000-4999 Books and Supplies $0 - LCFF - 5000-5999 Services and Other Operating Expenses $0 - LCFF - 6000-6999 Capital Outlay	$3,727,427 - LCFF - 1000-1999 Certificated Salaries $59,230 - LCFF - 2000-2999 Classified Salaries $1,234,197 - LCFF - 3000-3999 Employee Benefits $306,570 - LCFF - 4000-4999 Books and Supplies $71,992 - LCFF - 5000-5999 Services and Other Operating Expenses $5,970 - LCFF - 6000-6999 Capital Outlay

Action 15

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #10) CA State Standards aligned materials - Provide additional supplemental resources and training that supports the implementation of the California State Standards (ELA and Math) and the English Language Development Framework.	$65,000 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 2000-2999 Classified Salaries $20,000 - LCFF - 3000-3999 Employee Benefits $325,000 - LCFF - 4000-4999 Books and Supplies $120,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$414,167 - LCFF - 1000-1999 Certificated Salaries $126,828 - LCFF - 2000-2999 Classified Salaries $187,132 - LCFF - 3000-3999 Employee Benefits $387,635 - LCFF - 4000-4999 Books and Supplies $65,334 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 16

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools (LCAP Line #11) Summer Enrichment Continue a summer enrichment experience (STEAMWORKS) at the elementary and middle school levels to prevent summer learning loss and summer school opportunities for high schools.	$744,870 - LCFF - 1000-1999 Certificated Salaries $65,100 - LCFF - 2000-2999 Classified Salaries $179,417 - LCFF - 3000-3999 Employee Benefits $24,613 - LCFF - 4000-4999 Books and Supplies $0	$452,149 - LCFF - 1000-1999 Certificated Salaries $7,349 - LCFF - 2000-2999 Classified Salaries $90,551 - LCFF - 3000-3999 Employee Benefits $17,343 - LCFF - 4000-4999 Books and Supplies $86,596 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 17

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	$0 - LCFF - 2000-2999 Classified Salaries $0 - LCFF - 3000-3999 Employee Benefits $168,000 - LCFF - 4000-4999 Books and Supplies $25,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$54,496 - LCFF - 2000-2999 Classified Salaries $15,815 - LCFF - 3000-3999 Employee Benefits $64,050 - LCFF - 4000-4999 Books and Supplies $0
Students to be Served: Low Income Scope of Service: LEA-wide Location: Specific Grade Spans: 6-8 (LCAP Line #12) Provide funding (equally) to all Middle School sites to support their visual and performing arts program.		

Action 18

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools (LCAP Line #13) English Learner Coordinators Continue to fund 50% an English Learner coordinator 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.	$1,070,502 - LCFF - 1000-1999 Certificated Salaries $329,498 - LCFF - 3000-3999 Employee Benefits $0	$816,031 - LCFF - 1000-1999 Certificated Salaries $278,838 - LCFF - 3000-3999 Employee Benefits $1,188 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 19

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(LCAP Line Item #14) This LCAP Line Item has been combined with Line Item 54 under Goal 1.		

Action 20

	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #15) We are no longer funding this service and $0 have been allocated to LCAP Line #15. School sites will continue to utilize their school site supplemental and concentration funds and determine the need for before/after school tutoring services.	$0 $0	$0 $0

Action 21

	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Grade Spans: 6-12 (LCAP Line #16) Continue to extend Library/Media center access to include before school, snack, lunch, and after school as deemed necessary and practicable at each school site. A total of 2 hours daily will be made available at each secondary site.	$54,400 - LCFF - 1000-1999 Certificated Salaries $20,600 - LCFF - 3000-3999 Employee Benefits	$165,052 - LCFF - 1000-1999 Certificated Salaries $50,838 - LCFF - 3000-3999 Employee Benefits

Action 22

	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: Specific Schools: All High Schools (LCAP Line #17) Continue to provide 2 additional college and career technicians to the two currently staffed and necessary professional development.	$0 - LCFF - 1000-1999 Certificated Salaries $331,965 - LCFF - 2000-2999 Classified Salaries $127,035 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 5000-5999 Services and Other Operating Expenses	$0 $232,760 - LCFF - 2000-2999 Classified Salaries $108,986 - LCFF - 3000-3999 Employee Benefits $50,397 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 23

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #18) We are no longer funding this service and $0 have been allocated to LCAP Line #18. School sites will continue to utilize their school site supplemental and concentration funds and determine the need for interventionist teachers and classroom teachers providing instructional support before, during, and after school.	$0 $0 $0	$0 $0 $0

Action 24

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income	$533,225 - LCFF - 2000-2999 Classified Salaries $202,205 - LCFF - 3000-3999 Employee Benefits	$405,618 - LCFF - 2000-2999 Classified Salaries $156,386 - LCFF - 3000-3999 Employee Benefits

Scope of Service: LEA-wide

Location: Specific Grade Spans: K-8

(LCAP Line #19) Continue to Fund 1 five-hour Library media Technicians (LMT) at each elementary school and 1 five-hour Media Tech (MT) at each middle school.

Action 25

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #54) A Systematic Process for Intervention (SPI) that provides support for all tiered intervention supports for teachers and support staff. This includes the purchase of a Universal Screener - elementary (iReady ELA/Math), secondary (STAR 360 ELA/Math). Fund high school support through additional teaching period coverage to support students in achieving academic and social emotional success.	$710,915 - LCFF - 1000-1999 Certificated Salaries $278,000 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999 Books and Supplies $211,085 - LCFF - 5000-5999 Services and Other Operating Expenses	$626,148 - LCFF - 1000-1999 Certificated Salaries $226,767 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999 Books and Supplies $419,462 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 26

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools	$760,168 - LCFF - 1000-1999 Certificated Salaries $265,243 - LCFF - 2000-2999 Classified Salaries $470,880 - LCFF - 3000-3999 Employee Benefits $926,130 - LCFF - 4000-4999 Books and Supplies $300,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$751,485 - LCFF - 1000-1999 Certificated Salaries $264,993 - LCFF - 2000-2999 Classified Salaries $400,393 - LCFF - 3000-3999 Employee Benefits $974,682 - LCFF - 4000-4999 Books and Supplies $153,495 - LCFF - 5000-5999 Services and Other Operating Expenses

Supplemental/Concentration Site Allocations Amount provided to sites for supplies/services to support high needs students (EL, LI, and FY) 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. All school sites 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.

Action 27

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Schools: all elementary schools Student Achievement LCAP funding allocated to provide every TK and Kindergarten classroom a certificated intervention teacher for a minimum of 2 hours everyday. This service is principally directed to our low income, English Learners, and Foster Youth to provide them academic and social emotional support during the school day. In addition, LCAP funding is allocated to decrease TK and Kindergarten class size enrollment from the maximum allowed of 27:1 to 25:1. Maintain reduction of class sizes in other grade levels over and above regular staffing levels.	$3,120,219 - LCFF - 1000-1999 Certificated Salaries $1,379,781 - LCFF - 3000-3999 Employee Benefits	$3,880,405 - LCFF - 1000-1999 Certificated Salaries $1,605,174 - LCFF - 3000-3999 Employee Benefits

Action 28

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

| For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: Low Income

Scope of Service: LEA-wide

Location: Specific Grade Spans: 9-12

(LCAP Line #55) A "Reach Higher" initiative that includes a UC transcript evaluation, credit repair (APEX licenses and sections), promotional outreach for A-G completion, College Eligibility Index Report, and a College Fair. Provide a 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.	$55,710 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 2000-2999 Classified Salaries $17,737 - LCFF - 3000-3999 Employee Benefits $17,460 - LCFF - 4000-4999 Books and Supplies $109,093 - LCFF - 5000-5999 Services and Other Operating Expenses	$167,033 - LCFF - 1000-1999 Certificated Salaries $953 - LCFF - 2000-2999 Classified Salaries $60,015 - LCFF - 3000-3999 Employee Benefits $13,884 - LCFF - 4000-4999 Books and Supplies $162,774 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Here is a description of additions that were made to support students, families, teachers and staff and a description of why certain funds were not utilized or why they were decreased:

Action 1 - This action is not funded out of the supplemental/concentration funds.

Action 9 (LCAP Line 4) - Independent Study Virtual Academy will be implemented in the 2021-22 school year. Due to the pandemic, the Distance Learning option met the needs for all virtual learning options.

Action 10 (LCAP Line 5) - Due to the pandemic, there was less need for substitutes for professional development around NGSS.

Additions that were created to support students, families, teachers and staff that created successes

Action 13 (LCAP Line 8) - Expanded AVID program at the middle and high school levels and hired additional tutors.

Action 14 (LCAP Line 9) - Downey Unified was awarded the K12 Strong Workforce Grant that includes a commitment for matching funds. The increase in this line is due to the commitment to matching funds.

Action 15 (LCAP Line 10) - Due to the pandemic, additional TOSA support was added to help create new virtual units of study for ELA, Math, and ELD units.

Action 16 (LCAP Line 11) - Due to the pandemic, there was a smaller number of students who participated in the virtual summer school.

Action 18 (LCAP Line 13) - There were retirees that were not replaced.

Action 21 (LCAP Line 16) - This service was increased to support with additional online library resources to help families and students with additional

access to materials and resources.

Action 24 (LCAP Line 19) - Library Media Technicians at the elementary level were a reduction and Instructional Media Technicians were hired. There was a cost difference between the two classifications.

Action 26 - The supplemental and concentration site allocations were not all spent and were carried over to the 2020-21 school year.

Action 28 (LCAP Line 55) - Due to the pandemic, additional online licenses for iReady were purchased to support online intervention in ELA and Math.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: Prior to the pandemic, Downey Unified had implemented the 21st Century Learning Community (21CLC) initiative. This initiative entailed training teachers on how to utilize technology as a tool to enhance instruction. Grade level teams developed the skills necessary to effectively embed technology into their teaching and learning processes in order to redefine their classroom into a student and teacher collaborative environment. In this model, students acquire the skills and knowledge necessary to demonstrate learning across all curricular areas utilizing tools that enhance creativity, innovation, and a higher level of thinking. As a result, many of the additions to the LCAP for the 2019-2020 school year that were provided to families, students, teachers and staff, were a smooth transition. We were prepared with already having the infrastructure of one-to-one devices at the secondary level. Elementary was able to transition from a 2:1 device model to a 1:1 device model. Teach3ers had the necessary basic training on online tools and resources. The additional TOSA support made it possible to implement professional development via Zoom to continue to enhance and build on the 21st CLC initiative.

Challenges: Challenges we experienced were related to transitioning teaching and learning to an online platform. We had to transition and train all teachers to access and use Zoom, provide our students with devices to access their online education, and train our secondary teachers to use a learning management system, Canvas. Though we successfully implemented these, there were some challenges with user skills, access to the internet, and timely distribution of devices to all students.

