

LCFF Budget Overview for Parents

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

CDS Code: 19 64451 0000000

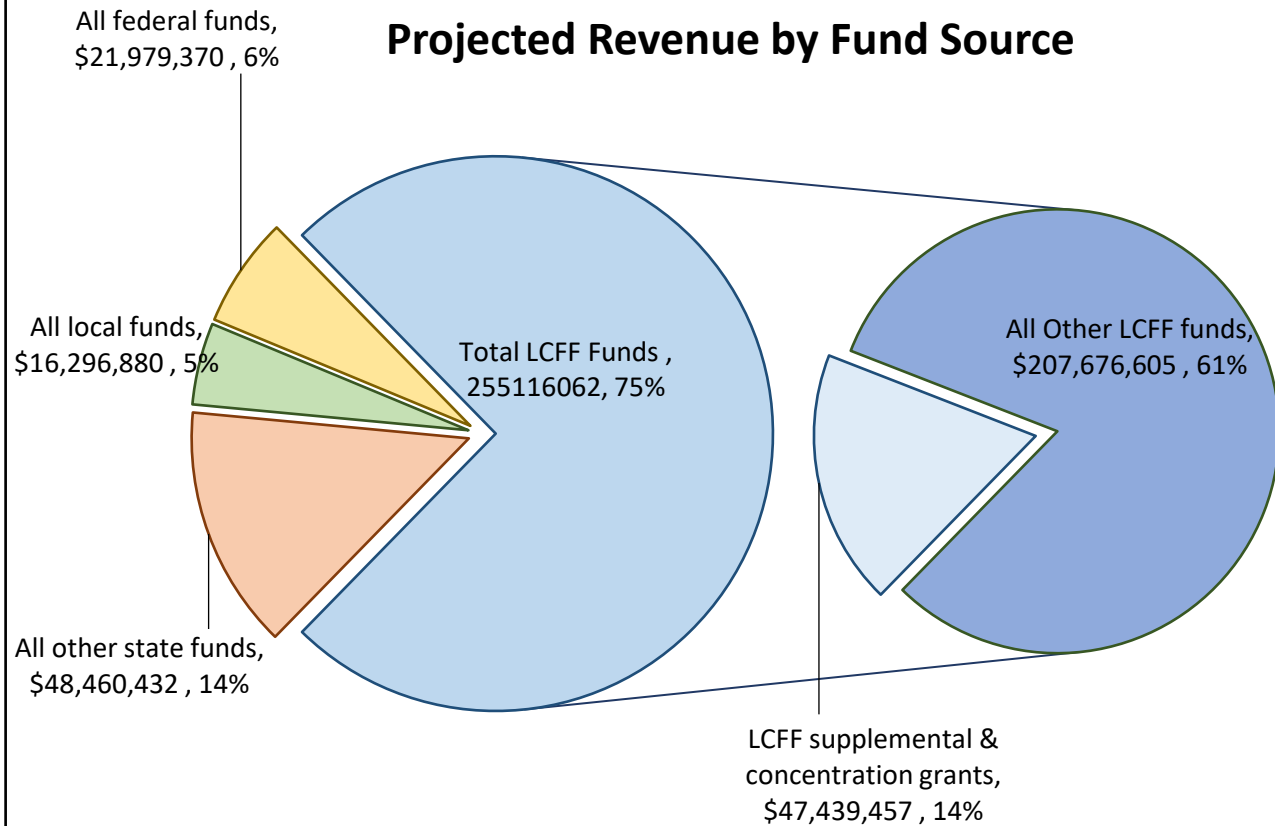
School Year: 2022 – 23

LEA contact information: Michael Martinez - mimartinez@dusd.net/(562)469-6621

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 2022 – 23 School Year

Projected Revenue by Fund Source

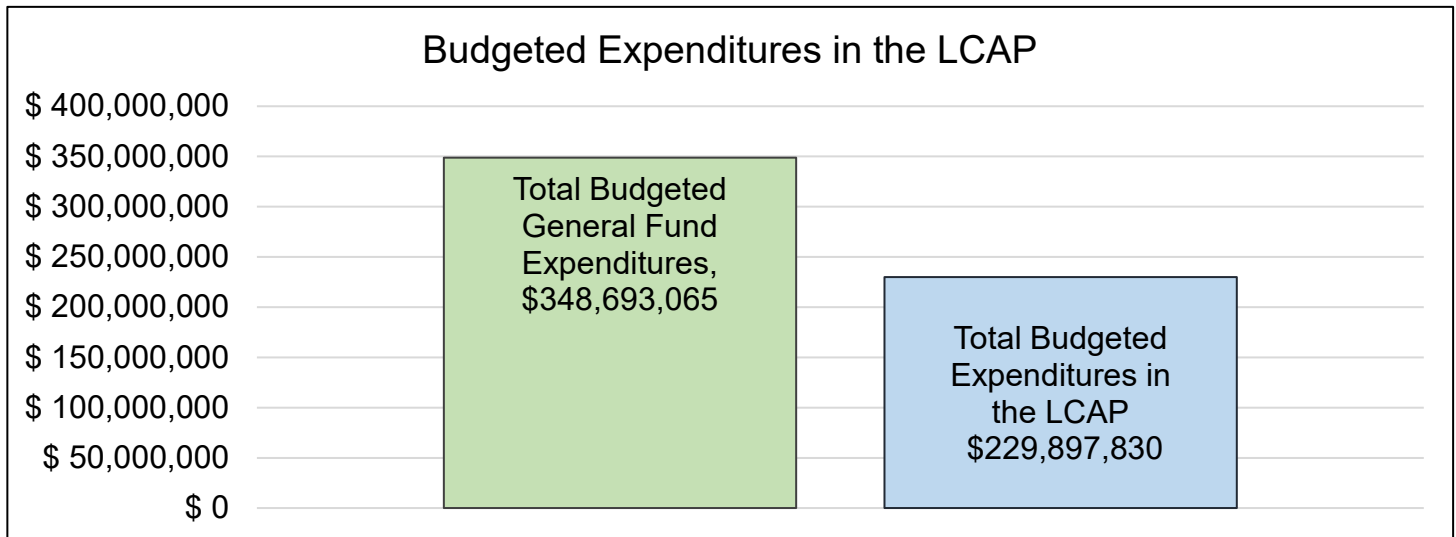


This chart shows the total general purpose revenue Downey Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Downey Unified School District is \$341,852,744.00, of which \$255,116,062.00 is Local Control Funding Formula (LCFF), \$48,460,432.00 is other state funds, \$16,296,880.00 is local funds, and \$21,979,370.00 is federal funds. Of the \$255,116,062.00 in LCFF Funds, \$47,439,457.00 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 Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Downey Unified School District plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Downey Unified School District plans to spend \$348,693,065.00 for the 2022 – 23 school year. Of that amount, \$229,897,830.00 is tied to actions/services in the LCAP and \$118,795,235.00 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 plan, include all unrestricted general operations of the District, including salaries, benefits, utilities, supplies, and services. Additionally, restricted categorical program budgets, such as Title I, Title III, and Special Education, are expenditures that are not included in the LCAP. Other federal funding sources such as CARES Act and ESSER funds are also not part of the LCAP. The following is the list of salaries and benefits expenditures: buildings, pools, and grounds maintenance; custodial personnel; instructional assistants; interventionists providing reading and math remediation in grades 1st-8th grades; administrators; secretaries, office managers, and office clerks; Special Education personnel; and technology support staff (technicians and network specialists). For utilities: Calmet (trash); City of Downey (water); So. Cal Edison (electricity); The Gas Company; and Frontier, Verizon, and Spectrum (phone, internet, and cable companies). Other expenditures include repairs and maintenance; contracted services; the City of Downey Police Department; ASES (After School Education & Safety Program) and ELO-P (Extended Learning Opportunities Program).

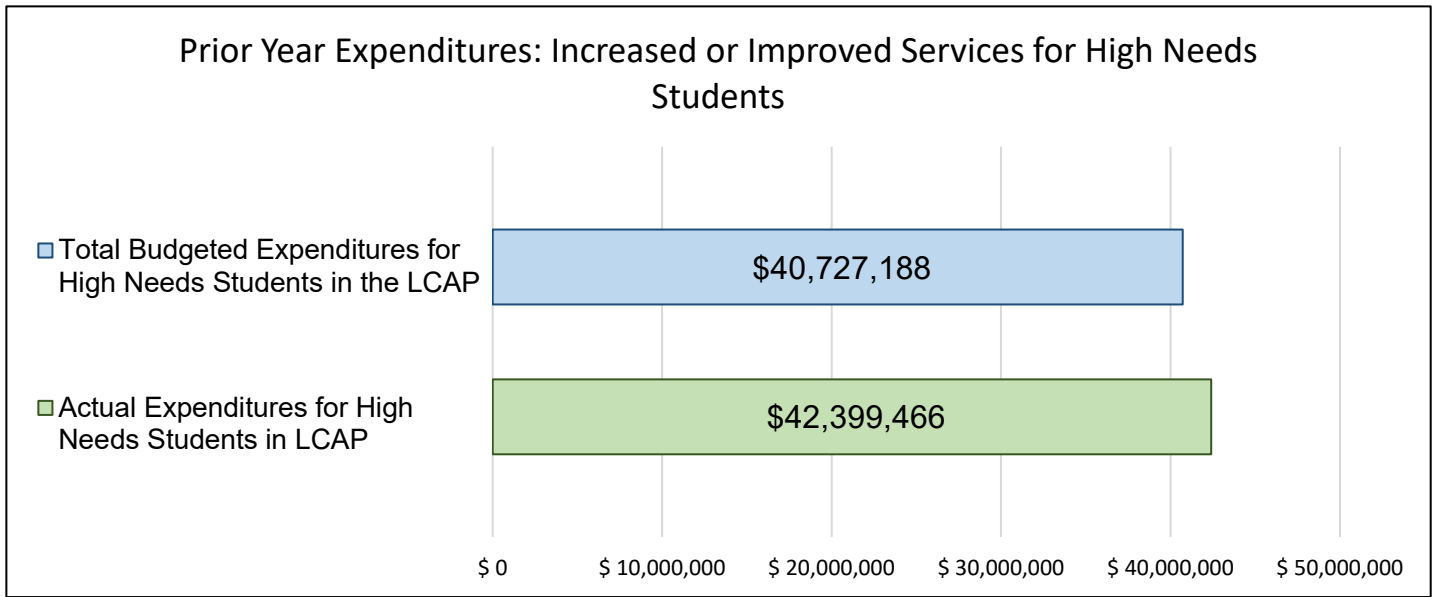
Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23
School Year

LCFF Budget Overview for Parents

In 2022 – 23, Downey Unified School District is projecting it will receive \$47,439,457.00 based on the enrollment of foster youth, English learner, and low-income students. Downey Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Downey Unified School District plans to spend \$50,566,783.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



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.

The text description of the above chart is as follows: In 2021 – 22, Downey Unified School District's LCAP budgeted \$40,727,188.00 for planned actions to increase or improve services for high needs students. Downey Unified School District actually spent \$42,399,466.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downey Unified School District	Patricia G. Sandoval, Ed.D., Director of Innovative Education Programs	pgonzalezsandoval@dusd.net 562-469-6568

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The Downey Unified School District engaged its educational partners to determine how to use additional funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP cycle. These additional funds are the ESSER III, Educator Effectiveness Funds, Expanded Learning Opportunities Program, and the A-G Improvement Grant. Multiple processes were utilized to engage our educational partners between June 2021 through January 2022 and a similar process will continue to be used to engage our educational partners from January 2022 onward. The first step involved examining our local LCAP survey data which offered valuable feedback on our overall programs and needs. The LCAP survey included approximately eighteen thousand responses from students, teachers, and parents. The LCAP survey provided broad overall trends which helped the Downey Unified staff identify possible areas to target.

A cross-section of our educational partners, including Board members, site and district administrators, teachers, union representatives, and classified staff, consistently participated in our Reopening of Schools presentations and updates. During these presentations, the Executive Cabinet shared county and district updates related to Covid and then sought targeted feedback on needs and next steps to support student access and learning. These updates occurred biweekly during the first half of fall 2021. In addition to these reopening of school presentations, regularly scheduled (biweekly and monthly) Principals' Meetings allowed for the gathering of targeted feedback on our various initiatives, ongoing needs, and suggestions on expending the new funds. At the local school level, each school's School Site Councils provided feedback and information to the principals who in turn discussed this in their Principal meetings. To ensure we captured Principal feedback, a survey was sent to all site-level administrators asking they provide us with recommendations on how to expend our additional funds.

At the District level, regular Instructional and Extended Cabinet sessions provided opportunities to discuss student achievement, teacher practice, and school site needs, where the Directors meet with the Executive Cabinet to share information and provide data on possible actions to support school needs. Parent feedback was consistently gathered through our PAC and DELAC meetings, which met three times respectively between August and February 2022.

Informal feedback on broad needs centering around equity was gathered through the Human Relations Council (HRC). The HRC is a council with representatives from a cross-section of multiple educational partners, (administrators, teachers, unions, staff). Another council, the Superintendent's Council, is comprised of high school students who provide feedback to our Superintendent on issues affecting the high schools. Though these two committees do not specifically discuss the LCAP and our various funding sources, gathered information provides additional information that helps inform our decision-making.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The additional concentration grant add-on funding, which is approximately 4.1 million dollars for the Downey Unified School District, is being expended on the following: clinical school therapists to support the emotional well-being of our students. The loss associated with the pandemic impacted our students' mental health and emotional well-being. Our plan is to hire 22 clinical school-based therapists, but due to the staffing shortages, we have hired approximately half. Due to the creation of wellness centers that provide ongoing wellness support to students, clerical positions were added to help with triaging students and documenting needs. In addition, we have had a need for school nurses and related health services staff due to the increased numbers of students falling ill and needing to be triaged at school. Additional health technicians, which provide clerical support to the nurses with contract tracing and parent communication, were hired. Extra duty pay for nurses was expended to ensure nurses provided the necessary communication and follow-up with families. On the academic side, additional interventionists were hired to provide extra support and tutoring for students during the instructional day. Any unspent funds will be utilized for additional staffing to support student wellness and remediate learning loss.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

During the 2020-21 school year, various District surveys were administered to parents/guardians and staff. These surveys provided valuable feedback which informed District leadership in making decisions about the instructional program, ongoing structural supports, and interventions to support students during our school closure and March 2021 reopening. In June 2021, Downey Unified sent all students, staff, and parents an LCAP survey. This survey asked all our education partners to provide their feedback on distance learning, the current instructional program, and areas of need for the 2021-22 school year. DUSD received 18,000 responses from:

- Parent responses: 5,800
- Student responses: 11,000

- Teacher/Staff responses: 1,200

We received positive feedback about our instructional program, communication during our school closures, and accessibility to families. The area of need was overwhelmingly in our continued need to provide mental health support and interventions for students.

In addition to the LCAP surveys, input from site Principals, District administrators, including Special Education administrators, our bargaining units, and parent groups was solicited as part of this process. Site Principal input was obtained through formal and informal methods. The formal process comprised of weekly or biweekly Principal meetings where District leadership and Principals discussed successes and challenges associated with our ongoing efforts to navigate the pandemic and the effects of the closures. Principals informed District leadership of their needs and provided input on upcoming initiatives, actions, and solutions to ongoing difficulties. Within this weekly structure, representatives from Special Education were present. Special Education administrators provided invaluable feedback and perspective on Special Education student needs and were part of the ongoing dialogue and feedback with site Principals. Informal processes included one on one conversations with Principals discussing their specific schools' and students' needs along with brainstorming possible solutions to mitigate student learning loss.

Input from the bargaining units centered around staff and student safety, student support, and infrastructure support. This feedback was solicited through the negotiations process as well as informal one-on-one conversations with association leadership. Staff LCAP surveys were used to focus our conversations with association leadership. Additional parent and community input were obtained through the Parent Advisory Committee, which has representatives from each school site, as well as parents representing our English Learners, Homeless-Foster Youth, and Low-Income student subgroups and the District English Learner Advisory Committee (DELAC). Sixty-nine percent of Downey Unified students qualify for free and reduced-price lunch and 13.2% of our student population is classified as English Learners, with 14.9% of our total students falling within the RFEP category. Our largest subgroups are our English Learners and Free and Reduced Priced Lunch students. We engaged with these groups through our district committees (PAC and DELAC), as well as solicited feedback through the School Site Council process at each of the school sites. Within our PAC and DELAC, we also have parents and community members representing students with disabilities, homeless and foster youth, and incarcerated youth.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The ESSER III expenditure plan was developed to increase our efforts to maintain the health and safety of students and staff during the COVID pandemic and ensure our students had access to and benefitted from their educational program. Despite all efforts, the ESSER III plan was not fully implemented as planned. Successes of the ESSER III plan include our Covid mitigation strategies where we were able to provide all necessary PPE and other equipment necessary for maintaining safe facilities. Our nurses coordinated and collaborated effectively to ensure we had a solid contact tracing process, and we kept our students safe. They triaged students, communicated with families, and provided the needed information to primary contacts when there was a need to quarantine. They were essential in our exposure management process. Additionally, they supported the coordination of vaccination clinics located in our schools. We hosted several vaccination clinics which helped increase our student, staff, and community vaccination rates. Another mitigation strategy that was effective was our weekly testing of staff and regular testing of

student-athletes. Our Students Services Department and nursing staff created a system where staff and students were tested and received their results within a couple of days. Along with our COVID mitigation strategies, we created and implemented Wellness Centers in all middle and high schools. The Wellness Centers were developed as a strategy to increase mental health and social-emotional support to all students. By housing all wellness supports within a location on each campus, we were able to provide increased access and coordination of services for students. Academically, we provided additional interventionists for all schools. The interventionists provide additional academic support in core content areas to struggling students. The interventionists provide academic support during the instructional day and after school. Additional funds were utilized to increase the extra duty intervention and tutoring rate for teachers. Certificated staff had the opportunity to earn additional pay for intervention and tutoring duty performed after school. This provided more students with access to additional support from their classroom teachers. Overall, these successes increased our students' attendance and supported their academic progress.

Unexpected challenges due to the nature of the pandemic included managing new duties such as contact tracing in the schools, closing classrooms, and managing close contacts. These duties were challenging since there was limited staff availability for these clerical types of duties and a high volume of COVID cases during the surges. Other challenges we encountered centered around attendance, staffing, and increased student social-emotional and behavioral needs. Though we made concerted efforts to fully staff our Wellness Centers and provide robust mental health supports, we had challenges with finding highly qualified staff in a short amount of time to begin the school year with 22 therapists. Instead, we began with staffing 50% of our open positions and slowly added staff throughout the school year. Since there were staffing shortages, we were unable to hire fully licensed professionals and instead hired interns or professionals with associate licenses. Along with staffing shortages in mental health, we had some issues with maintaining stable interventionist staffing due to two main reasons. In the first half of the year, we struggled with finding sufficient day-to-day subs and had to pull our interventionists to cover classrooms when teachers were unexpectedly out due to COVID-related illness. Secondly, due to the high need for staff across all school districts, we had some turnover where interventionists left their position to work elsewhere with higher income potential. Challenges associated with students were in attendance and increased needs overall. Prior to the pandemic, our attendance rate was 96% and in January 2022, our attendance rate was at 90%, with increased chronic absenteeism rates. The pandemic brought an increase in our student's level of academic and wellness needs. Our students returned to campus with larger instructional gaps and an increased need for social-emotional support. Though we have done our best to respond, additional support is required if we are to meet every student's needs.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Downey Unified School District is using its fiscal resources received for the 2021-22 school year to implement the requirements of the Safe Return to In-person instruction, Continuity of Services Plan, and the ESSER III Expenditure Plan for the following:

-Covid mitigation strategies. This includes increasing staff who support contact tracing, determine who will need to quarantine, communicating with families, coordinating vaccination clinics, conduct weekly testing, and triaging ill students and staff. Additionally, purchasing equipment such as air-purifiers and electrostatic cleaners, upgrading HVAC systems, and purchasing PPE.

-Increased sanitation- Purchase of materials and supplies to increase cleaning and sanitation of high traffic areas and concentrated nightly cleaning of classrooms.

-Intervention support- Provide students with additional academic support needed to mitigate the instructional loss caused by the pandemic.

-Provide increased access to Mental Health and wellness supports.