Goal 2

- Ensure students sense of safety and school connectedness
- Meet the social and emotional needs of students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Suspension Rate (Status level on CA School Dashboard)	**2019-20** All students: 1.5% English Learners: 1.6% Foster Youth: 1% Homeless Youth: 1% Low Income: 1.6% Hispanic: 1.2%	All students: 3.1% English Learners: 3.6% Foster Youth: 9.8% Homeless: 10.3% Low Income: 3.5% Hispanic: 3%
School Attendance Rate (CALPADS)	**2019-20** 96.5% (2018-19)	95.4% (2019-20)
Chronic Absenteeism (Status level on CA School Dashboard)	**2019-20** 4% (2018-19)	8.3% (2019-20)
Middle School Dropout Rate (DATAQUEST)	**2019-20** Maintain 0% (2018-19)	0% (2019-20)
High School Dropout Rate (DATAQUEST)	**2019-20** 1.5% (2018-19)	2.1% (2018-19)
Expulsion Rate (DATAQUEST)	**2019-20** Maintain 0% (2018-19)	

		0% (2019-20)
School Climate (Student LCAP Survey) Percentage of student	**2019-20** 98% elementary students feel safe most or all of the time at school. 94% middle and high school students feel safe most or all of the time at school.	93% elementary students feel safe at their school 86% middle and high school students feel safe at their school

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue to provide additional opportunities for learning to all students in need; including, but not limited to, The Saturday Attendance Recovery Program (for Gen'l Ed credit recovery), the Learning Center (for Spec Ed credit recovery), Continuation high school, and needs assessments.	$2,925,321 - LCFF - 1000-1999 Certificated Salaries $699,229 - LCFF - 2000-2999 Classified Salaries $1,395,874 - LCFF - 3000-3999 Employee Benefits $195,313 - LCFF - 4000-4999 Books and Supplies $155,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$2,949,253 - LCFF - 1000-1999 Certificated Salaries $676,598 - LCFF - 2000-2999 Classified Salaries $1,441,516 - LCFF - 3000-3999 Employee Benefits $192,477 - LCFF - 4000-4999 Books and Supplies $152,005 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue to maintain a safe and drug-free learning environment for all students by providing Classified security, community policing, educating students and staff regarding Anti-Bullying, all coordinated and administered by the Student Services Department.	$645,978 - LCFF - 2000-2999 Classified Salaries $265,114 - LCFF - 3000-3999 Employee Benefits $207,715 - LCFF - 5000-5999 Services and Other Operating Expenses	$791,708 - LCFF - 2000-2999 Classified Salaries $419,401 - LCFF - 3000-3999 Employee Benefits $321,139 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue to provide behavior support for all students through highly qualified personnel and implementation of the Character Counts framework, and behavior support, i.e. probation officer at Columbus Continuation High, school-wide behavior plans, School Attendance Review Board, Special Ed IEPs, and 504 plans.	$585,978 - LCFF - 1000-1999 Certificated Salaries $265,114 - LCFF - 2000-2999 Classified Salaries $97,715 - LCFF - 3000-3999 Employee Benefits $13,597 - LCFF - 4000-4999 Books and Supplies	$493,345 - LCFF - 1000-1999 Certificated Salaries $244,169 - LCFF - 2000-2999 Classified Salaries $287,942 - LCFF - 3000-3999 Employee Benefits $50,439 - LCFF - 4000-4999 Books and Supplies

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue to provide social, emotional, and health support to all students through highly qualified personnel including co-administrators, school psychologists, nurses, TLC Family Resource Center staff, and elementary counseling interns. Also, continue to provide mental health services to students with IEPs through highly qualified and specially trained personnel.	$2,992,452 - LCFF - 1000-1999 Certificated Salaries $1,974,891 - LCFF - 2000-2999 Classified Salaries $842,654 - LCFF - 3000-3999 Employee Benefits $23,666 - LCFF - 4000-4999 Books and Supplies $1,517,469 - LCFF - 5000-5999 Services and Other Operating Expenses	$2,979,640 - LCFF - 1000-1999 Certificated Salaries $1,523,563 - LCFF - 2000-2999 Classified Salaries $1,756,534 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999 Books and Supplies $805,474 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth Scope of Service: Limited to Unduplicated Student	$381,023 - LCFF - 1000-1999 Certificated Salaries $138,977 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 5000-5999 Services and Other Operating Expenses	$450,128 - LCFF - 1000-1999 Certificated Salaries $147,879 - LCFF - 3000-3999 Employee Benefits $2,400 - LCFF - 5000-5999 Services and Other Operating Expenses

Group(s)

Location: All Schools

(LCAP Line #20) Maintain the number of Program Specialists who work directly with our Foster and Homeless population. The average number of Foster students is 200 and our Homeless population is approximately 350 students, districtwide, throughout the year.

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #21) All DUSD schools will utilize a Positive Behavior Intervention 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.	$69,875 - LCFF - 1000-1999 Certificated Salaries $0 $30,773 - LCFF - 3000-3999 Employee Benefits $34,793 - LCFF - 4000-4999 Books and Supplies $255,559 - LCFF - 5000-5999 Services and Other Operating Expenses	$287,099 - LCFF - 1000-1999 Certificated Salaries $56,076 - LCFF - 2000-2999 Classified Salaries $131,820 - LCFF - 3000-3999 Employee Benefits $33,969 - LCFF - 4000-4999 Books and Supplies $80,444 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	$900 - LCFF - 1000-1999 Certificated Salaries $181 - LCFF - 3000-3999 Employee	$6,120 - LCFF - 1000-1999 Certificated Salaries $1,236 - LCFF - 3000-3999 Employee

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Schools: All High Schools (LCAP Line #23) Link Crew Link Crew is a high school mentoring, transition, and orientation program that fosters success for incoming ninth graders.	Benefits $73,939 - LCFF - 4000-4999 Books and Supplies $0	Benefits $57,384 - LCFF - 4000-4999 Books and Supplies $1,521 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: Specific Schools: all middle schools (LCAP Line #24) W.E.B. (Where Everybody Belongs) Middle school mentoring, transition, and orientation program that fosters success for incoming sixth grade students.	$22,526 - LCFF - 1000-1999 Certificated Salaries $4,491 - LCFF - 3000-3999 Employee Benefits $23,000 - LCFF - 4000-4999 Books and Supplies $14,983 - LCFF - 5000-5999 Services and Other Operating Expenses	$21,645 - LCFF - 1000-1999 Certificated Salaries $4,367 - LCFF - 3000-3999 Employee Benefits $21,939 - LCFF - 4000-4999 Books and Supplies $12,491 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #25) This is a mental health crisis team that deploys to general students 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-	$452,346 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 2000-2999 Classified Salaries $147,654 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999 Books and Supplies $0 - LCFF - 5000-5999 Services and Other Operating Expenses	$0 $287,388 - LCFF - 2000-2999 Classified Salaries $89,545 - LCFF - 3000-3999 Employee Benefits $0 $450 - LCFF - 5000-5999 Services and Other Operating Expenses

behavioral well-being. Together, a referral form and process was 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. GEMHS Program Specialist is part of the district Crisis Team.

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #26) Free breakfast for all students Offered through DUSD Food Services department.	$0 - Funded by Cafeteria Fund 13.0	$0

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: Specific Grade Spans: 6-12 (LCAP Line #27) Community Day School program (Woodruff Academy) that is principally directed to our most at-risk low income students who need an intensive small group environment for grades 7-12. This program is in addition to our Continuation High School (Columbus High). Program will be housed at Columbus High School.	$516,450 - LCFF - 1000-1999 Certificated Salaries $0 $223,550 - LCFF - 3000-3999 Employee Benefits	$372,038 - LCFF - 1000-1999 Certificated Salaries $140,035 - LCFF - 2000-2999 Classified Salaries $218,952 - LCFF - 3000-3999 Employee Benefits

Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #28) Provide all schools support in implementing Character Counts. Each school site receives funds to support activities that promote their character education efforts, especially during CHARACTER COUNTS! Week (October 2019) and also for throughout the rest of the 2019-20 school year.	$17,501 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 2000-2999 Classified Salaries $3,716 - LCFF - 3000-3999 Employee Benefits $52,000 - LCFF - 4000-4999 Books and Supplies $16,783 - LCFF - 5000-5999 Services and Other Operating Expenses	$13,461 - LCFF - 1000-1999 Certificated Salaries $0 $2,693 - LCFF - 3000-3999 Employee Benefits $48,410 - LCFF - 4000-4999 Books and Supplies $0

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #29) Provide K-5 and 6-8 with counselor interns provided through the Jewish Family Children's Services (JCFS) in Long Beach. They help with approximately 300 students each year and provide group counseling to students in elementary schools and work one-to-one with student in our middle schools. They work with students who share such needs in the areas of social skills, behavior and family loss as examples.	$110,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$122,605 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #30) All four middle schools will utilize their school site supplemental and concentration money to fund their additional middle school counselor. This LCAP Line #30 will fund a districtwide academic counselor to provide additional services to the unduplicated pupils at the secondary level. Fund 2 additional academic counselors for Downey and Warren High School that are over the base program.	$315,737 - LCFF - 1000-1999 Certificated Salaries $139,263 - LCFF - 3000-3999 Employee Benefits	$614,269 - LCFF - 1000-1999 Certificated Salaries $252,423 - LCFF - 3000-3999 Employee Benefits

Action 15

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: Specific Grade Spans: K-5 and 9-12 (LCAP Line #31) Expand service to fund 2 PE teachers and 8 PE assistants to support all 4th and 5th grade students at 11 elementary schools in order to increase physical activity throughout the day. Support high school students with physical activity programs by adding more support staff to both Warren and Downey high school.	$612,437 - LCFF - 1000-1999 Certificated Salaries $272,000 - LCFF - 2000-2999 Classified Salaries $286,810 - LCFF - 3000-3999 Employee Benefits $7,786 - LCFF - 4000-4999 Books and Supplies $235,967 - LCFF - 5000-5999 Services and Other Operating Expenses	$315,817 - LCFF - 1000-1999 Certificated Salaries $195,060 - LCFF - 2000-2999 Classified Salaries $198,545 - LCFF - 3000-3999 Employee Benefits $18,786 - LCFF - 4000-4999 Books and Supplies $22,740 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 16

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #32) Continue to 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.	$577,895 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 2000-2999 Classified Salaries $213,693 - LCFF - 3000-3999 Employee Benefits $58,412 - LCFF - 5000-5999 Services and Other Operating Expenses $0 - LCFF - 6000-6999 Capital Outlay	$493,958 - LCFF - 1000-1999 Certificated Salaries $120,256 - LCFF - 2000-2999 Classified Salaries $260,875 - LCFF - 3000-3999 Employee Benefits $17,899 - LCFF - 5000-5999 Services and Other Operating Expenses $0 - LCFF - 6000-6999 Capital Outlay

Action 17

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #56) We are no longer funding this service and $0 have been allocated to LCAP Line #56.	$0	$0

Action 18

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	$144,598 - LCFF - 2000-2999 Classified Salaries	$144,598 - LCFF - 2000-2999 Classified Salaries

Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #57) Support of True Lasting Connections (TLC) provides dree 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.	$55,402 - LCFF - 3000-3999 Employee Benefits	$55,402 - LCFF - 3000-3999 Employee Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 4 - This action is not funded out of supplemental/concentration funds.

Action 9 (LCAP Line 25) - There were less School Based Therapists and the hiring was affected by the pandemic. Replacements were hired in the 2020-2021 school year. The funds for 2019-2020 were carried over to the 2020-21 school year.

Action 11 (LCAP Line 27) - Students who struggled with social emotional and/or academic, the district was able to expand this service to include more support for students who need an intensive small group environment.

Action 12 (LCAP Line 28) - Due to the pandemic, the sites did not spend all of their Character Counts! funding and was carried over to the 2020-21 school year.

Action 13 (LCAP Line 29) - Due to the pandemic, additional counseling services were provided to students.

Action 14 (LCAP Line 30) - Due to the pandemic, additional USC college and career technicians were funded in additional to an extra middle school academic counselor at the middle school level.

Action 15 (LCAP Line 31) - Due to the pandemic, physical education assistants worked significantly less hours.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: During the pandemic, Downey Unified continued its plans to expand mental health resources and to expand social emotional resources for all stakeholders. The school district dedicated a school psychologist to facilitated resources and trainings for teachers and staff. A calming room was designed with multiple resources to help support teachers and staff, parents, and students. Specialized trainings and resources were provided to school administrators so they could provide parents and family members support and tailor the resources based on the needs of their community and school.

Challenges: Due to the effects of the pandemic, many of our staff, families, and students were affected by COVID. There was an increased need to provides supports and services to students and families and it was often difficult to connect with them due to our school closures. Multiple attempts had to be made to ensure we connected our neediest students with available resources. Additionally, the increase in mental health needs stretched our system and we had to respond to a higher volume of needs.

Goal 3

- Hire the best teachers
- Ensure a highly effective and trained staff
- Promote opportunities for shared and distributed leadership
- Provide students and staff members access to world-class tools and resources (see Facilities)

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 5. Pupil engagement; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Subject Area Authorization: Percentage of courses taught by a teacher who lacks appropriate subject area authorization	**2019-20** Remain at 0%	0%
Staff LCAP Survey: Percentage of staff members who rate their experience as positive	**2019-20** 95%	95%
Staff Survey: Percentage of staff that feel they have the necessary training to be successful at their job	**2019-20** 92% (Spring 2020)	73%

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue to hire and retain fully credentialed and appropriately assigned Certificated and Classified staff to provide our students with an exemplary educational experience.	$94,030,143 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $11,999,604 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $40,563,606 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)	$96,755,383 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $12,257,467 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $42,294,439 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #33) Provide training for teachers through Gallup Strengths Finder to support their professional learning community (PLC) work.	$90,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$90,000 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	$37,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$30,351 - LCFF - 5000-5999 Services and Other Operating Expenses

Students to be Served: Low Income

Scope of Service: LEA-wide

Location: All Schools

(LCAP Line #34) Continue to utilize a tool (Qualtrics) to assist in monitoring district initiatives and the California State Standards instruction, and LCAP services in order to support and ensure a high level of implementation.