Overall, DUSD will continue its path toward student achievement and success by utilizing our five overall goals in Student Achievement, Whole Child, Best Staff, Parent Engagement, and Infrastructure. These five areas allow for continued improvement in student achievement, increasing academic and wellness supports for all students, increasing our parent and community engagement, and staying the course with fostering innovation in our programs, deepening academic rigor, and fostering student critical thinking, engagement, and creativity. The pandemic caused us to reflect more deeply and encouraged us to continue our innovative path along with targeting specific areas of need in our 2021-22 LCAP and 2020-21 Learning Continuity and Attendance Plan. Educational partner feedback and a review of data highlight the need to continue to develop intervention programs that support our students' academic and social-emotional needs. Actions in the 21-24 LCAP provide targeted programs and services that provide a high-quality, rigorous, and engaging instructional program. The challenges of educating students online during the 2019-20 and 2020-21 school years have exacerbated the need for targeted intervention programs and ensuring robust services are in place for all students. DUSD will continue to develop its Multi-Tiered System of Support (MTSS) that promotes meaningful engagement by parents, ensures positive and inclusive school climates that foster social-emotional and academic skillsets, and nurtures the development of the whole child. In parent engagement, we will continue to create opportunities that enhance parent participation and allows for multiple opportunities for parent feedback. In the area of the best staff, we will continue to support our teachers and staff by providing them with high-quality professional development to ensure they provide the best educational program for our students. Along with training our staff with the best first instruction and intervention; we will continue to provide instruction in social-emotional learning and basic mental health strategies. At the height of our school closures, we fully understood the importance of developing and maintaining the technological infrastructure for successful teaching and learning. It was essential during the school closures and continues to be essential as we continue to prepare our students to be successful participants in a technological world economy. Our LCAP continues to provide focus on ensuring we provide high-quality technological resources for our students. This includes providing virtual instructional options for students. While we understand that a virtual learning environment may not be for all; we now understand the need to have this for some of our students. We continue to offer a virtual academic for all students in grades K-12 in the 2021-22 school and will likely continue to offer this option in the coming years.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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	Patricia Gonzalez Sandoval Director, Innovative Education Programs	pgonzalezsandoval@dusd.net 562-469-6568

Plan Summary 2022-2023

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

The Downey Unified School District is in the city of Downey, California, and is approximately 12 miles southeast of Downtown Los Angeles. The city of Downey has a population of over 112,000 residents in an area of 12.6 square miles. Downey is a diverse community with 73.9% residents identifying as Latino, 14.4% Anglo/White, and 7.1% Asian. Within the city of Downey, 59% of all residences are single-family detached homes and 48.8% are owner-occupied. The median home is valued at \$595,000 and the median household income is approximately \$72,000. Downey has an 8.4% poverty rate.

The Downey Unified School District is comprised of the following:

- 13 elementary schools
- 1 online elementary school
- 4 middle schools
- 1 virtual academy serving grades 7th-10th
- 2 comprehensive high schools
- 1 continuation/community day school

We have a total of 21,194 enrolled students. Our student population is comprised of 89% Latino, 4.6 % White, 3% African American, and 2.7% Asian. 14.7% are English Learners, less than 1% are foster youth, and 68% are considered socio-economically disadvantaged. Due to the pandemic and subsequent school closures commencing on March 14, 2020, our students returned to full-time in-person instruction for the 2021-22 school year.

With the passage of our Measure O bond in 2014, Downey Unified has renovated our schools, specifically focusing on our secondary schools. All secondary schools boast state-of-the-art facilities, and all of our schools offer robust technological resources for our students. All students in K-8 participate in the 1:1 iPad initiative, all elementary schools have innovation labs for students, and all schools offer various opportunities for students to learn to code and do robotics. The high schools offer CTE pathways in engineering, media, graphic design, and television. The vision of Downey Unified is for all students to 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 fosters meaningful relationships with students, parents, and the community while providing a relevant and rigorous curriculum in world-class facilities that advance teaching and learning.

To achieve our vision, the Downey Unified School District has developed five goals aligned with the Eight State Priorities which comprise our Local Control Accountability Plan (LCAP). These goals are supported with the use of Local Control Funding Formula (LCFF) supplemental and concentration funds. LCAP services support all

Downey Unified students with an emphasis on identified high-needs students (low-income, English learners, foster youth, and homeless youth). The district annually reviews and revises these goals and related expenditures using data to inform our decision-making. Educational partner engagement provides valuable input in the revision of existing goals and the creation of new goals.

We believe 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 full potential and ensure they graduate college and career ready. Clean and safe learning environments provide conditions that support high engagement and academic achievement in schools. Downey Unified recruits, trains, and retains highly qualified staff who possess high ethical character, high professional standards, and who consistently model a passion for teaching and learning. All school leadership teams strive to create positive school cultures where all staff collaborate and work together to foster a culture of understanding and mutual respect among all members of the learning community. The primary goal of all school sites is to provide students with supportive school environments that foster student academic, social, emotional, and behavioral development. We believe in cultivating strong and collaborative partnerships with parents and the surrounding community to optimize opportunities for student learning and growth. We use information gathered from multiple sources of data to engage in a cycle of continuous improvement. The goal is to provide high-quality programs, supports, and interventions that will target all our student groups and provide them with the best opportunity to be successful.

Along with analyzing student performance data, the annual District LCAP process includes engagement efforts involving educational partner input from our various representative groups: executive cabinet, principals, parents, teachers, students, staff, certificated and classified union leaders, District English Learner Advisory Committee, Parent Advisory Committee, School Site Councils, the DUSD Board of Education, and members of the community. The feedback obtained from our various partners results in LCAP goals, services, programs, and actions that reflect our current priorities and target the unique needs of the Downey Unified School District students.

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. Because of the COVID pandemic and subsequent school closures during the 2019-20 & 2020-21 school years, student academic growth in standardized measures has been affected. Despite this, we have had successes in two areas measured by the CA School Dashboard. Our District maintained a very high graduation rate of 94.4% and we increased our English Learner reclassification rate from 10.3% to 12%. We reached "Full Implementation" of state standards on the Local Indicator Reflection Tool by providing professional learning for teachers, providing the appropriate resources, and implementing appropriate programs and policies in all core content areas. We achieved a "Standard Met" on access to a broad course of study. Downey Unified secondary schools use A-G course completion, Graduation rates, College acceptance, and enrollment data, and CTE course enrollment to track student access to a broad course of study.

Local LCAP survey data, gathered in Spring 2021, resulted in a high approval rating from our educational partners in the following indicators: school climate, parent engagement, and overall satisfaction with Downey Unified. In the area of school climate, 90% of students agree or strongly agree that their schools are safe and 97% of teachers agree or strongly agree that the staff treats students with respect. 88% of parents agree that students treat each other with respect. In the area of school connectedness, 85% of students feel connected to their school and believe they are recognized by their teachers when they do well. In the area of parent involvement, 85% of parents agree or strongly agree that their child's school involves them when making decisions about school programs. In overall satisfaction with DUSD, 91% of all staff are satisfied as employees of DUSD.

DUSD attributes the successes in these areas to the following strategies: continued focus on implementing the CA Common Core Standards state standards implementation at a high level, continued focus on providing high-quality professional development for all certificated staff, and continual access to a broad array of technological resources.

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 analyzed the California School Dashboard, DataQuest, and local indicator data to identify areas in need of significant improvement and used these findings to make programmatic decisions. Based on the data obtained from the School Dashboard and DataQuest, we had declines in areas measured by formal data measures. At the high school level, our UC/CSU eligible percentage decreased from 52.5% TO 48.6%, our CTE completion rate decreased from 17.2% to 12.4%, the A-G and CTE completion rates decreased from 12.4% to 9.0%, and our high school dropout rate increased from 1.5% to 4.2% in the 2020-21 school year. Local data results indicate a decrease in our AP exam passing rate from 74% to 41% and our CTE completion rate decreased from 54% to 43%.

The COVID pandemic and our subsequent school closures in the latter part of 2019-20 and for most of the 2020-21 school year significantly impacted our high school achievement rates. To support students, Downey Unified offered a more robust summer session in the Summer of 2021 to help with credit recovery and academic remediation. A robust Summer School offering is also planned for Summer 2022. Additionally, the high schools provided increased tutoring opportunities and extra support in English Language Arts and Mathematics for students by hiring more tutors and incentivizing teachers with an increase in extra-duty pay. Our district is not satisfied with this decrease in the number of prepared college and career-ready students. We will expand programs at the secondary level to provide more access to college like Early College and Dual Enrollment, provide continued opportunities for extra support and tutoring, and more parent education focusing on college and career pathways.

We also noticed a downward trend in our districtwide data in attendance rates and an increase in our chronic absenteeism rates. Our attendance rate decreased from 95.4% to 90% and our chronic absenteeism rate increased from 8.3% to 11.6%. Chronic absenteeism for all unduplicated pupils was higher than the district average at 44.5% for our Homeless Youth, 33.5% for our Foster Youth, 16.0% for English Learners, and 13.9% for Socio-economically Disadvantaged students. DUSD expects a natural decrease in chronic absenteeism as we resume a sense of normalcy and adapt to the COVID era. DUSD will continue to provide increased numbers of middle and high school counselors who will monitor students and collaborate with families to problem-solve issues impacting attendance. Our Homeless and Foster Youth Program Specialists will continue to target these two subgroups to support their progress and ensure they are connected to their schools.

DUSD is determined to provide supportive, safe, and engaging environments for all students. To accomplish this, the district has established Wellness Centers at all secondary sites which focus on and provide wellness and mental health supports for students in need. Increased mental health staffing provides an additional layer of support for students who require more intensive help. All secondary teachers are currently receiving training in Capturing Kids Hearts, which is a program that provides strategies for building positive relationships between staff and students. At the elementary level, schools provide mental health and social skills support. Positive Behavior Intervention Strategies (PBIS) is implemented at all elementary schools and offers a tiered level of behavioral support for students. DUSD will continue to provide training to all schools in Trauma-Informed Practices, Restorative Practices, Culturally Responsive Practices, Character Counts!, and Capturing Kids Hearts.

As evidenced in our data, there is an increased need to support our students emotionally, socially, academically, and behaviorally. DUSD will continue to work on developing its Multi-Tiered System of Supports (MTSS) to address the learning needs of our students and intervene when students are not successful. 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 achievement. We will add additional staff who will provide direct services to students to support them in their areas of need.