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools (LCAP Line #35) Continue to utilize online data and assessment system to create daily techniques for checking students understanding and adjusting instruction (Illuminate).	$135,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$132,384 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #36) Teacher Instructional Support - Continue to fund one dean at each middle school. Continue to fund vice principal support at elementary and add one vice principal	$2,477,383 - LCFF - 1000-1999 Certificated Salaries $512,617 - LCFF - 3000-3999 Employee Benefits $0	$2,232,345 - LCFF - 1000-1999 Certificated Salaries $881,351 - LCFF - 3000-3999 Employee Benefits $600 - LCFF - 4000-4999 Books and Supplies

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 and Low Income students by providing more administrator support to students. Teams of administrators can now provide more targeted support to at-risk EL and low income 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 take action because the adult to student ration has decreased. This service has been modified to reflect a more accurate budget. Vice principals were incorrectly charged and the original estimated budget was too low and has been adjusted to reflect the most accurate budget for this service.

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: Specific Grade Spans: 6-12 (LCAP Line #37) Secondary librarians will continue to implement sections of the Strategic Plan created in 2016-17. The goal of this plan is to support our middle and high schools with online database resource access (Overdrive, GALE).	$50,000 - LCFF - 4000-4999 Books and Supplies $0	$49,356 - LCFF - 4000-4999 Books and Supplies $644 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Low Income Scope of Service: LEA-wide	$1,811,509 - LCFF - 1000-1999 Certificated Salaries $653,250 - LCFF - 3000-3999 Employee Benefits $0	$1,444,688 - LCFF - 1000-1999 Certificated Salaries $519,026 - LCFF - 3000-3999 Employee Benefits $8,747 - LCFF - 5000-5999 Services and Other Operating Expenses

Location: All Schools

(LCAP Line #38) Continue to fund elementary and secondary Teacher Specialists (ELA, Math, Technology) to support teachers in the implementation and fidelity of the California State Standards.

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #39) Leadership Development - Training for principals and school leadership teams, and coaching for principals on supporting teachers implementation of the California State Standards and collaborative work.	$26,175 - LCFF - 1000-1999 Certificated Salaries $5,290 - LCFF - 3000-3999 Employee Benefits $45,000 - LCFF - 4000-4999 Books and Supplies $233,535 - LCFF - 5000-5999 Services and Other Operating Expenses	$43,083 - LCFF - 1000-1999 Certificated Salaries $5,258 - LCFF - 3000-3999 Employee Benefits $0 - LCFF - 4000-4999 Books and Supplies $61,850 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Low Income Scope of Service: LEA-wide Location: Specific Grade Spans: K-5 (LCAP Line #41) Continue to provide organizational structure and continue to fund 15 teachers to provide instruction in Science, Technology, Engineering, Art, and Math (STEAM) at all elementary schools. While releasing grade level classroom teachers to collaborate in Professional Learning Communities	$1,524,810 - LCFF - 1000-1999 Certificated Salaries $546,659 - LCFF - 3000-3999 Employee Benefits $28,531 - LCFF - 5000-5999 Services and Other Operating Expenses	$1,424,726 - LCFF - 1000-1999 Certificated Salaries $499,430 - LCFF - 3000-3999 Employee Benefits $7,889 - LCFF - 5000-5999 Services and Other Operating Expenses

(PLC) to support student learning for 90 minutes every other week.

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools (LCAP Line #42) This line is on hold for 2018-2019 and 2019-2020 school year and $0 have been allocated for those years. All substitutes have been trained. Training will revisited in 2021-2022.	$0	$0

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(LCAP Line #43) This line has been combined with LCAP Line #21 and included with the Positive Behavior Intervention System (PBIS).		

Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools	$0 - LCFF - 1000-1999 Certificated Salaries $0 - LCFF - 3000-3999 Employee Benefits $46,500 - LCFF - 5000-5999 Services and Other Operating Expenses	$0 $0 $0 - LCFF - 5000-5999 Services and Other Operating Expenses

(LCAP Line #44) 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.

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools 2 additional days of professional development training added to the teachers work year	$1,344,409 - LCFF - 1000-1999 Certificated Salaries $305,591 - LCFF - 3000-3999 Employee Benefits	$1,098,097 - LCFF - 1000-1999 Certificated Salaries $236,091 - LCFF - 3000-3999 Employee Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 2 (LCAP Line 33) - Due to the pandemic, additional trainings were needed for administrators in order to help equip them with resources, skills, and other activities to support their staff. A contract with Gallup Strengths Finder supported this effort.

Action 5 (LCAP Line 36) - Additional certificated staff were hired to support with positive discipline measures as new social emotional and PBIS strategies were being implemented at all elementary and middle school sites.

Action 7 (LCAP Line 38) - This line had a team of TOSAs placed back into the classroom.

Action 8 (LCAP Line 29) - Due to the pandemic, less professional development was scheduled and the contract with Focused Schools was reduced to reflect the change in schedule.

Action 9 (LCAP Line 41) - There was no significant change.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: Many of the professional development opportunities had to be modified due to the pandemic. A success was not having to utilize as many substitute teachers for PD. Mid-year as a result of the pandemic, the district was able to host PDs on Wednesdays due to the modified schedule. A positive result of this change was that students did not have to have a substitute while their teacher attended PD. The trainings were

held during students' asynchronous times.

Additional social emotional trainings were provided to assist all stakeholders with the growing mental health needs.

The pandemic brought an urgency to families on the importance of 21st Century skills and how important technology is to a student's educational plan. Althought the pandemic brought chaos and uncertainty, it also united families, students, teachers and staff towards a common goal.

Challenges: A challenge we encountered was moving all PD to an online platform. It was an enormous undertaking to transition all staff to using Zoom within a short window of time, train all teachers and related staff in how to access and use the Zoom platform, and then redesign our PD offering to make it compatible to an online setting and engaging to participants. When providing online PD, it was sometimes difficult to assess engagement since many staff kept their cameras off.

Goal 4

- Actively involve parents and community members in decision making at the school and district level
- Give parents the tools they need to help their children succeed
- Build connections between the community and the schools so as to foster investment in education
- Provide meaningful and transparent communication with all stakeholders

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Parent Survey: Percentage of parents completing the survey	**2019-20** 80% (Spring 2020)	34%
Parent Survey: Percentage of parents who rate their experience as positive	**2019-20** 99% (Spring 2020)	90.69%
Parent Survey: Percentage of parents who rate DUSD parent workshops as well-prepared and organized	**2019-20** 88% (Spring 2020)	95.85%
Parent Survey: Percentage of parents who feel welcomed at their child's school	**2019-20** 99% (Spring 2020)	93.02%

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue to engage the community in opportunities to participate in their students' education, i.e. Open House, Community Advisory Council, PTA, Family Fun Night, Home School Compacts, Parent-Teacher Conferences, Q Parent Connect, Parent Advisory Council, District English Learner Advisory Council, Coffee with the Superintendent, and parent workshops.	$90,000 - LCFF - 1000-1999 Certificated Salaries $32,000 - LCFF - 2000-2999 Classified Salaries $21,000 - LCFF - 3000-3999 Employee Benefits $6,000 - LCFF - 4000-4999 Books and Supplies $5,000 - LCFF - 5000-5999 Services and Other Operating Expenses	$62,418 - LCFF - 1000-1999 Certificated Salaries $26,008 - LCFF - 2000-2999 Classified Salaries $34,685 - LCFF - 3000-3999 Employee Benefits $4,200 - LCFF - 4000-4999 Books and Supplies $1,050 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Low Income Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools (LCAP Line #45) This service was merged as part of our Adult Education program and $0 has been allocated to LCAP Line #45..	$0 $0 $0 $0	$0 $0 $0 $0

Action 3

Planned	Budgeted	Actual

Actions/Services	Expenditures	Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #46) Brochures, transition guides, Associated Student Body (ASB) flyers, public information, brand promotion, and management, and Public Relations Coordinator for effective communications at the District Level.	$63,300 - LCFF - 2000-2999 Classified Salaries $28,977 - LCFF - 3000-3999 Employee Benefits $27,723 - LCFF - 5000-5999 Services and Other Operating Expenses	$64,404 - LCFF - 2000-2999 Classified Salaries $28,848 - LCFF - 3000-3999 Employee Benefits $158,512 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools (LCAP Line #47) Interpreters at School Board meetings Provide translation equipment and an interpreter for simultaneous Spanish interpretation at School Board meetings.	$1,202 - LCFF - 2000-2999 Classified Salaries $298 - LCFF - 3000-3999 Employee Benefits	$1,347 - LCFF - 2000-2999 Classified Salaries $336 - LCFF - 3000-3999 Employee Benefits

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide	$7,524 - LCFF - 1000-1999 Certificated Salaries $12,717 - LCFF - 2000-2999 Classified Salaries $4,609 - LCFF - 3000-3999 Employee Benefits $15,100 - LCFF - 4000-4999 Books and	$7,495 - LCFF - 1000-1999 Certificated Salaries $13,437 - LCFF - 2000-2999 Classified Salaries $3,028 - LCFF - 3000-3999 Employee Benefits $2,801 - LCFF - 4000-4999 Books and

| Location: All Schools

(LCAP Line #48) Parent Academies and workshops Continue to expand the number and effectiveness of parent academies and workshops designed to assist parents in supporting their childrens learning. Continue to expand the districtwide program for Parent Engagement.	Supplies $50,050 - LCFF - 5000-5999 Services and Other Operating Expenses	Supplies $20,660 - LCFF - 5000-5999 Services and Other Operating Expenses

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All the budgeted actions and services were implemented with fidelity. An increase in funding was used to support Action 3 (LCAP Line 46) as a result of the pandemic. This addition supported the communication and engagement aspect and was highlighted during the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: Downey Unified has a strong partnership with families and the community. Increasing the communication platform supported all stakeholders in multiple ways. The district easily transitioned from in-person parent trainings to virtual trainings. Prior to the pandemic, space is a limiting factor when hosting parent trainings. Moving all parent trainings via zoom, resulted in having additional space for parent trainings and communication. The disadvantage is that in-person provides a personal touch to being able to see our families but the virtual setting supports more families who cannot always attend in-person trainings, workshops, and meetings.

Challenges: A challenge we had was not having the ability to connect with our families face to face during a time of great need.

Goal 5

- Upgrade and modernize our facilities, technology and equipment
- Give students access to the latest and best equipment to bridge the opportunity and digital divide
- Ensure safe, secure and aesthetically pleasing learning environments

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Facilities Report: Percentage of facilities in good repair	**2019-20** 98% (percentage of schools that received an overall rating of "good")	100% of schools received an overall rating of "EXEMPLARY" 99.8% was the average rating for all schools meeting standards in all 8 categories: Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and External)
Instructional Materials Report: Percentage of students who have access to standards-aligned instructional materials	**2019-20** 100% of students have access to standards-aligned materials	100%

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #49) Continue to expand the 21st Century Learning Communities (21 CLC) initiative to include classified positions to help support due to the increased technology devices. 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.	$3,300 - LCFF - 1000-1999 Certificated Salaries $832,716 - LCFF - 2000-2999 Classified Salaries $390,932 - LCFF - 3000-3999 Employee Benefits $1,355,843 - LCFF - 4000-4999 Books and Supplies $58,709 - LCFF - 5000-5999 Services and Other Operating Expenses	$0 $1,012,137 - LCFF - 2000-2999 Classified Salaries $452,895 - LCFF - 3000-3999 Employee Benefits $1,785,500 - LCFF - 4000-4999 Books and Supplies $280,790 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Location: (LCAP Line #50) This LCAP Line item has been transition to our Measure O funding.		

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Low Income Scope of Service: LEA-wide Location: All Schools (LCAP Line #51) Integration of technology in teaching and learning - Cost of maintaining and replacing equipment (LCD projectors, document cameras, technology devices) for 21st century learning environment.	$2,695,219 - LCFF - 4000-4999 Books and Supplies $1,052,452 - LCFF - 5000-5999 Services and Other Operating Expenses $0 - LCFF - 6000-6999 Capital Outlay	$1,032,098 - LCFF - 4000-4999 Books and Supplies $523,200 - LCFF - 5000-5999 Services and Other Operating Expenses $0 - LCFF - 6000-6999 Capital Outlay

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Grade Spans: 6-8 (LCAP Line #52) Continue to fund a Campus Supervisor Aide assigned to each middle school. Having an additional adult on campus helps to keep the campus more secure and help students feel that they are in a safe and caring environment. Fund 4 intermediate clerical assistants that are over the base program to continue to support a welcoming environment at school sites. Fund Resource Officers at both comprehensive high schools and continuation high school to promote welcoming, safe, and secure campuses.	$414,178 - LCFF - 2000-2999 Classified Salaries $224,822 - LCFF - 3000-3999 Employee Benefits $0 $0	$531,469 - LCFF - 2000-2999 Classified Salaries $319,575 - LCFF - 3000-3999 Employee Benefits $4,010 - LCFF - 4000-4999 Books and Supplies $0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 1 (LCAP Line 49) - Additional technology classified staff were added to support the growing need for 1:1 device implementation for all TK-12 grades.

Action 4 (LCAP Line 52) - Additional campus safety monitors, clerical assistants, and Resource Officers were implemented to continue to create and implement a safe and welcoming environment at all middle and high schools.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: The extra support staff made it possible to have a smooth transition when the school closures occurred at the district. Device distribution was handled efficiently and students, parents, and staff had resources available when technology was not working.

Challenges: We were able to provide all materials, resources, and fully fund and staff all needed positions for in-person schooling. A challenge we faced during our school closure was transitioning some of the additional staff, like media technicians and campus aides, to take on different responsibilies. We had to find alternate types of work that would support our online education.

Expenditure Summary

Expenditures by Budget Category

Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	$216,497,477	$215,920,723
1000-1999 Certificated Salaries	126,083,812	126,006,122
2000-2999 Classified Salaries	13,904,097	15,206,300
3000-3999 Employee Benefits	51,537,404	55,525,792
4000-4999 Books and Supplies	12,655,564	10,440,594
5000-5999 Services and Other Operating Expenses	11,769,217	8,714,571
6000-6999 Capital Outlay	547,383	27,344

Expenditures by Funding Source

Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	$216,497,477	$215,920,723
Federal Revenues - Title III	0	0
LCFF Base/Not Contributing to Increased or Improved Services	176,031,676	174,391,008
LCFF S & C/Contributing to Increased or Improved Services	40,465,801	41,529,715

Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	$216,497,477	$215,920,723
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	105,639,892	105,324,756
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or	20,443,920	20,681,366

	Improved Services		
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	10,861,273	10,742,921
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	3,042,824	4,463,379
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	43,791,562	46,700,826
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	7,745,842	8,824,966
4000-4999 Books and Supplies	Federal Revenues - Title III	0	0
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	6,687,669	5,602,206
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	5,967,895	4,838,388
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	8,503,897	5,998,925
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	3,265,320	2,715,646
6000-6999 Capital Outlay	LCFF Base/Not Contributing to Increased or Improved Services	547,383	21,374
6000-6999 Capital Outlay	LCFF S & C/Contributing to Increased or Improved Services	0	5,970

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure

Goal 1:

- 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
- Ensure that all students experience academic progress and success

	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	$178,916,447	$180,375,978
LCFF Base/Not Contributing to Increased or Improved Services	160,300,596	158,190,006
LCFF S & C/Contributing to Increased or Improved Services	18,615,851	22,185,972

Goal 2:

- Ensure students sense of safety and school connectedness
- Meet the social and emotional needs of students.

All Funding Sources	$20,314,100	$20,407,926
LCFF Base/Not Contributing to Increased or Improved Services	14,803,080	15,085,203
LCFF S & C/Contributing to Increased or Improved Services	5,511,020	5,322,723

Goal 3:

- Hire the best teachers
- Ensure a highly effective and trained staff
- Promote opportunities for shared and distributed leadership
- Provide students and staff members access to world-class tools and resources (see Facilities)

All Funding Sources	$9,873,259	$8,765,916
LCFF Base/Not Contributing to Increased or Improved Services	135,000	132,384
LCFF S & C/Contributing to Increased or Improved Services	9,738,259	8,633,532

Goal 4:

- Actively involve parents and community members in decision making at the school and district level
- Give parents the tools they need to help their children succeed
- Build connections between the community and the schools so as to foster investment in education
- Provide meaningful and transparent communication with all stakeholders

All Funding Sources	$365,500	$429,229
LCFF Base/Not Contributing to Increased or Improved Services	154,000	128,361
LCFF S & C/Contributing to Increased or Improved Services	211,500	300,868

Goal 5:

- Upgrade and modernize our facilities, technology and equipment
- Give students access to the latest and best equipment to bridge the opportunity and digital divide
- Ensure safe, secure and aesthetically pleasing learning environments

All Funding Sources	$7,028,171	$5,941,674
LCFF Base/Not Contributing to Increased or Improved Services	639,000	855,054
LCFF S & C/Contributing to Increased or Improved Services	6,389,171	5,086,620

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downey Unified	Veronica Lizardi Director, Instructional Support Programs	vlizardi@dusd.net 562-469-6568

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 Biliteracy.

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 the2020-21 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 students completing	29% (2018-2019)				38%

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. Students of poverty experienced significant loss during the pandemic as measure through	$200,000.00	Yes

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.

2	(LCAP Line #5) Planning and professional development for supplementary curriculum supports for the Next Generation Science Standards (NGSS), and Social Studies Framework (SS).	(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.	$100,000.00	Yes
3	(LCAP Line #6) K-16 Bridge Program	(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 guided matriculation to Cerritos College with priority Guidance Center access, placement,	$5,000.00	Yes

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 goals for low income students as evidence on the most recent Graduation Indicator	$5,200,000.00	Yes

		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 opportunities during the school day provide students of poverty access to activities that	$180,000.00	Yes

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.

| 10 | (LCAP Line #13) Fund EL Categorical Teacher | (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. | $1,400,000.00 | Yes |
| 11 | (LCAP Line #16) Library/Media Access | (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 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 | $50,000.00 | Yes |

		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 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	$1,350,000.00	Yes

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 l (teachers use an assessment and monitoring system to inform instruction, identify at-risk students, and provide targeted interventions for achievement and access); Tier ll (immediate remediation with credit recovery or parallel class to support low-income students with success in core subjects), and Tier lll (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.

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 at the end of the 3rd trimester in addition to social emotional rating scales.	$5,500,000.00	Yes
			$1,445,000.00	Yes

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.		
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%
					0%

Expulsion Rate	0% (2018-2019)				
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 statement, "My	85% (LCAP Survey Spring 2020)				88%

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 Chronic Absenteeism indicator (9.8% low income chronic absenteeism – that is a decline of	$550,000.00	Yes

		.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 Based Therapists	(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 experiencing mental health needs. A Tier 3 level of service is offered for students who	$600,000.00	Yes

		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.		
6	(LCAP Line #27) Community Day School	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.	$1,300,000.00	Yes
7	(LCAP Line #28) Character Counts!	(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 not have the role models during their youth to learn about Respect and Responsibility. This	$65,000.00	Yes

		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 thematic units around good eating habits, how to create healthy snacks, learning different	$785,000.00	Yes

	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.			
11 (LCAP Line #32) Fund Additional Nurses	(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).	$700,000.00	Yes	
12 (LCAP Line#57) True Lasting Connections (TLC)	(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.	$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 neccessary 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

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.

| 7 | (LCAP Line #39) Leadership Development | (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. | $150,000.00 | Yes |

| 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

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.

2	(LCAP Line#47) Interpreters at School Board Meetings	(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.	$3,000.00	Yes
3	(LCAP Line#48) Parent Academies	(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	$90,000.00	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
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	(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	$3,500,000.00	Yes

		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.		
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 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. 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 incomes 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 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 (+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 incomes 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 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 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 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 lo- 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 suppor 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

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the Downey Unified School District analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PPE equipment was purchased for all staff and school sites. Every staff member received a mask and additional supplies were purchased i.e. face shields, gloves, hand sanitizer, hand sanitizer stations, etc.	$7,000	$667,132	N
Fund four (4) Teachers on Special Assignment to development new curriculum and modify/adjust current curriculum to support in-person and distance learning.	$585,403	$537,003	Y
Front desk and TK-12th grade desk partitions to ensure safety measures are in place for in-person instruction.	$415,000	$419,175	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The budget amount for PPE equipment substantially changed due to the extension of in-person/hybrid instruction as a result of the pandemic. The district created PPE Kits for every classroom teacher, teacher on special assignment and special education teacher. In addition, all school sites and district office received PPE Kits to support with additional supplies.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Elementary Education

Elementary sites were in Distance Learning from August-March 26. In-person instruction began on March 29 for TK-5. The structure for in-person instruction is the following:

* All students returning to school in-person are divided into two groups (Group A and Group B)

* Group A comes in-person every Monday and Tuesday from 8:30-11:30

* Group B comes in-person every Thursday and Friday from 8:30-11:30

* Group A and Group B students are able to participate in PE and Read Aloud Zooms on the

   morning (30 minutes each) on their opposite days on in-person

* Group A and Group B also participate in live Zoom instruction from 12:20-3:00 on their opposite days of in-person

* Wednesday is a DL day for all students. All students (Group A, Group B, DL Only) participate in

   90 minutes of Zoom instruction in the morning with their teacher. They then participate in

   three 30-minute Zoom sessions (PE, STEAM, Math) throughout the remainder of the day.

* DL only students participate in live Zoom instruction with their teacher on M/T/TH/F from

   12:20-3:00.

* In this model, ALL students receive 150 minutes of live (either in-person or on Zoom)

   instruction with their teacher 4 days a week.

The focus of live instruction is ELA (shared reading, writing, phonics, mentor sentences, math-both routines and math activity). A recommended schedule, accompanied by a training, was provided to each grade level and teacher. Priority standards were also provided to each grade level, in addition to a shared drive of lessons, activities, and resources. Teachers follow our district initiatives for instruction. Each teacher is equipped in their classroom with an iPad, laptop, document camera, Apple TV, and microphone. Each student has a District issued new iPad and case, with wifi if needed in a take home model. Teachers have been trained on how to engage the students to use the iPad as a tool to foster creativity, collaboration, communication, and critical thinking. Students can use the iPad in class or at home to write, record their thinking, collaborate with their peers, and show their understanding of curriculum. Tools and ways students show their thinking utilizing the iPad are Google Classroom, Minecraft EDU, creating presentations, Book Creator and publishing eBooks, Padlet, Classkick, Flipgrid, green screen, Adobe Spark and more.

Secondary Education

Secondary Schools began a Hybrid in-person instructional model on March 29, 2021.

The structure is as follows:

* All students returning to school in-person are divided into two groups (Cohort A and B). Due to safety protocols, students can attend in-person 2 days per week and are on distance learning 3 days per week.

* Students wanting to stay in Distance Learning only went into Cohort C.

* Wednesday is a DL day for all students. All students in Cohorts A, B, C participate in daily live instruction with their teachers in the first part of the day. The remainder of the school day, students are assigned asynchronous instruction so they can participate in Student Choice activities that include SEL and mental health support.

Student Hybrid Schedule

TIME	MONDAY Cohort A in-person Cohorts B & C Zoom in	TUESDAY Cohort B in-person Cohorts A & C Zoom in	WEDNESDAY Full Distance Learning	THURSDAY Cohort A in-person Cohorts B & C Zoom in	FRIDAY Cohort B in-person Cohorts A & C Zoom in
8:30-9:44	Period 1	Period 1		Period 2	Period 2
9:54-11:07	Period 3	Period 3	DISTANCE LEARNING DAY	Period 4	Period 4
11:17-12:30	Period 5	Period 5	*Please refer to your school's website for Wednesday schedule*	Period 6	Period 6
12:30	*Grab and Go Lunch / School Dismissal*			*Grab and Go Lunch / School Dismissal*	
1:15-2:00	Intervention & Enrichment	Intervention & Enrichment		Intervention & Enrichment	Intervention & Enrichment
2:15-3:00	Office Hours	Office Hours		Office Hours	Office Hours

* One of the biggest successes and challenges of the hybrid model was our Live Stream model. In order to maximize flexibility for students, our district chose to live stream instruction during each block so that students in distance learning could access instruction. This model has allowed students who are absent due to the pandemic to continue their learning without any interruptions to instruction. They have access to the classroom via live stream at all times.