LCAP Highlights

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

The Downey Unified School District's Local Control Accountability Plan has five goals that are aligned with the eight state priorities: student achievement, whole child, parent engagement, best staff, and infrastructure. Our student achievement goal strives to ensure all students graduate college and career ready, equips students with the 21st Century learning skills (creativity, communication, collaboration, critical thinking, and civic responsibility), and assures that all students will make academic progress and be successful. Our whole-child goal ensures we support and promote students' sense of safety, belonging, and school connectedness. We strive to meet the social, emotional, and wellness needs of all our students. Our third district LCAP goal focuses on cultivating the best staff. This goal supports the process of hiring high-quality teachers, ensuring we maintain a highly effective and trained staff, and promotes opportunities for shared and distributed leadership. The parent engagement goal supports parents and community involvement and decision-making at the school and district levels. This goal ensures parents have the information

they need to help their children succeed and provides meaningful and transparent communication with all educational partners. Lastly, our infrastructure goal provides our students with access to high-quality tools and resources. These goals complement our District's vision and provide the foundation for our LCAP programs and services.

Our unduplicated student count is near 70%, thus our LCAP is designed to be a district-wide plan. We provide numerous programs, services, and support designed to meet the needs of all students. We focus on and support our socio-economically disadvantaged youth, English Learners, Foster Youth, and Homeless Youth. Key features from the district 2022-23 LCAP include the continued support of our world-class Career Technology Education (CTE) pathways, implementation and expansion of our mental health and wellness supports, and providing students with academic and behavioral support through the development of our Multi-Tiered System of Supports. The development of MTSS will provide additional opportunities for teachers at all levels to intervene more consistently during the school day. Two secondary school sites will modify their instructional schedule to provide increased in-school support for students. The district is utilizing some LCFF funds to pay teachers during the school day to provide intervention during the school day. Supplemental and concentration funding provides additional resources for our TK-8th grade 1:1 iPad initiative level, where students can take home their devices for continued learning. Continued funding provides students with direct services and provides staff with high-quality professional development. DUSD is committed to funding Parent Academies which give parents needed information on academically and emotionally supporting their child(ren).

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Downey Unified School District (DUSD) continues to sustain an extensive and collaborative effort to gather and incorporate educational partner feedback. This process is viewed as an opportunity for an expansive and inclusive conversation about the district's vision and plans 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 resources necessary to advance and realize this vision.

As described in the following paragraphs, educational partner engagement continues to be an integral component of district practice.

The 2021-22 educational partner engagement process involved all of the district's schools and the various educational groups at key intervals throughout the school year. The process involved structured opportunities for direct feedback from a range of partners, including DUSD Executive Cabinet, Instructional Cabinet, Principals, and Co-administrators, bargaining units' representatives, teachers, staff, parents, students, all School Site Councils, Parent Advisory Committee (PAC), District English Language Learner Advisory Committee (DELAC), and the DUSD Board of Education. The following provides a breakdown of the LCAP involvement process by educational partner group.

DUSD Instructional Cabinet

The instructional Cabinet met regularly to discuss ongoing needs and solutions to support schools. When the entire team did not meet, subgroups of Instructional

Leadership collaborated on specific topics such as intervention support, mental health, ensuring health and safety, and equity. Instructional Cabinet provided input and analyzed the district's data and provided feedback on initiatives and implemented actions. When specific data was needed to support specific LCAP actions, meetings with identified staff were held to discuss the implementation and needed changes to meet student needs. Throughout the course of the year, Instructional Cabinet reflected on successes and challenges in implementing the various actions associated with our safe return to school, LCAP, and other district initiatives. When educational partner survey data was available, the Instructional Cabinet met to analyze the input to assess if current actions were effective. Throughout the school year, information and input from the various Instructional Cabinet meetings were utilized to revise the LCAP, as needed.

Principals and Co-Administrators

DUSD convened the principals and co-principals from the 22 school sites on a monthly to weekly basis, both in person and virtually, from July 2021 through June 2022. Due to the heightened need to maintain safe and healthy school environments at the beginning of the school year, Principals virtually convened weekly to discuss needs and provide input. As the school year progressed and the effects of the pandemic were more manageable, the Principals and Co-Administrators began meeting biweekly by segment (elementary and secondary) to discuss specific level needs. During these meetings site administrators were tasked with reviewing student data and providing input on needs and actions. 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 needs. From February 2022 through May 2022, four meetings were held with all site administrators to discuss and collaborate on equity, how to best support our students, and what was needed to create more inclusive schools and programs.

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 its feedback on several aspects of our district initiatives to gather their feedback and support. During the school closures, the district team worked closely with all bargaining units to ensure we provided an educational program for our students and maintained the health and safety of all. At the beginning of the 2021-22 school year, the bargaining units met with District representatives to discuss issues related to our school's reopening, providing additional support for students, and ensuring we adhered to Department of Public Health guidelines. The Assistant Superintendent and the site leaders representing the negotiating team frequently met with DEA in an effort to continuously communicate, collaborate, and remain transparent during the school year. After meeting with the teacher's union, district leadership ensured they met with the classified unions to ensure they communicated and gathered their feedback. All information obtained from these various meetings throughout the year was included in the LCAP document. A final meeting with the three union presidents was held on May 25, 2022, to review the LCAP document and gather their final feedback.

District Personnel

The district personnel (both classified and certificated) are invited to attend four yearly meetings with the Superintendent called "What's Happening in Downey". During these meetings, the Superintendent provided general district data and then asks for specific feedback. This feedback is then analyzed and incorporated into our LCAP document.

SELPA

The Assistant Superintendent of Elementary Education and the Director of Special Education had regularly scheduled meetings with the SELPA Director. These meetings included LCAP input, and this information was shared with the District Instructional Leadership Team for further discussion.

Site Educational Partner Outreach

Each school site has a School Site Council which analyzes school data, reviews the school plan, and provides input on school activities, programs, and expenditures. During the 2021-22 school year, all elementary and middle schools met with their SSC a minimum of four times to discuss school needs and expenditures. During these meetings, needs assessments were conducted, and discussions on specific data were held. The Categorical Teachers who facilitate the SSC meetings provided their site-specific feedback to the district. This data was then utilized to inform the LCAP development.

Teacher and Staff Meetings

Teacher and Related Staff Meetings are held 2-3 times per month at each school site. During these meetings, the school leaders discuss topics pertinent to their staff and gather their feedback. The information gathered from the staff meetings is shared and discussed at the principals' meetings to determine trends and overall needs.

Parents

DUSD parents are provided with multiple opportunities to provide feedback and become engaged with schools. All schools hold various meetings throughout the year, where parents have the opportunity to learn new strategies to support their students' success. During these meetings, all parents are provided an opportunity to ask questions and provide feedback on the various topics. The data and feedback from these meetings are analyzed for general trends and incorporated into the LCAP development. The questions posed to parents are 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 a career?

Students – During the 2021-22 school year, the Superintendent established the Superintendent's Council. This council is comprised of 10th-12th grade students and their purpose is to provide feedback on various topics. The council met approximately six times during the course of the school year. They specifically discussed and addressed issues related to equity and how DUSD can create more inclusive schools. Though the students are guaranteed confidentiality, general feedback and trends from these meetings are analyzed and incorporated into the LCAP development.

Online surveys

In addition to the data and input gathered from all the aforementioned meetings, an online survey is administered to the three largest educational partner groups: teachers and staff, parents, and students. The teacher and staff survey focuses on measures of satisfaction and their views on students and schools and the parent survey focuses on student needs, engagement, and opportunities for students to develop college and career readiness. The student survey focuses on measures of student engagement, school climate, and school connectedness. The parent survey is posted on the district home webpage. Teachers and staff receive access and reminders to complete the survey from their school sites and parents receive access to the survey through the district webpage. Schools regularly send out communication during the month of May to ensure that as many surveys as possible are completed. Students complete the online survey during the school day. The surveys closed on May 31, 2022.

Parent Advisory Committee (PAC)

This committee serves as a formal mechanism for parental involvement in district decision-making. The PAC is comprised of over 40 representatives: 3-5 parents from each school site (invited by the principal), nine parents from across the district (with parents representing low-income, English Learners, and Foster Youth), and a certificated staff member, and a classified staff member. The PAC meets five times per year. The 2021-22 meeting dates for PAC were September 28, 2021; December 2, 2021; February 24, 2022, April 19, 2022, and May 17, 2022. The draft LCAP was presented during the May 17th meeting. Activities for the 2021-22 school year included: LCAP services and progress to date, Parent Engagement Policy, a review and discussion on school site educational partner input, ideas for capacity building for PAC representatives, and midyear LCAP update, and the development of the LCAP.

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 Learners Programs within the LCAP. The DELAC met 5 times throughout the 2021-22 school year. The DELAC voiced their input on how to enhance and expand EL programs. The District Representatives were present for all meetings, and they were able to provide responses to comments and questions posed by DELAC members. The DELAC was presented with the draft LCAP on May 6, 2022.

Board of Education

The Board of Education convened for a total of 18 meetings during the 2021-22 school year. A Return to School update was provided at every board meeting to share information and recommendations on developing DPH guidelines. A mid-year LCAP Board Update was provided on February 9, 2022. The Board met on June 7, 2022, to review the draft LCAP and hold a public hearing for the LCAP draft. After that meeting, the Instructional Cabinet came together to undertake a final round of edits before finalizing the plan. On June 21, 2022, the Board came together to approve the LCAP.

Public/Other Community Members

Members of the public were invited to attend School Board meetings either in person or virtually on June 7, 2022, and June 21, 2022. The agenda for each meeting included a designated time for public comment. The draft LCAP update was posted on the district website from June 7 to June 21, 2022. 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, and District emails were sent in English and Spanish.

Based on all the data gathered from our educational partners, the following is a summary of the feedback that was given by the various groups:

- All partners expressed an interest to continue to provide expanded student access to cutting-edge technology and the educational initiatives integrating the use of technology.
- All educational partners recognize that the pandemic has amplified the need for programs that support student virtual learning and identified a continued interest to provide virtual educational opportunities to support flexible and personalized learning for student success.
- Middle school administrators and teachers expressed the continued need for Intermediate Media Technicians to foster a college-going culture and support the implementation and management of the technology at the site level.