* Though this model allowed for a lot of flexibility, it was a difficult transition for our teachers and students to learn to live stream instruction.   A lot of professional development and agreed upon best practices were put in place prior to the start of in-person instruction. Each secondary classroom is equipped with live streaming equipment: camera, audio, etc...

*Starting April 26th, we have offered in-person instruction 4-days per week to students in subgroups who have been struggling with distance learning: Mckinney Vento, Foster Youth, ELD and SDC students.

Special Education

DUSD consistently offered all programs and services to students with disabilities remotely from August 12 through March 26, 2021. In-person instruction began on March 29, 2021.

Challenges to providing instruction in-person:

-Ensuring the safety of our students and staff while adhering to COVID safety protocols.

- Students with significant disabilities learning and understanding the importance of following all safety protocols.

-Behavioral and academic needs of our students necessitates staff providing physical support and prompting.

-Re-configuration of the classroom environment to adhere to safety protocols while continuing to provide support and accommodations for students.

-Re-training staff to implement specific instructional and behavioral strategies in a modified classroom environment.

-Implementing all IEP services and supports with fidelity during the shortened instructional day, (scheduling challenges).

-Ensuring all SPED providers, including transportation, had the necessary protocols in place to keep staff and students safe.

Successes:

-Students primed for wearing masks. Teachers worked with families to ensure this instruction was taking place during remote learning.

-Strong family and school relationships were nurtured. These strong relationships allowed for regular communication and collaboration between schools and families to problem solve student learning needs.

-Students demonstrated flexibility, adaptability, and resilience. The majority of the students who returned to in-person learning learned procedures and adapted to the new classroom environment and expectations.

-Well established protocols and procedures provided staff and families with reassurance that their safety and well-being were a priority.

-Regular and consistent communication with all stakeholders through meetings, office hours, notes, and email.

-Instructional support facilitated teachers providing quality instruction.

-All staff provided with necessary supplies and materials for the start of in-person instruction.

-Consistent collaboration between SPED providers and teachers to establish optimal schedules for instruction and service delivery.

-Provide choice to families to determine which instructional programs and services would be provided to students in-person.

Stakeholders

Parents/Guardians

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

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

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

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

Teachers and Staff

A teacher and staff survey was administered and below is a summary of the results:

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

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

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

Students

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

Parent Advisory Groups

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

Return to School Committee

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

Data Trend

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

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

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

Various surveys were administered throughout the year and parents/guardians provided the district valuable feedback. Parents/guardians were given a choice to either send their child to in-person instruction or remain in a virtual learning model. Teachers and staff were also surveyed multiple times to gain their input on schedules and assisted in narrowing down the selection. Through the LCAP survey, students provided feedback on distance learning and areas for improvement. The secondary schools created specific surveys to ask their students for input on specific areas that pertained to each school.

Overall, the success of in-person instructional offerings was a direct result from stakeholder feedback. The district had the highest number of stakeholder responses as compared to pre-pandemic years.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional RMI security was needed due to the high volume of devices that were ordered.	$101,000	$137,684	N
Apple purchase of 14,000 cellular enabled iPads to service all low-income elementary and middle school students.	$6,500,000	$6,497,795	Y
iPad cases were purchased to ensure durability and protection on all new iPad devices.	$32,000	$42,059	Y
A total of 1,350 Hot Spots were ordered to service our low-income 9th-12th graders.	$115,000	$115,000	Y
Microsoft Premier Extras provide students and staff additional support services from Microsoft.	$150,000	$150,380	Y
Azure Cloud Services is an online resource to provide continuity of services in the event of a district power outage.	$9,000	$9,000	Y
Purchased Zoom licenses for all TK – 12th grade teachers, site and district administrators.	$42,000	$36,158	Y
Upgrade MacBook Devices for elementary teachers for efficient online learning.	$154,000	$154,308	Y
Surface docks were purchased to support teachers to work from home.	$8,000	$8,975	Y

Screen Castify was purchased for teachers to enable them to do screen recordings.	$7,000	$7,000	Y
A new learning management system (Canvas) was purchased for the secondary level. This new LMS for secondary will support various aspects of the educational experience for students and staff. Canvas integrates with several programs that are already successfully being used by teachers, the grading system integrates with the Student Information System called Aequitas or "Q," and it supports efficient communication with parents and students.	$92,000	$92,802	Y
Blackboard agreement to support remote communication between students and families.	$76,000	$79,221	Y
Purchased Badger Pro to track online professional development.	$10,700	$10,790	N
Software purchased for PD through the International Society for Technology in Education (ISTE).	$8,379	$8,379	Y
Teacher extra pay for summer professional development through the International Society for Technology in Education (ISTE).	$71,019	$71,019	Y
International Society for Technology in Education (ISTE) PD courses.	$18,305	$18,305	Y
Technology Teacher Leader stipends.	$79,267	$79,267	N
Padlet subscription to support communication and learning celebrations through a digital pinboard.	$12,987	$12,987	Y
Classkick licenses to support unduplicated students with enhanced academic support.	$6,500	$6,487	Y
Kid Blog licenses to support unduplicated students with enhanced academic support.	$14,000	$13,728	Y
Virtual Phonics licenses to support elementary unduplicated students with enhanced academic support.	$9,000	$8,925	Y

Virtual Writing licenses to support elementary unduplicated students with enhanced academic support.	$31,000	$31,323	Y
Mystery licenses to support elementary unduplicated students with enhanced academic support.	$13,000	$12,987	Y
Seven (7) Instructional Technology Coaches (ITC) to provide instructional technology professional development and IT support for all elementary and secondary teachers and students.	$1,029,000	$962,051	Y
A total of sixteen (16) Instructional Media Technicians hired for a limited term (6-months).	$497,328	$609,589	N
Residence substitute teachers for all school sites.	$1,584,000	$1,320,098	Y
Salary for Childcare Coordinator.	$191,711	$177,412	N
Employee Childcare.	$270,000	$72,038	N
Micron Computer Upgrade for additional memory and solid-state hard drives for student use.	$37,000	$36,647	Y
Technology sub pay.	$4,000	$4,500	N
Technology overtime pay.	$65,494	$10,275	N
Mandated positions.	$6,405,850	$6,405,850	N
Higher powered CTE laptops for high school students.	$1,500,000	$1,499,999	Y
eSports laptops for high school students who participate in the competition.	$125,000	$317,750	Y
Gym cameras for remote viewing.	$20,000	$20,000	N
Cellular service for the iPad or Hot Spot for low-income students.	$1,800,000	$1,800,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Additional Instructional Media Technicians were employed to service all elementary schools.

Employee childcare had lower numbers than originally planned.

Additional laptops purchased for high school students who participated in the eSport competition. Due to the pandemic, we saw an increase in participation.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Elementary Education

Elementary was in full distance learning from August 14-March 26. The Elementary DL models was designed to meet the following instructional minute requirement of both synchronous and asynchronous learning:

TK/K- 180 minutes

1st-3rd- 230 minutes

4th-5th- 240 minutes.

The Zoom platform was used for the synchronous instruction. A minimum of 90 minutes a day of asynchronous learning was required, in addition to a 30-minute office hour block to provide additional support. The remaining minutes of learning were asynchronous. Asynchronous instruction included students showing their understanding of content by responding to assignments in Google Classroom and Seesaw, in addition to posting their thinking utilizing tools like Flipgrid, Padlet, Keynote, Classkick, etc.

Each child was given a brand-new iPad, enabled with Wi-Fi if needed, to support remote learning.

During the 20-21 school year Elementary has continued to focus on First Best Instruction for both synchronous and asynchronous learning. We have been committed to providing students meaningful, relevant, and rigorous first best instruction built on the foundation of critical thinking, creativity, collaboration, and communication. Lessons were designed to give voice and choice and engage students as active learners. In order to support this, approximately 80 Professional Learning sessions have been held on Zoom to support teachers implementing our district initiatives in a Distance Learning format. These sessions have included topics in all content areas.

The purpose of these sessions was to engage our teachers in deep learning, sharing various instructional strategies employed to meet the diverse instructional needs of ALL students.

Teachers were provided digital resources in writing and phonics. A shared drive with the District ELA units was already in use by teachers. These units included lesson plans and digital copies of the books for teachers. Math lessons and tools were also provided to teachers. Mystery Science had already been purchased for each teacher and teachers were able to push these lessons out to students to access asynchronously.

A DL progress report was created for all students to receive three times during the year. Both the progress report and report card were available to parents digitally with instructions on how to access.

Secondary Education

Secondary schools were in full distance learning from August 14-March 26. We had one consistent schedule amongst all 7 secondary sites that included 240 instructional minutes requirement of both synchronous and asynchronous learning in 3 block periods per day.

Secondary teachers used Zoom to implement the live synchronous instruction. A minimum of 30 minutes of daily live instruction per period (90 total minutes) a day of synchronous learning was required, in addition to a 30-minute office hour block to provide additional support. The remaining minutes of learning were asynchronous.

Through our monitoring of student progress, we saw a sharp increase in the number of students with D/Fs during the pandemic. Our schedule was slightly modified in second semester to allow for embedded interventions throughout each period for students who were struggling.

One of the greatest challenges and successes in distance learning was the shift to a one-to-one device model for each student. Each student in middle school was issued a cellular enabled new iPad to support remote learning and each high school student was issued a chrome/PC device upon request. Our high school students were issued a hot spot if needed for connectivity.

Our secondary schools also adopted the use of a new Learning Management System, Canvas. The teachers and students quickly adapted to this new platform. Canvas helps students and teachers access and manage online course learning materials and communicate about skill development and learning achievement. Canvas includes a variety of customizable course creation and management tools, course and user analytics and statistics, and internal communication tools.

With the use of Canvas, we were able to integrate many other technology integration programs to help students with distance learning.

Another success was our teachers' ability to adapt to a completely different way of teaching in a very short time. 600 of our secondary staff took four ISTE micro courses over the summer to prepare themselves for distance learning. In addition, we offered daily support for teachers in the mornings and afternoons for technology and instructional support.

Special Education

Successes:

-Consistent schedule and structure for instruction. The special education classrooms had schedules that reflected, at a minimum, the same instructional minutes as the general education students.

-Students were provided or had access to District issued technology (iPads, Chromebooks, and hotspots).

-Collaboration between teachers and providers ensured that students had access to their instructional program, services, and accommodations.

-Consistent collaborations with families ensured that students received IEP provided instruction and services.

-Strong family-school partnerships allowed for individualizing solutions to barriers.

-Open and consistent communication with stakeholders. District to schools and schools to families.

-Special Education students were included in all aspects of the instructional program.

-Creation and development of remote opportunities for students to connect with one another.

-Implementation of a Learning Management System at the secondary level provided access to course materials for all students.

-Increased use of technology programs and applications provided students with practice and opportunity to innovate using the online platforms.

-Embedded and ongoing professional development and support provided to staff.

Challenges:

-Students' individual cognitive or behavioral challenges impacted their ability to fully access the remote learning platform.

-Some students needed intensive support and prompting to fully participate in the instructional program.

-Parents and caregivers expended much time and effort, sometimes beyond their capability, to support their student during the instructional day.

-Limited availability of agencies providing in-home support made it difficult to provide additional support to students who struggled most.

-Remote instruction and services did not fully benefit some students, specifically those with significant cognitive and behavioral needs.

-Limited opportunities for students to practice learned skills in a real-world setting.

-Student regression due to limited opportunities to practice specific skills in person.

-Some IEP goals were difficult to teach in an online setting, for example play based, social, and communication skills.

-Unstructured home environments impacted student learning.

-Limited parent involvement or education affected some students' ability to learn.

-Family trauma and loss affected student learning and their ability to fully participate in their instruction.

-Transition from in-person to remote learning was arduous. It took time, effort, and resources to transition manipulatives, lessons, and teaching styles into the virtual platform.

Stakeholders

Various surveys were administered throughout the year and parents/guardians provided the district valuable feedback. Parents/guardians were given a choice to either send their child to in-person instruction or remain in a virtual learning model. Teachers and staff were also surveyed multiple times to gain their input on schedules and assisted in narrowing down the selection. Through the LCAP survey, students provided feedback on distance learning and areas for improvement. The secondary schools created specific surveys to ask their students for input on specific areas that pertained to each school.

Overall, the success of in-person instructional offerings was a direct result from stakeholder feedback. The district had the highest number of stakeholder responses as compared to pre-pandemic years.

Access to Devices and Connectivity

All students were able to receive a device and hot spot if needed. There was a process for families to inform their school site if a hot spot was required. Students had access to a device and tech support if needed. At times, the challenges was being able to respond in a timely manner to students/families when there was a districtwide issue such as a power outage or problems with a service i.e., Zoom. Parents provided us feedback through survey input.

Pupil Participation and Progress

A small percentage of students did not respond to distance learning. Each school had an assigned staff member to follow-up with students who did not participate in their class/es. At times, home visits (with caution) were conducted if phone calls were not being answered. School site administrators made daily phone calls to ensure students were contacted if they missed more than 3 days of school. Administrators and teachers provided ample office hours to support students and families with the challenges of distance learning. Parents provided us feedback through survey input.

Distance Learning Professional Development

As stated in earlier sections, professional development was provided in all areas including LMS (Canvas), new technology tools, assessment tools (iReady) and social emotional tools for staff. Office hours were also provided by district administrators to support all school sites in all areas of distance learning. Teachers and staff provided us input through surveys.

Staff Roles and Responsibilities

Overall success for the district is that all staff collaborated on support students, families, and each other. DUSD staff went over and above the call of duty to ensure our students had the essential tools and resources to be successful. The challenges were mainly around fatigue. Staff members worked longer hours to support all stakeholders. The district created a social emotional resource called the "Calming Room" that provided staff with mental health resources to support them through this pandemic. A social emotional specialist provided office hours to support staff with any mental health needs. Input on mental health needs was directly provided to the district through survey data.

Support for Pupil with Unique Needs

English Learners:

Successes – EL categorical teachers at each school site ensured that EL students were receiving the support needed to be successful. EL categorical teachers provided intervention blocks, office hours, and monitored progress through multiple resources. *Challenges* – EL students did not have the same level of support with oral language. In a virtual setting, students do not have the same amount of time to have classroom discussions as they do in an in-person environment.

Foster/Homeless Youth Students:

Successes – School based therapists were vital during this time. They followed up on all of their students and supported them by providing additional resources and tools such as high-tech headphones that cancelled noise. This was essential as many of our foster/homeless students reside in homes with multiple families or small quarters. *Challenges* – The social emotional needs grew significantly and at times the case managers were handling high volumes of student/family need. Staff burnout and emotional drain was significant. The Calming Room resource was essential.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer school was provided June-July 2020 and will continue to be provided in June-July 2021 for students who are experiencing learning loss. Targeted population of students are low-income, English learners, Foster and Homeless Youth.	$2,596,739	$2,602,001	Y
Data is collected and housed in our data management platform, Illuminate. Teachers have been trained on how to utilize this tool and are very familiar on how to build reports to monitor their students easily.	$160,000	$160,000	N
Credentialed Teacher Interventionists for grades TK – 12th grade that provide small group instruction and target the needs of unduplicated students.	$837,720	$837,720	Y
iReady licenses for all middle school students.	$111,800	$117,800	Y
A total of four (4) PD days for middle school staff on iReady.	$6,000	$6,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Elementary Education

We believe in meeting our students where they are and providing our students meaningful, relevant, and rigorous first best instruction. When students are identified as needing extra support, as in a traditional school year, an intervention plan is implemented to address the targeted needs of each individual student. Other supports included small group lessons, Saturday School, home visits, teacher office hours, Instructional Media Technician (IMT) office hours, after school intervention for both social emotional and academic concerns. Sites also used their Interventionists to work with small groups in needed content areas. Sites also held a Student Study Team (SST) to discuss students and design plans for students needing extra support. Additional ways elementary sites addressed student needs were by holding small group intervention for math and reading support, as well as extra support for English Learners.

Secondary Education

Secondary Education has been closely monitoring learning loss at each grading period. The data has shown a sharp increase in the number of D and Fs amongst our students. In order to mitigate the learning loss, all of our secondary schools created and implemented a school-wide intervention plan that included embedded interventions during the instructional day. In addition to the embedded interventions, students can receive additional support after school during office hours and on designated Saturdays. Our Wednesday, DL day includes Student Choice activities for students who are progressing at grade level. Students who need extra support can receive additional tutoring time and SEL/mental health supports.

We are also offering expanded summer programs at both the middle and high school levels this year.

Middle School

All four middle schools will offer summer school with a goal of 500 students per school. 5th graders will move up to middle schools and 8th graders will move up to high school. In the past, we have serviced a total of 600 middle school students across the district during Middle School STEAMworks. Students earning below a C in ELA and Math, and designated subgroups: McKinney/Vento, Foster Youth, English Learners and Title I students will have priority to attend.

Each student will take 3 classes (ELA, Math, and Elective) with the possible option to attend in-person 4-days per week contingent upon the Los Angeles County Tier. There will also be an afternoon opportunity for students to receive additional support in office hours.

High School

The high school summer program will focus on credit recovery, credit repair, and original credit. We are expecting at least 3,000 students to attend our high school summer programs this year, which would be similar to last year's enrollment. We expanded the high school schedule to include 3 blocks instead of two to give students more opportunities for classes during the summer.

Special Education

Addressing pupil learning loss has been difficult due to the highly individualized nature of Special Education. As a result of Downey closing its schools, staff were unable to observe and collect in-person data on student progress toward goals. Staff estimated and provided approximations to student progress using remote observations, parent report, and informal remote assessments. For our mild-moderate populations, Special Education teachers and providers utilize the general education assessments (iReady and STAR 360) to assess student progress. This group of students have access to the supports provided through their IEP both in-person and remotely. Additionally, our mild-moderate population has the opportunity to participate in their school's intervention programs. At the elementary level, interventionists and classroom teachers provide ongoing academic support and interventions as they assess and determine student need. In the secondary schools, all instructional schedules include an intervention block and teacher office hours where students are provided with remediation and an opportunity to review course content.

For our moderate-severe populations, staff uses some curriculum-based assessments provided by Unique Learning Systems (ULS), our alternative curriculum. Those not using ULS, created their own measures to informally measure progress. Due to the varied nature of the assessment tools and frequency of collected data; it is challenging to determine pupil loss for the Special Education moderate-severe group. Individually, teachers and providers can provide an approximation of students' level of functioning.

Foster Youth

Description of challenges:

Lack of technology and access to technology personnel
Lack of internet access
Lack of quiet place to study/log into zoom classes
Lack of skill in using technology
Lack of parental supervision to ensure student logs into online classes
Lack of basic necessities (i.e. food, shelter)
Struggles with mental health
Struggles with navigating Canvas and other software applications
Coping with the effects of isolation and lack of daily activities for students and parents
Coping with relative/family losses due to COVID deaths
Typical coping mechanisms no longer available due to pandemic restrictions (i.e. extracurricular activities, clubs, social gatherings, etc)
Adjusting to "new" way of life
Lack of in-person interaction with teachers for additional supports
Difficulty adjusting to distance learning schedule
Lack of PPE equipment and sanitizing wipes
Loss of job/wages for families
Family stress - Parents having to multitask as they juggle work and having to support their children with school
No school personnel on site due to pandemic safety measures

Description of successes:

1. Worked with families and school site staff to identify students who were in need of devices in order to have access to our distance learning platform. Delivered iPads/Chrome books to students who lacked technology. Continuously work with families and technology to address ongoing technology issues.

2. Identified families who are in need of internet access. Requested LTE activation. Delivered hot spots and continually followed up with students to ensure the hotspots/LTE worked.

3. Worked with families on ways to provide optimal learning experience for students while learning from home. Provided headphones and school supplies to students through our collaboration with Title I, LACOE Homeless Education Program, and Feed the Children

4. Liaison between the Technology department and families due to the high number of students lacking technology skills. Encouraged families to speak with teachers during office hours in order to come up with alternative ways in addressing the issues. Linked families to school site informational sessions that targeted psycho-information on technology and distance related learning applications.

5. Worked with parents to create daily schedules with students to ensure they were attending classes. Helped parents access Parent Connect as a way to monitor student progress and remain abreast regarding assignment completion.

6. Collaborated with Martha Sodetani and PTA HELPS to ensure families knew about emergency food supports. Provided food and essentials for families (delivered to home) as well as referred families to drive thru food pick up/distributions throughout the county.

7. Worked with DCFS social workers and community housing agency case managers to connect foster and McKinney-Vento students to appropriate mental health supports. Worked with DUSD Mental Health Program to provide direct one-on-one counseling for mental health needs. Collaborated with our mental health partners, submitted referrals to Pacific Clinics, Community Family Guidance, Care Solace,and JFCS.

8. Connected parents with school site supports on how to navigate Canvas and other school software; provided consult for students over the phone and via Zoom session

9. Provided check-ins with students to discuss alternative ways of coping with isolation as well as exploring activities they could do in the home setting. Provided psychoeducation for parents on how to interact with their children during a crisis. Became a coach/soundboard/counselor to parents in an effort to teach them coping mechanisms

10. Connecting with counselors to address loss and sharing informational websites regarding COVID to share knowledge regarding Reality v.s. Myths of the virus. Also provided resources for grief counseling.

11. Working with students to identify alternative means to cope given pandemic restrictions; provided counseling and check-ins. Encouraged FaceTime and Zoom times with friends. Currently working with Operation Jump Start to provide a mentorship program tailored to the needs of our students.

12. Working with students and families to normalize and provide positive paradigm/mindset/perspective shifts to support families and students.

13. Encouraged utilization of teacher office hours; connected with outside agency services such as LACOE FYS Tutoring, iFoster, and School on Wheels.

14. Emailed, texted, and called families constant reminders of changes in schedules, provided copies of school schedules, shared location of schedule, communicated DUSD Portal information to families as needed

15. Utilized community donations and Spring Thrift Shop event to provide needed supplies to our families. The Thrift Shop was able to provide assistance to over 250 men, women and children.

16. Provided families with SELACO and SASSFA referrals and other county assistance programs to provide supplemental supports due to loss of wages. Through our collaboration with the Downey Care Collaborative, we were able to partner with Operation Happy Child to provide over 50 families with Christmas Gifts and a surprise visit from Mickey and Minnie Mouse. This morale boosting event permitted families to feel a sense of normalcy and seasonal joy.

17. Ongoing support from Program Specialist as needed to address home issues and stressors as they arise

18. Ensuring that we keep in constant contact with school site administration - being visible by participating in campus meetings, staff meetings, IEP's

<u>Analysis of the effectiveness of the efforts to address Pupil Learning Loss to date:</u>

Technology/Internet

We believe the effectiveness of our efforts to address technology barriers for our students have been effective on various fronts. Initially, things were chaotic given the unexpected nature of the COVID-19 Pandemic. By strategically exploring optimal solutions to address technology challenges, we were able to decrease the number of technological issues for our students and their families. By collaborating with our technology office, school site staff and district administrators, we were able to identify and distribute devices to our students, so that they would have access to our distance learning platform. In addition, our family check-ins contributed to addressing technology issues quickly and efficiently as they arose. This constant communication between our Program Specialists and our families contributed to removing educational barriers when attempting to access curriculum and instruction. Additionally, linking our students with appropriate technological resources and connecting with teachers during their office hours, aided in addressing problems with technology.

Home Stressors

Due to the increased need for support, our program realized that we needed to provide more one-on-one intensive support; meaning that our check-ins would increase due to the heightened uncertainties that our families were experiencing. By checking-in with our families more frequently, we were able to quickly solve issues as they arose as a result of the higher frequency of check-ins. Worked on organizational tactics with both parents and students in order to increase the effectiveness of learning from home. As a result of the change in job structure due to the pandemic, we felt the need to collaborate more extensively with community agencies focusing on job skills, job attainment, and employment opportunities. By closely working with these community agencies, we were able to help our families find employment opportunities that provided them with the ability to provide the basic living necessities for themselves and their children.