- Teachers and staff continue to express their need for supplemental materials, resources, and training to deepen the implementation of the California State Standards (ELA and Math) and the English Language Development Framework.
- PAC and DELAC members commented on the need to continue to provide district-wide parent academies and to develop more parent workshops.
- Our parents indicated they are satisfied with the District's communication and feel they receive timely and important information.
- All educational partners identified the need to broaden mental health support and increase training and support in the area of Social-Emotional Learning.
- All educational partners have identified the need for increased mental health providers to support students experiencing trauma and loss due to the pandemic.
- Parents, teachers, and staff expressed a need for additional programs in the area of visual and performing arts for all.
- All educational partners advocate for increased academic intervention support and summer school opportunities for all students.
- Our school site administrators advocate for refining our basic educational program and ensuring we have aligned practices, provide social-emotional training for staff and support for students, and prioritize our implementation of PLCs.

There were no comments received from PAC and DELAC requiring the superintendent to respond in writing. Comments received were to support the actions and reinforced that the district has already created actions to target our students' needs.

A summary of the feedback provided by specific educational partners.

The DUSD's LCAP development was an iterative process where input from our educational partners directly informed the plan. Based on a review of all data and input, it is interesting to note that all identified actions were similar to what was previously included in the plan. The pandemic and school closures did not lead to new student needs, but rather amplified already existing needs and created an urgency to implement actions to address them. These needs include implementing equitable practices, creating inclusive school environments, providing mental and social-emotional support for students, maintaining safe and healthy schools, providing intervention during the instructional day, maintaining staffing to support student academic, social, and behavioral needs, providing a high-quality instructional program, providing robust CTE pathways, ensuring our students are college and career ready, and providing our students and staff with needed educational resources (materials, technology, and training). Members of the District Instructional Cabinet developed a working draft of the LCAP, which was then refined over a course of several months. The formal LCAP development process began with the Board Mid-Year Update. This board meeting provided all educational partners with information on our LCAP metrics and action implementation. From there, various sessions and discussions were held with our educational partners, from which the draft plan was developed. The 2022-23 LCAP includes specific expenditures that emerged from these sessions.

Our educational partners expressed an interest to continue to expand student access to appropriate technology, and the continued implementation of the initiatives that involve the use of technology to support instruction. During the 2021-22 school year, five of our elementary schools were designated Apple Distinguished Schools, which has fueled our teachers', administrators', and parents' wishes to continually look for new strategies and technologies to use in the classroom. In response to this feedback, the LCAP continues to have an action in the 21st Century Learning Communities initiative. This particular action will continue to be funded at a similar level as in the 2021-22 school year. A related action, "Integration of Technology" will be increased to have funding to refresh the schools' devices and ensure we provide updated technology for our staff and students. These two actions include ongoing professional development for staff, providing Instructional Technology Coaches to support teacher learning, staff to maintain the needed digital infrastructure, acquisition of upgraded devices, and access to the internet and Wi-Fi hotspots, as needed.

Due to the pandemic and our school closures, we were mandated to provide online instructional programs for families who wished to opt their children into the program. Despite AB130 sunset on June 30, 2022, our parents and administrators identified a continued interest to provide online educational opportunities for our students in 2022-23 to support personalized learning. As a result, the district has allocated LCAP funds to expand the Virtual Academy and offer two types of programs in the 2022-23 school year. All K-12 students who wish to continue with online education will have the opportunity to enroll in the synchronous program (K-12 grades) or the asynchronous independent study program (7-12 grades). These programs are designed to allow students more flexibility and personalization than what is available in the traditional model.

Middle staff (teachers and administrators) expressed the continued need for Intermediate Media Technicians to support their school's technology integration, device management and control, and foster a college-going environment by staffing the school library. In response, the district will continue to fund one 5-hour Intermediate Media Technician at each of the four middle school sites.

Secondary students, teachers, and staff expressed an interest to continue supporting visual and performing arts at the middle and high school levels. In response, the district will continue to provide funds for middle schools to support their VAPA activities. School sites will determine how to best use these funds for their programs. Additionally, each comprehensive high school is provided with one Music Specialist to support their music programs.

On the LCAP survey, 91% of teachers and staff indicate they are satisfied and feel supported as employees of DUSD and 70% are satisfied with the type of professional development they receive. Additionally, they express the need to continue to receive supplemental materials, resources, and training for the implementation of the California Common Core Standards and the English Language Development Framework. The LCAP includes continued funding for California State Standards and ELD Framework implementation. This action includes funding for instructional materials, professional development, continued PD and coaching from our Teacher Specialists, and ELD program support from our English Learner Coordinators.

Members of our PAC and DELAC and our parent community have commented on their satisfaction with the various parent workshops and academies the district and schools provide. They feel they are informed and can participate in these various offerings during the year. Previous parent feedback included for including more workshops and information geared toward the adolescent student in the areas of social-emotional support, managing social media, building self-esteem, discipline, and bullying. The district ensured the academies touched on these topics during the 2021-22 school year and will continue to develop more workshops around these topics.

Due to the effects of the pandemic, there has been an increased need to provide our students with mental health and wellness support. In the various input sessions, all educational partners expressed the need to provide increased access to mental health and wellness support. In the 2021-22 school year, Wellness Centers were created in each comprehensive secondary school and staffed with Clinical School Therapists and a Wellness Center Clerk. The Wellness Centers provide various levels of social-emotional and mental health support for students. There are plans to expand this initiative to the elementary schools in either the 2022-23 or 2023-24 school year.

The LCAP provides increased funding for mental health staff salaries. Thus, all schools have access to therapists and counseling support through a partnership with community agencies. True Lasting Connections (TLC) provides additional mental health counseling resources and other social service supports for students and families in need. The LCAP continues to provide funding to cover a portion of its operating budget.

Due to the school closures, students returned to school with additional social and behavioral needs. The virtual educational experience did not allow students the opportunity to socialize with peers and practice essential readiness skills. Students returned to school with a need to re-learn and practice positive behaviors across all levels. Teachers and staff commented on the need to focus on behavioral strategies. The district has a Board-Certified Behavior Analyst (BCBA) who works with the elementary and middle schools to implement behavioral strategies and plans for our most intensive students. There is a need to continue to provide school-wide support for all students. Thus, PBIS (Positive Behavior Intervention and Supports) continues to be implemented at all levels. In the LCAP there is an action and associated funding to support PBIS in the schools. All schools receive an allocation to support their implementation of PBIS and the District has assigned staff who support the implementation of that framework.

All staff (teachers, classified staff, and administrators) have indicated the importance of having support staff on campus to ensure our schools are safe and students feel connected to the school. LCAP-funded vice-principals and deans will provide additional site support to promote a positive school culture, assist with implementing PBIS, Character Counts!, address bullying, and provide universal social-emotional support for students.

When our students returned to school after our school closures, there was an assessed need to provide remediation and accelerate learning loss. A greater percentage of our students started the 2021-22 school year below grade level. Teachers, site administrators, and parents noticed the difference and advocated for increased intervention support for all students in need. The LCAP increased the funding associated with this action to provide more support for our students in the 2022-23 school year. Additionally, we will provide a robust summer school to ensure our students continue to learn and accelerate their learning outside of the regular school year. Funding for summer school was increased to ensure all students who opt-in are able to participate.

DUSD has an inclusive and robust educational partner engagement process. Educational partner feedback was included and informed the LCAP actions and budget allocations. Through the implementation of the LCAP actions, analysis of the data, and partner feedback, we had seen promising growth in 2018-19. Due to the pandemic and our school closures, we experienced a decrease in some of our formal measures such as our college and career indicators, English Learner Progress, and an increase in our chronic absenteeism rates. We experienced growth in our reclassification rate, we increased 1.7% to 12% and we maintained our high school graduation rate at 94%. Informal academic measures have demonstrated that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment, (BOY and Mid-Year Assessment). Our iReady data provides us with the data that demonstrates that our implementation of the LCAP actions supporting core instruction, intervention, social-emotional support, and professional development are making an impact.

Our students continue to have access to 21st-century learning tools and are engaged in their learning. Secondary students have access to a broad course of study through our CTE pathways, AVID, and wide range of courses. In elementary schools, all students have access to STEAM learning experiences including robotics, coding, and engineering design projects. We continue to collaborate and engage our parents through the various workshops, academies, and school events that occur

throughout the school year. DUSD strives to provide parents with the knowledge and tools to support their children's school success. Throughout the 2022-23 school year, we will continue to engage our educational partners by analyzing formal data that will be released toward the beginning of the school year, analyzing mid-year implementation data, and gathering continued feedback on the various district initiatives. All of this will be used to refine our implementation of the actions that will maximize our students' achievement and ensure they are college and career ready, globally competitive, and citizens of good character.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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 funding for AP testing costs for students, specifically targeting our low-income students.
- Provide an expanded summer school program for K-12 to close instructional gaps that widened during the school closures.
- Provide EL student support by funding EL coordinators who will provide intervention and monitor student progress at the elementary and middle school levels.

Input for Goal 2: Whole Child

- Due to increased needs stemming from the pandemic, provide more mental health and wellness supports for students and social-emotional training for staff.

Input for Goal 3: Best Staff

- Support staff with teacher specialists and training on new digital resources.

Input for Goal 4: Parent Engagement

- Provide parent workshops for families focusing on mental health and wellness.

Input for Goal 5: Infrastructure

- Fund technology integration at all schools.
- Ensure school safety by funding additional positions on campuses that will keep students safe at school.

The following actions were influenced by teachers, staff, and administrators:

Input for Goal 1: Student Achievement

- Continue funding for AP testing costs for students, specifically targeting our low-income students.
- Provide an expanded summer school program for K-12 to close instructional gaps that widened during the school closures.
- Provide EL student support by funding EL coordinators who will provide intervention and monitor student progress at the elementary and middle school levels.
- Continue to provide support and training on technology integration.

Input for Goal 2: Whole Child

- Due to increased needs stemming from the pandemic, provide more mental health and wellness supports for students and social-emotional training for staff.
- Provide funding to implement PBIS in schools.

Input for Goal 4: Parent Engagement

- Provide parent workshops for families focusing on mental health and wellness.
- Fund parent liaisons to increase parent engagement.

Input for Goal 5: Infrastructure

- Fund technology integration at all schools.
- Ensure school safety by funding additional positions on campuses that will keep students safe at school.

The Board of Education continues to support the integration of technology, arts integration, student wellness, and professional development to support teachers. Other educational partner feedback was not significant in numbers to include in the LCAP development and subsequent plan.

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 the Common Core State Standards, Downey Unified established the goal of raising student achievement by supporting personalized learning, implementing core content standards in all content areas, providing intervention supports, and fostering a college-going culture from TK to 12th grades.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
UC/CSU Eligible graduates	52.5% (2019-2020)	48.6% (2020-21)			60%
AP Exam Passing Rate with a 3 or better	74% (2019-2020)	41% (2020-21)			85%
AP Course Enrollment	6,010 (2019-2020)	1245 (2020-21 Unduplicated students. Students counted once regardless of # of AP courses taken.)			1,307 (Increase by 5% ; unduplicated student count)
SBA ELA: Percentage of All Students that meet/exceed standard	51.1% (2018-2019)	N/A			60%
SBA Math: Percentage of	39.7% (2018-2019)	N/A			50%

students that meet/exceed standard					
SBA ELA (Grade 3-8): Points from level 3	1 point above standard (2018-2019)	N/A			10 points above standard
SBA Math Grades 3-8: Points from level 3	31.1 points below standard (Yellow) (2018-19)	N/A			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)	52.63% (2020-21)			64%
CTE Enrollment Rates	54% (2018-2019)	43% (2020-21)			64%
CTE Completion Rates: Percentage of students completing a CTE program and earning a high school diploma	29% (2018-2019)	12.4% (2020-21)			38%
Graduation Rate	96.6% (2019-2020)	94.4% (2020-21)			98%
Reclassification Rate	10.3% (2019-2020)	12% (2020-21)			20%
Early Assessment Program ELA	57% met/exceeded standard (2019-2019)	N/A			65%
Early Assessment Program Math (2018-2019)	32.24% met/exceeded standard	N/A			45%
California Science Test (CAST) Met/exceeded Standard	25.5% (2018-2019)	N/A			45%
Implementation of State Standards - Reflection	Standard Met (2018-2019)	Full Implementation (2020-21)			Standard Met

Tool/Rating Scale (Local Indicator)					
A-G and CTE Completion	41.5% (2019-20)	9.0 % (2020-21)			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 (2020-21)			Standard Met
Instructional Materials Report- Percentage of students who have access to standards- aligned instructional materials.	100% (2018-19)	100% (2020-21)			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	(LCAP Line #4) K-12 Downey Virtual Academy	(LCAP Line #4) - Provide an online education pathway for K-12th grade students in the Downey Virtual Academy School. This virtual school was designed to allow students the opportunity to learn in an online environment. DVA provides flexibility and personalization for 7th-12th grade students enrolled in the asynchronous independent study program. It also offers K-12th grade students an online synchronous program that provides a structured environment mirroring a traditional instructional schedule. Additional funding provides extra support staff: a counselor, a school psychologist, a clinical school therapist, interventionist, and a categorical teacher. Students who are low-income will have priority due to their learning loss experienced during the pandemic. Low-income students experienced significant losses during the pandemic as measured through local assessments (iReady assessment data). As a result of district 2020-21 district surveys, 10% of families requested a virtual learning program for their students; the virtual academy supports low incomes students who prefer this model for instruction. Above the basic program, a counselor and school psychologist provide social-emotional support for low-income students with additional social-emotional and/or wellness needs. The counselor and school psychologist provide targeted services through one-to-one support and daily/weekly check-ins. This school is intended to support student learning loss that was exacerbated by	\$950,000.00	Yes

		the pandemic. K-8 grade student progress will be measured through iReady diagnostic assessments in ELA and Math three times per year, fall, winter, and spring. An overall increase of 20% of students meeting grade-level standards in both ELA and Math is expected by the end of the school year. For students in 7th-12th grade enrolled in the asynchronous option and 9-12 grade students enrolled in the synchronous option, pass rates will be tracked by semester. It is expected that 80% of all students will pass their classes.		
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.	\$200,000.00	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, 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.	\$5,000.00	Yes
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 demonstrating socioeconomically disadvantaged students score Blue performance level with 96.6% graduated with a 1/1% increase from the prior year.	\$7,000,000.00	Yes
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	\$1,800,000.00	Yes

		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.		
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. Additional funding is provided to increase staff in schools with 55% or higher percentages of ELs, low-income, and HFY students. The additional staff is teachers to reduce class size in these schools. English Learners, Low-income students, and Foster Youth have demonstrated an increased need for targeted instruction in ELA and Math to reach grade level proficiency (21.2% of 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, low-income students, and Foster Youth and will be measured by the Spring 2022 SBAC scores in ELA, Math, and ELPI.	\$1,600,000.00	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 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	\$180,000.00	Yes

		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 allocate additional funds for the comprehensive high schools to pay for a percentage of designated teachers' salaries who will assume some of the EL categorical teacher duties. Additional concentration funding provides categorical teachers at all middle schools to support the English Learner program and and monitor the progress of R-FEP students. Categorical teachers coordinate and provide additional interventions targeting academic language for EL students at the middle school. At the high school level, there is not a designated staff member, instead, a cluster of teachers assume various duties to support our ELs. 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% of ELs have decreased at least one ELPI level, and 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 been 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.	\$1,685,000.00	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 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	\$300,000.00	Yes

		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.	\$615,000.00	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.	\$450,000.00	Yes
14	(LCAP Line #54) Multi-Tiered Systems of Support	(LCAP Line #54) A multi-tiered system of support (MTSS) providing support for students using a tiered approach based on needs targets our low-income students. This system includes the purchase of an online progress monitoring assessment in both ELA and Math, 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 model is a high priority and is principally directed to meeting the needs of all elementary and middle school low-income students. Additional concentration funding will be utilized to include more academic interventions in schools that have 55% or higher concentration of low-income students. This system of support	\$2,600,000.00	Yes

		<p>provides additional staff such as interventionists and teachers performing extra duty who will provide direct services to students to close the instructional gaps exacerbated by the pandemic. The MTSS framework provides the structure to develop and implement a comprehensive intervention program to close achievement gaps. This intervention system is implemented in all elementary and middle schools focusing on low-income students. The tiered approach is as follows: 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 top 10 LCAP line items needed for their continued work with our low-income student population. For the high schools, MTSS is structured differently. Intervention services include funding high school teacher prep periods so low-income students can access intervention support during a “flex model” schedule 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 to reach grade level proficiency (Low-income students score 9.2 points below standard in ELA and 126.7 points below standard in Math). This action is intended to meet the academic needs of low-income students and will be measured by the Spring 2022 SBAC scores in ELA and Math.</p>		
15	(LCAP Line #55) Reach Higher Initiative	<p>(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.</p>	\$400,000.00	Yes
16	TK and K Certificated Interventionist	<p>Provide TK and Kindergarten classrooms a certified intervention teacher for a minimum of 1.5 hours daily. 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</p>	\$5,500,000.00	Yes

		addition to social-emotional rating scales.		
17	Supplemental and Concentration Funding	Supplemental/Concentration site allocations for the schools to provide supplies/services to support low-income, English learners and foster youth. Actions/Services include certificated and classified staff to support the unduplicated population with instructional materials and contract services to support increased services in CSS, CTE, VPA, NGSS, SS/DBQ, PE, and technology. The 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 their unduplicated pupils. These services must include additional targeted intervention before/during/after school. Diagnostic assessments will be administered, and progress monitoring data will be collected for unduplicated pupils. Services also include additional supplemental digital resources to support at-home instruction with tutoring services embedded for access. For at-risk unduplicated students, this can include free subscriptions to online intervention resources to support their learning recovery. This service also includes funding for additional intervention staff to support students during the instructional day where unduplicated students can access extra support in content areas of most need. School-level monitoring will be evaluated through the Spring SBAC assessments in the areas of ELA, and Math. In the 2018-19 CAASPP assessment, low-income students scored 40.7% prepared as measured by the CC indicator, 9.2 points below standard in ELA, and 40.8 points below standard in Math. Our 2021 graduation rate has remained stable at 94.4%. We expect to see an increase in our 2021-22 CAASPP assessment scores in ELA and Math.	\$1,990,000.00	Yes
18	Credentialed Teachers, Classified Staff, and Materials and Supplies	Continue to hire and retain fully credentialed and appropriately assigned teachers and paraprofessionals. Purchase the most effective and current CA State Standards aligned curriculum and materials to ensure ALL students receive the first BEST instruction.	\$179,331,047.00	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 for 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.

The Downey Unified School District implemented all planned actions. There were two substantive differences in the level of implementation due to the limited availability of staff and the resources needing to be allocated to support Covid mitigation strategies and exposure management. These included: triage of symptomatic students, contact tracing, parent/family communication, clearing staff and students to return to campus, staffing, and coordinating site testing protocols. All these processes were stipulated by the Los Angeles County Department of Public Health and were prioritized to ensure the health and safety of our students and staff. Due to these circumstances, specific actions were not enacted at the planned level of implementation. Planning and professional development were not fully implemented due to the limited availability of staff to provide sub coverage. Instead, most of the professional development was scaled back and only the training deemed essential was provided to teachers after school. Our AVID program, though it expanded by three sections, did not increase as expected. Instead, we maintained our implementation and did not

expend all planned resources.

Other actions required additional resources due to DUSD's more robust implementation. In the 2021-22 school year, our students demonstrated a need for more academic and mental health resources and access to programs, thus we implemented our MTSS initiatives at an increased level. We observed an increased need for mental health support and intervention based on student academic and wellness data. In this action, we provided increased support to schools by providing 18% stipends to staff in the secondary level to provide additional academic support for students during the school day and provided pupil services staff who consulted and provided guidance for schools as needs surfaced. In addition, we provided students with increased access to resources outside of the traditional instructional day. After-school library access at all middle and high schools was provided for all students. This action required increased resources as all schools maintained consistent after-school access for all students. With our planned Summer School for Summer 2022, we are offering a robust selection of academic and enrichment opportunities for our elementary and middle school students and augmented opportunities for credit recovery at the high school level. Due to the increased offerings for Summer School 2022, the resources needed to implement this program will double. In the action of providing supplemental and concentration funding to the high schools, the action was expanded to include middle schools. As a result of the academic and social-emotional needs of students, middle schools required additional funding to provide needed support for students.