Mental Health/Coping/Grief

Distance learning is a new platform for our students, so it is important for us to not just address curriculum and instruction technology issues, but also address the issues that affect the child as a whole. While academics have definitely been impacted due to the pandemic, our students and families' social emotional needs have also increased significantly. This has contributed to a larger need for mental health supports and interventions. Due to the high need for services, we utilized our district Mental Health Services as well as our community agencies to address the increase in students' needs for mental health interventions. By working collaboratively with our mental health partners, we were able to provide valuable services to a larger number of students and their families who were experiencing a decrease in their typical coping mechanisms. We also increased the number of check-ins administered with families due to the increase in absenteeism and lower academic performance. In addition, working with DCFS and our community housing agencies, we were able to link our students and their families with the Department of Mental Health (DMH) and case management services through agencies such as H.O.P.I.C.S. and the Whole Child.

Pandemic Related Health Issues/PPE equipment

With the arrival of COVID-19, families and students were left in a chaotic setting without appropriate safety equipment to keep them from contracting the virus. Given this need, we were able to use Title I funds and community donations to help supplement our families with the basic safety necessities needed to function in their daily lives. Additionally, providing these families with accurate information regarding COVID testing and educating them as to how to safely quarantine, sanitize, and reduce the probability of contracting the disease, permitted for a better understanding of how to live safely given the current pandemic restrictions

Stakeholder Feedback

The district met regularly with the Parent Advisory Committee (PAC) which is comprised of at least one representative for each school and parents of EL, low income, and Foster/Homeless Youth. They provided direct feedback on the successes and challenges with distance learning. Overall, the PAC members request social emotional and mental health resources for their children. They want to ensure that all schools have equitable resources to support students with all mental health needs in addition to the academic needs due to learning loss as a result of the pandemic.

Further Analysis of Effectiveness

Title I and EL categorical teachers regularly reviewed multiple sources of data in order to monitor low-income and EL students. Attendance logs were monitored and students who missed more than 3 days received additional phone calls from the categorical teacher. Student Study Teams (SSTs) were held via Zoom for students who were not attending their Zoom classes. For more severe cases, district administrators were also present to assist with any additional resources that may be needed to support the student and family. School Based Therapists and the District Student Service Program Administrator reviewed daily the attendance logs for all Foster/Homeless Youth and conducted safe home visits for the most severe cases where students were not attending their classes.

Overall, the district maintained a high attendance rate throughout the pandemic and those students who found distance learning challenging, were supported throughout the process.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students

Mental Health (MH) and the social emotional well-being of students has remained a priority. All middle and high schools have been provided with an additional academic counselor to provide more support to students, especially the low-income students. School Behavior Therapists have also been provided for every school and have been instrumental in supporting mental health needs of students through offering individual and group therapy for tier-two and three-level supports(i.e. coping with trauma, dealing with anxiety, stress management, etc.), as well as preventative tier-one level supports (i.e., working with school MH teams to prepare for the return of students on school campuses, engagement strategies, communication with families, etc.). All schools have access to True Lasting Connections (TLC), which also facilitates counseling services, along with other essential needs, for students and families.

In addition, elementary and middle school students have access to counseling services through the Jewish Family Children's Services (JFCS) agency. The district contracts services with JFCS and they support approximately 300 students each year with needs such as social skills, behavior and family loss. Care Solace is another agency contracted with DUSD that acts as a liaison for connecting students and families with mental health services, through a virtual platform.

Staff

A Wellness Clinic was established to support staff with immediate medical needs. The clinic provides staff an intimate location that is located in the city of Downey and provides staff ease and convenience. The district partners with PIH and their urgent care center for screening and COVID-19 testing. EASE is also offered to all district employees and families, offering free confidential professional help. Weekly newsletters are sent out to all employees, offering mental health support.

All schools were offered, with several receiving staff training on stress management, coping strategies and restorative practices that support adult SEL and mental health.

Using PBIS and SEL as the platform, all 20 schools have received training on Trauma Informed Practices for students, families, as well as Compassion Fatigue and Adult SEL.

The district continues to work with a committee to adopt an (SEL) social emotional learning curriculum that is age appropriate and manageable in both an in-person and distance learning model. There have been two separate opportunities to trial and pilot different SEL platforms. The goal is to have the committee review collected data from the pilots to determine the most efficacious curriculum for the upcoming school year.

<u>Other Support</u>

The district hired a School Psychologist on Special Assignment (SPOSA) to be the lead person to support the review process for a new social emotional (SEL) curriculum, coordinate the implementation of a new SEL curriculum for all schools, provide training to all staff, and provide parent workshops on SEL strategies. This process of piloting, and moving toward adoption, has been ongoing and continues to be a priority for DUSD. The SPOSA has assembled a district team that has assisted in the development and administration of training for PBIS and SEL to all schools, as well as determine appropriate steps in embedding SEL tenets into all school cultures, based on each site's unique needs. Additionally, the SPOSA has worked individually with every school leadership team in planning and implementation of PBIS and SEL strategies to support staff, students, and families, both virtually and in-person. Lastly, the SPOSA has been with the district IT in creating mental health / SEL pages that support employees and families on the district website. This is a slow process and in the beginning stages.

Each of the above listed practices are considered successes. Challenges in monitoring the above listed supports include technical difficulties with zoom or lack of human interactions when attempting to make strong social emotional connections. While mental health referrals have doubled for stress, anxiety and depression-related concerns over this past year, there has been an inconsistent number of referrals (some from teachers, parents or directly from students) and are increasingly difficult to monitor due to difficulty contacting or engaging with students or families daily.

Stakeholder Feedback

Local survey data reveals that parents, teachers, staff, and students continue to emphasize a need for additional mental health resources. Survey data reveals that parents are highly satisfied with the current mental health parent academies and want them to continue. For the 2020-21 school year, parent academy participation rates increased by 50%. Prior to the pandemic, each academy had an average of 200 parent participation and during the pandemic, each academy had over 400 parents in attendance.

PAC members provided input on the need to continue to expand mental health resources such as school based social workers, additional school based therapists and counselors at the elementary level.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Elementary Education

Successes

Elementary sites reached out to connect with families in a variety of ways. Family outreach strategies included:

Principal Office Hours for families, Coffee with the Principal, Virtual Family Nights, Virtual Family Story Nights, Parent Education Nights, posting on social media, PTA, ELAC, Newsletters, positive calls home, Virtual Back to School Night, virtual Open House and more.

Student outreach strategies included:

Virtual spirit weeks, positive phone calls home, Breakfast and Books and Books and Bedtime with the Principal, weekly lunch with the principal, Character Council, virtual clubs (ex. Minecraft, cooking, Student Technology Squads, Hour of Code week, District Wide Week of Design, District Wide Coding Club, District Wide STEAM Time, Workout Wednesdays, reward Zoom parties, virtual field trips, Read Across America Week, Saturday School, Award Assemblies, Spirit Assemblies, and more.

Secondary Education

Successes

Secondary sites reached out to connect with families in a variety of ways. Family outreach strategies included:

Social Media, Principal Office Hours for families, Coffee with the Principal, Virtual Family Nights, Parent Education Nights, PTA, ELAC, Newsletters, positive calls home, Virtual Back to School Night, virtual Open House, Virtual 6th grade and 9th grade Nights and more.

Student outreach strategies included:

Secondary schools modified their Wednesday Distance Learning only schedule to include time for Student Choice: academic tutoring, student technology support, clubs and organizations meetings, virtual activities, social emotional support, and college and career guidance.

Special Education

Successes

-Teachers and staff consistently communicate with parents to discuss individual student needs, IEPs, services, and problem solve difficulties that arise.

-Site administrators host parent nights, meetings, and events where Special Education families participate and engage with the school community.

-District communication via parent links and monthly DAC meetings. Beginning of Year, parent meetings held to discuss the instructional program.

-Consistent District communication with school sites and administrators to provide information to SPED families.

-Special Education Department accessibility to parents. Parents work directly with department staff for complex situations and cases.

-District Special Education resources linked to the District website to provide information and resources for parents.

Challenges

Throughout the pandemic, the district maintained a healthy line of communication with all stakeholders. Regular virtual meetings were held with all parent advisory groups, the Return to School Committee, and additional school board meetings with a Return to School update at each meeting. Although there are multiple forms of communication the district utilizes, there continues to be small percentage of families that do not receive all form of communication. The challenge is having a consistent way of ensuring that all parents are receiving all information. The district continues to research and implement new forms of communication and will monitor this action regularly.

Tiered Re-Engagement Strategies

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

Behavioral Engagement (Physical Actions)

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

Cognitive Engagement (Cognitive Processing)

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

Emotional Engagement (Motivation and Emotional Response)

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

Monitoring Engagement

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

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

Tiered Reengagement Strategies

Tier 1

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

Tier 2

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

Tier 3

Third level of intervention will include involvement of site administration and student services. The team will work with and support the family to address ongoing barriers which may include inter-agency case management teams. A referral to True Lasting Connections (TLC) may be made if the family is going through a hardship. The use of the Student Attendance Review Team (SART) and/or the

Student Attendance Review Board (SARB) will be implemented for intensified support. The focus of this level of re-engagement is on a multi-agency approach to connect families with community resources using a trauma-informed perspective approach.

Additional Supports

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

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

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

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

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Breakfast and lunch were offered Monday through Friday from 10:30am – 12:00pm at 15 of 20 school sites. On Wednesdays, meal distribution at all school sites was from 10:30 – 12:30 p.m. These distribution locations are geographically located throughout the district, so all areas are accessible. Meal distribution sites are: Elementary sites – Alameda, Carpenter, Gallatin, Gauldin, Imperial, Lewis, Old River, Price, Rio Hondo, Rio San Gabriel, Unsworth, Ward, Williams; High School – Downey, Warren. Due to COVID-19, the school nutrition program experienced an increased cost of meals for a total of $3,260,650.

Health and Hygiene Promotion:

Staff consistently practiced safety protocols such as face shields, face masks, frequent handwashing, and proper personal distance. Adequate supplies for both staff and students including soap and hand sanitizer were provided at all sites. Posted signs on safety and health measures were available at all school sites.

Cleaning and Sanitation

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

Meal Preparation

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

Onsite Meal Service

In a Hybrid Learning model, meals were provided using the touchless drive-through or walk-up curbside model and in multiple point of service locations on campuses. Unique student ID numbers were taken during curbside pick-ups when possible and tracked through a computerized point of sale system. Additional technology equipment was purchased to support a touchless process. Staff was reassigned/rescheduled daily to support a touchless process. All sites were encouraged physical distancing through increased spacing, small groups and limited mixing between groups. When possible, mealtimes were staggered to allow for cleaning between meal services and to serve students in smaller groups. Protocols were set to provide at least 6 feet of physical distance between groups and tables by increasing table spacing, removing tables, and marking tables as closed. Physical guides, such as blue tape on the floors or sidewalks were provided to ensure that students remain 6 feet apart when picking up meals. Staff wore masks, gloves, and clean aprons while using point of sale computers, and face shields.

In a 100% Distance Learning model, meals were provided using the touchless drive-through and walk-up curbside model. Unique student ID numbers were taken during curbside pick-ups when possible and tracked through a computerized point of sale system. Additional technology equipment was purchased to support a touchless process. Staff was reassigned/rescheduled daily to support a touchless process. The community was asked to pop their trunk so meals can be placed directly inside without contact. One staff member was dedicated to opening and closing trunks. If a trunk was not available, meals were placed on a cart and wheeled to the car window where the staff can step back to maintain distance while the community member took the bagged meals off the cart.

The meal program was promoted through multiple online social media platforms, district and site websites, email blasts, through school site office contacts, flyers, banners, and signs at each distribution location.

Successes/Challenges

All safety and health measures supported a successful food service implementation during the pandemic. Families shared on a regular basis through social media and verbal comments on their appreciation for all the process and protocols implemented by the school district. PAC members made suggestions on the schedule and the Food Service department made the modifications that assisted families with a more efficient time schedule. As challenges were brought to light, the district worked diligently to address them. Families and community members have expressed their gratitude during advisory meetings.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement Outreach	Dean at each secondary school site is responsible in making sure to connect with every student that is not attending classes regularly and ensuring they are connected to the proper staff i.e. academic counselor, program specialists.	$1,125,129	$1,042,620	Y
Pupil and Family Engagement Outreach	New signage, posters, flyers, etc. have been critical to ensure that families and community members are well informed on all that is happening in the district.	$10,000	$10,000	N
Mental Health and Social Emotional Well-Being	Due to the high percentage of unduplicated pupils, all middle and high schools have an additional academic counselor to provide more support to students, especially the low-income students.	$1,064,000	$982,769	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social Emotional Well-Being	Wellness Clinic contract.	$380,000	$380,000	N
Mental Health and Social Emotional Well-Being	COVID-19 testing and screening contract.	$150,000	$150,000	N
Mental Health and Social Emotional Well-Being	Salary for Psychologist on Special Assignment.	$164,943	$69,478	Y
School Nutrition	Increased cost of meals due to COVID-19.	$2,322,000	$2,322,000	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The only substantive difference found in this section was the salary for the Psychologist on Special Assignment. There was an error in the salary amount and the correction was made on the estimated actual expenditure.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Although the pandemic brought forth many challenges for the Downey Unified School District, it also shed light on the many strengths the district has as it relates to the services and programs offered to our students, parents, and staff. The LCAP goals for DUSD have been pillars of success since the inception of the LCAP in 2014. The five core areas continue to support the vision of the school district and allow for innovation, creativity, and rigor. These areas are:

-Student Achievement

-Whole Child

-Best Staff

-Parent Engagement

-Infrastructure

Within these five core areas, the district has taken the lessons learned from implementing in-person and distance learning programs in 2020-21. These actions have led to enhancements to current programs and services that support student achievement. These lessons have also taught the district that we have been on the right track and need to continue to support the initiatives that supported the transition from in-person instruction to virtual learning.

The 21st Century Learning Community initiative (21CLC) that started prior to the pandemic provided teachers, staff, and students the structure and technology to adapt to a 100% virtual learning environment. Prior to the pandemic, our district was a 2:1 device district. As soon as we entered the pandemic, we became a 1:1 district. This transition went very smoothly because the district had the infrastructure in place. Teachers had been trained in Google Classroom, Apps that support various content areas, and how to trouble-shoot devices. The pandemic taught us that although we had many critical items in place, there were additional support structures that were needed so that everyone felt supported. Office hours had to be implemented and additional technology support was implemented to support staff as well as students and families.

The result of the pandemic helped the district reflect on the need for additional virtual options for students. The district will implement a virtual academy for K-12 grade students. In 2021-22, DUSD will begin with 7th-10th graders and will implement additional grade levels each school year.

Professional development will continue in the areas of technology. As a result of the pandemic, secondary teachers, staff, and students implemented Canvas which was a new Learning Management System (LMS) for the district at the secondary level. Additional trainings and support have been added to continue this upward movement of implementation.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Every elementary and middle school has a Categorical Resource Teacher that has the responsibility to support the school site with data collection. This includes the organization of diagnostic assessments and progress monitoring and the communication of the results to the school site team that includes the administrators and grade level/department leads. This information is at the core of professional learning communities (PLC) and grade/level department meetings that are held on a regular basis. The Categorical Resource Teacher also oversees all English Learners and students at-risk both academically and social emotionally. They are a liaison for those students when additional services are needed i.e., school-based therapist referral. Elementary students learning loss will be assessed through iReady diagnostic assessments in ELA and Math, running records, and math formative assessments.

As a result of the pandemic, middle school students transitioned from the STAR 360 ELA and Math diagnostic to the iReady ELA and Math diagnostic assessment that the elementary students have been utilizing. One of the main reasons for this transition was that although the STAR 360 offered an easy-to-use assessment, it did not offer an online instructional component like iReady offers students. The iReady platform made asynchronous learning a smooth transition for our students in the areas of ELA and Math. Although the cost per license is significantly more by using iReady, the benefits are greater for our students.

High school students have formative assessments that are created by each department. PLC leads are responsible for embedding these results as part of their collaboration meetings. In addition, high schools have an EL Coordinator that oversees English learners and their progress. They coordinate meetings with content area teachers if a student is falling behind or needs additional assistance.

2021-2022 LCAP

Due to the school closures for most of the 2020-21 school year, many of our students, specifically our English Learners, FRPL (low income), Homeless Foster Youth, and Students with Disabilities struggled with online learning due to the environmental, socio-economic, and language barriers that could not be overcome through the virtual environment. The 2021-2022 LCAP will address pupil learning loss by continuing to fund EL categorical teachers for all school sites, provide counselors at the elementary and middle school sites, fund an additional high school counselor, implement a robust independent study program for students who do not desire the traditional school setting, fund program specialists to support foster/homeless youth, fund school based therapists to support students with mental health needs, support preventive intervention by funding interventionists at the TK and Kinder level, and continue to enhance parent academies to include more mental health strategies to support their children at home for success at school.

Learning Loss Supports:

_English Learner_s: Due to their unique needs with language acquisition, English Learners continue to need English Language support to access the core curriculum. Without the necessary instructional scaffolds and supports, ELs are unable to fully access core lessons. They require specialized strategies, access to integrated and designated ELD, and intervention support to review missed content due to the language load of grade level lessons.

EL Categorical Teachers - support the school site with data collection. This includes the organization of diagnostic assessments and progress monitoring and the communication of the results to the school site team that includes the administrators and grade level/department leads. Categorical teachers provide Tier II level intervention for EL students, EL students with disabilities and EL students in foster care and experiencing homelessness.

Low Income Students: Students who qualify for FRPL can come with unique needs impacting academic achievement. Due to the limited resources and access to experiential learning opportunities students and families may have, our students come to school with

limited background knowledge and academic and social-emotional skillsets that enhance and accelerate student learning. Additionally, some students experience trauma as a result of environmental factors caused by a lack of resources.

Homeless Foster Youth- Our Homeless Foster Youth (HFY) are our most vulnerable population, they navigate an environment and familial structure impacted by limited access to resources and housing and food insecurity. These environmental barriers impact their social-emotional well-being and are at a higher propensity to experience trauma.

Homeless Foster Youth Program Specialists- Four program specialists, with a background in social work, are assigned to case manage all HFY students. They provide resources, support, and outreach to students and families to support their academic success.

English Learners, Low-Income, Foster/Homeless Youth

Certificated Interventionists – All TK and Kinder classes will have 1.5 hours of intervention support to work with at risk EL, low-income, and homeless-foster youth students. This is a form of preventive intervention to support low-income students who do not begin school with the necessary basic skills to be successful after Kindergarten. This preventive intervention supports basic skills such as phonemic awareness, phonics, number, fine motor skills, and listening and speaking skills.

Instructional Technology Coaches – Provides additional training and supports for teachers to integrate technology into lessons. Technology integration ensures we tap into multiple modalities for learning. This supports ELs, low income, and homeless-foster youth by ensuring teachers embed visuals, videos, and animations to strengthen lessons and they know of and utilize software and programs that provide remediation for basic skills. This enhanced technology supports also ensures support with new digital resources to assist with learning recovery.

High School support for attaining A-G completion– Low-income, HFY, and EL students receive extra support to ensure they are on track to complete all A-G requirements. This includes a UC transcript evaluation, credit repair (APEX licenses and sections), and a college eligibility index report. These students have access to a suite collection of college and career planning tools.

Social-Emotional Support: Provide Clinical School Therapists of School Based Therapists to support the social-emotional wellness of our low-income, EL, and HFY students. These clinicians provide direct services to students through counseling, case management, social work, and consultation with teachers to implement social-emotional strategies within the classroom.

Summer STEAMworks - session focusing on learning recovery for prioritizing unduplicated students. Emphasis on enrichment and intervention in the areas of reading, math, science, and English language development.

Multi-tiered Systems of Support – provide unduplicated students online assessments and online intervention based on the results of their diagnostic assessment. Unduplicated students work on learning gaps based on their assessment results and are automatically assigned progress monitoring mini assessments that assist categorical teachers, classroom teachers, program specialists, and administrators a snapshot of the progress made/not made by the student.

Students with Disabilities (SWDs)- Many of our SWDs also fall within the English Learner, low income, and HFY subgroup categories. Not only do many face the same issues of language acquisition, limited resources, and food and housing insecurity, but they must also contend with a disability that further impacts their learning. Our SWDs range from having mild-moderate to moderate-severe disabilities and they require specialized services and supports to access the core curriculum.

In addition to receiving specialized supports and services through the Special Education Department personnel, our SWDs have access to academic, social-emotional, and vocational supports provided through the various listed programs. The EL Categorical teachers work closely with Special Education staff to ensure EL supports are embedded within lessons, intervention teachers provide short term supports, and our school clinicians offer mental health supports to individuals or small groups.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no additional substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or service implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Overall, DUSD will continue its path towards student achievement and success utilizing our five core areas – Student Achievement, Whole Child, Best Staff, Parent Engagement, and Infrastructure. These five pillars allow for expansion, innovation, creativity, rigor, and enhancement. The pandemic helped us reflect on our areas of strength and highlighted areas that needed a deeper evaluation. Student, staff, and parent support is a constant need, but DUSD has 3 targeted areas we will focus on as a result of the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan:

Area 1: Academic Recovery and Intervention

Stakeholder survey data and input highlights the need to maintain and continue to strengthen intervention programs to ensure students recover any learning loss during the pandemic. This is first and foremost, as it forms the foundation for academic success. Student achievement data from the 2018-2019 State assessments and local progress monitoring data during this current year show an ongoing need to provide a range of student support in order to achieve academic and language proficiency, particularly for English learner, low-income students, students with disabilities, and foster/homeless youth. While the core LCAP expenditures benefit all students, actions in the 21-24 LCAP provide targeted programs and services that ensure a high-quality, rich, and engaging instructional program and comprehensive prevention and intervention services for unduplicated students. The challenges of educating all students online during the COVID-19 pandemic have magnified the need to ensure that rigorous and robust supports are in place for all students. LCAP Goal 1 which encompasses Student Achievement, will prioritize the area of academic recovery and intervention.

Area 2: Social Emotional Learning

At the heart of stakeholder input is the request for additional social emotional and mental health supports. DUSD will continue to build a robust Multi-Tiered System of Support (MTSS) that promotes meaningful engagement by parents and students, ensures positive and inclusive school climates that cultivate social-emotional and academic competencies, and nurtures the development of healthy children and families. DUSD is collaborating with all stakeholders to adopt a social emotional learning (SEL) curriculum to support Tier I instruction around SEL strategies for all students. A school psychologist on special assignment will spearhead this project to support equitable first best instruction around SEL strategies. Utilizing the Extended Learning Opportunities (ELO) Grant, wellness centers will be implemented to support students and families with additional SEL and mental health resources. LCAP Goal 2 which encompasses the Whole Child, will prioritize the area of social emotional learning supports.

Area 3: 21st Century Learning – Enhance Digital Resources

The 21st Century Learning Community initiative (21CLC) that started prior to the pandemic provided teachers, staff, and students the structure and technology to adapt to a 100% virtual learning environment. Prior to the pandemic, our district was a 2:1 device district. As soon as we entered the pandemic, we became a 1:1 district. This transition went very smoothly because the district had the infrastructure in place. Teachers had been trained in Google Classroom, Apps that support various content areas, and how to trouble-shoot devices. The pandemic taught us that although we had many critical items in place, there were additional support structures that

were needed so that everyone felt supported. Office hours had to be implemented and additional technology support was implemented to support staff as well as students and families. The result of the pandemic helped the district reflect on the need for additional virtual options for students. The district will implement a virtual academy for K-12 grade students. In 2021-22, DUSD will begin with 7th-10th graders and will implement additional grade levels each school year. Digital resources will continue to be implemented to assist students with high-quality tools that will support their learning recovery. LCAP Goal 4 which encompasses Infrastructure, will prioritize the area of enhancing digital resources.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

  o Pupil Participation and Progress,

  o Distance Learning Professional Development,

  o Staff Roles and Responsibilities, and

  o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who

are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

- o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021