All other programs and services were implemented, any material differences resulted in an over-estimation of costs needed to implement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Based on the information provided in the previous prompt where substantive differences were discussed in the implementation of planned actions, there are material differences between budgeted expenditures and estimated actual expenditures. The following are material differences:

- Virtual Academy: Due to the creation of the new online academy, there were increased costs with developing the new program. We spent approximately \$369,000 more than expected due to the staffing costs of an administrator, counselor, and full-time teacher who provides SEL check-ins with students.
- Planning and professional development. Due to the limited availability of staff to provide coverage and the allocation of staff to support COVID mitigation strategies and exposure management guidelines, about \$60,000 less was expended in this line item. Professional development deemed essential was provided after school to teachers and staff. This resulted in fewer expenditures.
- AVID Expansion. DUSD maintained, (expanding by three sections), the implementation of the AVID program. This resulted in a lower expenditure of \$1,659,716 which is approximately \$840,000 less than expected.
- Our CTE pathways were implemented fully, and we saw an increase of \$85,000 in expenditures due to an increase in salary and wages.
- CA State Standards Aligned Implementation: We fully implemented this line item ensuring our staff implemented a strong base program and had all the resources needed for our students. There was an expenditure of approximately \$275,000 due to the limited availability to conduct professional development in person. We did not need to pay for subs and instead paid teachers extra duty to participate in virtual PD. This was more cost-effective than in-person PD.
- Summer Enrichment Programs: There is a continued need to provide robust summer school offerings to offset the instructional loss caused by the pandemic and subsequent closures. Increased summer school offerings in the elementary, middle, and high schools will amount to expenditures exceeding the planned budget by 100%. We estimate we will need about \$1,085,000 more to provide summer school for all eligible students.
- EL Categorical Teachers. This action was fully implemented. We expended approximately \$94,000 less than budgeted due to an overestimation of salary and benefits.
- College and Career Technicians: We expended \$83,000 less on this item since two CCT positions were left unfilled due to the limited availability of qualified staff.
- Library Media Access: This expenditure exceeded the planned budget by \$116,000 due to the increased library access that was provided for all secondary students. This was used to pay the Instructional Media Technicians extra duty to maintain the libraries open after school.
- Multi-Tiered Systems of Support (MTSS): This program exceeded the planned budget by \$600,000 due to the increased need to provide additional intervention and wellness support for our students.
- Reach Higher Initiative- This particular action provides funding to ensure we provide programs and resources for our high school students to make them college and career ready. Our expenditures exceeded our budget by approximately \$122,000 due to the need to provide more programs and incentives to engage our students in the A-G courses.
- Supplemental Funding: This action provides funding to our schools to ensure they have the resources needed to develop programs to meet our students' needs. Due to the increased need for academic, behavioral, and academic support, our schools required additional funding. This expenditure exceeded the budget by \$555,000.

The programs and services where we exceeded the planned budget were covered by the reallocation of resources from actions where there is an excess amount of funds. DUSD implemented all planned actions.

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

Due to the unprecedented nature of the pandemic and the subsequent impact it has had on schools' ability to provide a complete and comprehensive education for all students, the following is an estimation, and the context of the pandemic must be taken into consideration. Though the implementation of the actions varied and was adjusted based on the district's requirement to provide a safe and healthy environment or meet student needs, DUSD was able to implement the LCAP as planned. Though formal academic assessment data continues to be unavailable, some outcome data is available and resulted in successes for our District. We maintained our high school graduation rate at 94.4%, which is higher than the state and county percentages, and increased our reclassification rates by 1.7% to 12%. On local indicator measures, we were at a "Full Implementation" in implementation of state standards and "Standard Met" in access to a broad course of study. We observed decreases in our UC/CSU eligible graduate rates, AP pass rates, CTE enrollment, CTE completion, and EL progress.

Actions:

#1: Virtual Academy- This online academy provides an alternative pathway for 7th-10th grade students targeted specifically for our low-income students. This academy has been effectively implemented. Students in this program receive individualized support and a customized program that supports their academic success. 75% of students enrolled in the virtual academy is passing their courses. Though we do not yet have formal academic data, informal data indicates this action supports this goal.

#2: Provide planning and professional development for the implementation of the core content standards specifically targeting teachers of English and low-income students. This action is moderately successful based on the LCAP survey results indicating that 70% of all staff are satisfied with the District's PD offering and 91% of all staff are overall satisfied as employees of DUSD.

#3: Bridge Program: This program is a high school transition program targeting our low-income students and is a partnership with Cerritos College and the Lewis Center for Educational Research. This program supports our students graduating and moving into a post-secondary pathway. This action continues to be effective since we maintained a graduation rate of 94.4% in 2020-21.

#4: AP Test Access for low-income students: This action provides access to AP exams for our low-income students. AP Course enrollment for the 2020-21 school year is 1,245 and our AP exam pass rate decreased from 74% to 41%. An analysis of the data indicates the decrease was not due to AP exam inaccessibility but rather, the difficulty of teaching and learning in an online environment. We will continue to offer this service and monitor pass rates, adjusting the instructional practices and support provided to students.

#5: AVID Expansion: This action targets our English learners and low-income students. Our AVID program was maintained, and we expanded by three sections in the secondary schools. Our students who participate in AVID persist in their studies, apply to four-year universities, and are accepted at a very high rate. In 2018-19, 98% applied and 95% were accepted. While we had a lower rate in the 2020-21 pandemic year, 89% applied and 86% were accepted. In the 2021-22 school year, 93% of all AVID students applied to a 4-year university and 91% were accepted. 98% of those AVID students completed a FAFSA. This program is highly effective in developing our students' college readiness.

#6 CTE Pathways: These pathways provide students with opportunities to learn about the different career options they have after graduation. Access and opportunity are provided for our low-income students to participate in the various CTE pathways in the high schools. These funds are used as a 2:1 match for the Career Technical Educational Incentive Grant (CTEIG) and the K-12 Strong Workforce Programs (K-12 SWP) grant requirement. The CTE pathways ensure our low-income students stay engaged and connected to school ensuring they graduate. Though we saw a dip in our CTE enrollment rates from 54% in 2019-20 to 43% in 2020-21, an internal analysis has to do with the amount of time it takes to complete the pathway. DUSD is exploring two-year pathway options to increase CTE enrollment and completion. This continues to be effective in ensuring our students stay engaged and graduate from high school since we maintained our graduation rate at 94.4% in 2020-21.

#7 State Standards and Aligned Materials: This action provides additional supplementary resources and training in the CA Common Core State Standards in ELA, Mathematics, and ELD and targets our low-income and EL student groups. Though formal assessment data is unavailable, this action is effective since we increased our reclassification rate by 1.7% to 12% in 2020-21. Local assessment data, iReady Mid-Year assessment, indicates that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment.

#8 Summer School: Due to the school closures and resulting instructional gaps in our low-income, English learner, and foster you, there continues to be a need to provide additional instructional time for our students. A review of the data demonstrates that our English Learner progress decreased to 52.63% (-3.58%) in 2020-21. This decrease demonstrates a continued need to provide additional instructional time for our English learners. During the first trimester, at the secondary level, our high

students had a 33% D/F rate. An analysis of the data determined that over 50% of those students were English Learners and low-income students. Our foster youth have a high chronic absentee percentage at 33% indicating the need to provide additional instructional time. This action is intended to meet the needs of our EL, foster youth, and low-income students. We expect to see an increase in our Spring 2023 CAASP assessment data in English Language Arts and mathematics for all three groups.

#9 Middle and High School VAPA: This action is geared toward our low-income students to increase their engagement, subsequently increase their achievement, and keep them on track to graduate. Currently, this action is effective since we maintained our high school graduation rate at 94% in the 2020-21 school year.

#10 EL Categorical Teachers: This action primarily targets our English Learners to support their academic progress, monitor their English Language Acquisition, and monitor our RFEP students in elementary and middle schools. This action is effective because our reclassification rate increased from 1.7% to 12% in the 2020-21 school year.

#11 Library Access: This action primarily targets our middle and high school low-income and HFY students to provide them with access to the library outside of the instructional day. Though formal academic data is not yet available to fully determine effectiveness, there is a continued need to provide this access since we showed a 33% D/F rate at the secondary level at the end of the first semester. Our local data measure, iReady, indicates that the percentage of 6-8 grade students demonstrating grade-level proficiency on the mid-year assessment increased by 26% in reading and 10% in mathematics. We expect to see an increase between our 2022 & 2023 CAASPP Math and ELA achievement at the secondary level.

#12 College and Career Technicians: This action provides additional college and career technicians and counselors to each comprehensive high school and targets our low-income student group to ensure they graduate and have knowledge of their post-secondary options. This action is effective since we maintained our high school graduation rate at 94.4%.

#13 Instructional Media Technicians: This action provides an IMT at each middle school which allows the middle schools to be open and accessible for students. This action is geared toward our low-income students. Though there is no recent formal academic data, 48.6% of our students were UC/CSU eligible in 2020-21, though this was a decline of 3.9% other factors may have impacted this result. The college and career readiness indicators will be monitored between 2022 & 2023 and adjustments to this program will be made, if needed.

#14 MTSS: This is a multi-tiered system of support for students and is specifically targeting our low-income students. This action includes the purchase of additional assessment tools such as iReady, providing additional social skills support such as an additional counselor in the high schools who provides lessons on anger management and conflict resolution, additional Student Services staff who provide consultation and support to schools, and extra-duty pay to support 18% stipends at the secondary level to provide additional instructional support for students during the instructional day. Though formal assessment data measures are unavailable, our graduation rate of 94.4% demonstrates these instructional strategies are effective at the secondary level. Local assessment data, iReady Mid-Year assessment, indicates that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment. Additionally, it is expected that we will see an increase in our SBAC 2023 scores when compared to our CAASPP 2022 scores.

#15 Reach High Initiative: This initiative targets our low-income students at the secondary level and ensures they are college and career ready upon graduation. Our CCR indicators show that 48.6% of our graduating seniors are UC/CSU eligible and our CTE completion is at 12.4% (2020-21), demonstrating the need to support our students, specifically targeting our low-income students. Our graduation rate is at 94.4% indicating this action positively contributes to our high percentage. We expect that our UC/CSU eligible and our CTE completion rate will increase when comparing our 2022 and 2023 CCR data.

#16 TK/K Support: This action targets our low-income students by providing additional support in our TK/K classrooms. The intervention teachers are assigned 1.5 hours per day to work in small groups with students and target readiness skills in language arts and mathematics. 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 of 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 every week. This action is effective because the percentage of kindergarten students scoring at grade level in iReady reading increased by 20% and increased by 10% in iReady Math when comparing the beginning of the year and mid-year iReady scores.

#17 Supplemental/Concentration Funding. This action is geared toward our low-income students and provides additional funding to our secondary schools. This additional funding allows schools to purchase needed materials and resources and develop programs that support their low-income students who are not making

academic progress. Though we do not currently have formal CAASPP data, our graduation rate continued at 94.4% during the 2020-21 school year indicating that this strategy supports our secondary schools and allows them to provide needed support for student success.

#18 Adopted Course of Study & #19 Instructional Materials. These actions are geared toward our three student subgroups. This action is effective in that it provides our students with the necessary instructional materials. Though we do not have formal academic measures, local assessment data, iReady Mid-Year assessment, indicates that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment. At the high school level, we maintained our high school graduation rate with a 94.4%.

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.

DUSD implemented the LCAP successfully during the 2021-22 school year, benefitting our students' academic progress. All actions, metrics, and desired outcomes will continue with minor adjustments.

Planned goal:
No changes to the overall goal.

Metrics:
The metric for AP course enrollment was adjusted for the 2022-23 LCAP. The 2021 LCAP captures the total number of enrolled students in all AP sections, counting students more than once. The 2022-23 adjusted metric measures the total number of students (counted once) enrolled in one or more AP courses; this provides a clearer number and percentage of high school students enrolled in an AP course.

Desired outcome:
Since the AP Course Enrollment Change metric was adjusted to measure unduplicated student counts, the desired outcome is adjusted to reflect a 5% increase for a total of 1307 students who will enroll in one or more AP courses by 2023-24.

Actions:

#1 Virtual Academy: The virtual academy will be expanded in 2022-23 to include grades kindergarten to twelve grades. This action will continue to focus on our low-income students. Academic progress will be measured through iReady data for students in the online synchronous program in grades K-8, pass rate percentages for students in grades 6-12, and APEX completion rates for the students in the asynchronous secondary option.

#14 MTSS: This action will be expanded to provide additional resources and funding in our MTSS model. Due to the learning gaps exacerbated by the school closures during the 2019-20 and 2020-21 school years, we will continue to provide intervention support to students. This action will be expanded to increase interventionists in all elementary and middle schools. This action will be targeted toward our low-income students since our low-income students have historically demonstrated fewer academic gains in our standardized test scores. The effectiveness of this action will be measured by our 2023 CAASPP data, we expect to see growth between our 2022 and 2023 test scores.

#17 Supplemental and Concentration Funding: This action will be expanded to include elementary schools and will provide them with additional resources to create and fund academic programs and support to target our low-income and EL students. The effectiveness of this action will be measured by our 2023 CAASPP data, we expect to see growth between our 2022 and 2023 test scores.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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's Priorities of ensuring a healthy school climate and raising pupil engagement, Downey Unified established the goal of meeting the needs of the Whole Child. To meet the needs of the Whole Child, we will identify and respond to the social, emotional, and health needs of students, and provide extended learning opportunities for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Suspension Rate	3.1% (2019-2020)	0.1% (2020-21)			1.5%
Attendance Rate	95.4% (2019-2020)	90% (2020-21)			97%
Chronic Absenteeism	8.3% (2019-2020)	11.6% (2020-21)			5%
Middle School Dropout Rate	0% (2018-2019)	0% (2020-21)			0%
High School Dropout Rate	2.1% (2018-2019)	4.2% (2020-21)			1%
Expulsion Rate	0% (2018-2019)	0% (2020-21)			0%
School Climate : % of students who Strongly Agree or Agree with the statement, "I feel safe at school." (LCAP Survey)	90% (LCAP Spring Survey 2020)	88.9% (LCAP Spring Survey 2021)			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)	97.3% (LCAP Survey Spring 2021)			97%
School Climate : % of parents who Strongly Agree or Agree with the statement, "The students at my child's school treat each other with respect."	83.3% (LCAP Spring Survey 2020)	88.3 % (LCAP Spring Survey 2021)			95%
School climate: School connectedness. % of students who feel connected to their school teacher (feel the teacher cares for them) and feel they are recognized when they do well.	84% (LCAP Spring Survey 2020)	89.2% (LCAP Spring Survey 2021)			92%
School climate: Parent engagement: % of parents who Strongly Agree or Agree with the statement, "My child's school involves parents when making decisions about school programs."	85% (LCAP Spring Survey 2020)	84.8% (LCAP Spring Survey 2021)			88%

Actions

Action #	Title	Description	Total Funds	Contributing
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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.	\$750,000.00	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), that target our low-income and foster youth students. 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, and how to support our Foster/McKinney Vento youth. 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 .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).	\$975,000.00	Yes
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	\$75,000.00	Yes

		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).		
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).	\$70,000.00	Yes
5	(LCAP Line #25) Mental Health Team - Clinical School Therapists	(LCAP Line #25) Mental Health therapists work directly with our low-income and homeless foster youth students. This is a mental health team that supports students needing a more intensive level of support. Mental Health Therapists provide tiered support based on needs. They provide small group counseling to help students with anger management or anxiety and individual counseling to students who have intensive social-emotional needs. Additional concentration funding for schools meeting the 55% threshold will be used to increase the number of staff who provide mental health services for students. Though this action is tied to our chronic absenteeism rate which has increased from 7.7% to 16% (2020-21) for low-income students and 23.2% for our homeless-foster youth, an anecdotal analysis indicates that the pandemic significantly impacted these student groups. This data indicate there continues to be a high need to provide mental health and wellness support for our low-income and homeless foster youth. Mental Health supports will continue to be provided and the number of FTEs will be increased to ensure we meet all student needs. We expect to see a decrease in our 2022-23 chronic absenteeism rates.	\$1,500,000.00	Yes
6	(LCAP Line #27)	Due to the environmental and familial stressors, many of our low-income students face	\$1,300,000.00	Yes

	Community Day School	<p>some struggles on 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 and 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 aides and counseling support for students. The class sizes are extremely small, with less than ten students per classroom, and there is a student-to-teacher ratio of 1 to 5. This significantly increases services for the low-income students in this program since they have immediate access to their teacher, an individualized academic program designed to promote academic success, daily social-emotional lessons, and a highly structured environment. This program allows our significantly at-risk low-income students to earn credits in a structured environment and work on getting back on track to graduate. The goal is to prepare students to transfer back to the comprehensive campus and graduate with completed A-G requirements completed. This service has shown to be effective with data supporting improved attendance, improved academic progress as measured with grades and credit recovery, and a decrease in maladaptive behaviors, (9.8% low-income chronic absenteeism – that is a decline of .8% from the previous year, 40.7% low-income students are prepared based on the college and career indicator). This service will continue to be monitored and the goal is to continue to decrease the chronic absenteeism percentage and increase the prepared performance level on the chronic absenteeism indicator.</p>		
7	(LCAP Line #28) Character Counts!	<p>(LCAP Line #28) Provide all schools support in implementing Character Counts!. This service is principally directed to low income students as a result of the research that suggests that students of poverty often have multiple social and emotional needs and deficits. They may not have the role models during their youth to learn about Respect and Responsibility. This service is directed towards low-income students so they may have access to instruction and support around Positive Behaviors. Low income students will be closely monitored through the Suspension Rate indicator and the goal is to see a decrease in the percentage of low income students that are suspended. Current data shows that 3.5% of low income students were suspended at least once. This data was maintained since the previous year. This service proves to be effective as all students know the Six Pillars of Character as schools focus on these character traits throughout the year with special emphasis during Character Counts! weeks. Low income students will be selected to lead school activities by forming committees to design character counts week activities and promote positive behaviors and provide student voice and choice.</p>	\$90,000.00	Yes
8	(LCAP Line #29) K-8	<p>(LCAP Line #29) Provide K-5 and 6-8 with counselor interns - provided through the Jewish</p>	\$160,000.00	Yes

	Community Agency Counseling Support	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.		
9	(LCAP Line #30) Fund Additional Counselors	(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.	\$280,000.00	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, and learning different types of exercises (cardio, strengthening, stretching, and endurance). The secondary school program provides opportunities for low-income students to participate in intramural sports and activities. Since many low-income students do not have access to outside physical activity or sports leagues, this provides programs that promote a healthy lifestyle and engages students in a safe activity. Participation in intramural or physical fitness programs increases student connectedness at the high school level. The effectiveness of this service will be measured by decreasing chronic absenteeism and suspension rate for low-income students. Current data shows that 3.5% of low-income students were suspended at least once and was maintained since the previous year. Chronic absenteeism for low-income students was 9.8%, a decline of .8% from the prior year.	\$1,035,000.00	Yes
11	(LCAP Line #32) Fund	(LCAP Line #32) Fund 4 full-time nurses and necessary equipment to provide adequate	\$680,000.00	Yes

	Additional Nurses	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).		
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 for 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.

The Downey Unified School District implemented all planned actions associated with Goal #2. There were four substantive differences in planned actions and the level of implementation because of the COVID pandemic and the subsequent school closures from March 2020 through March 2021. The pandemic impacted our students and families and increased our students' mental health, social-emotional, and behavioral needs. Our school district needed to shift our resources to ensure we provided our schools with the resources they needed to support increased student wellness and behavioral needs. Our PBIS/Safe Schools action was fully implemented, and we increased the level of resources. This line item provides our schools with the training and resources to create safe and supportive schools through the PBIS and Character Counts! Initiatives. We provided our schools with additional funding to support their PBIS practices to increase students' sense of safety and connectedness. We provided expanded access to mental health support in elementary and secondary schools. In the elementary schools, we provided Clinical School Therapists or School-Based Therapists, and in the secondary schools, we created Wellness Centers where all mental health and social-emotional supports are focused to support students. Despite the increase in these services for our students, the LCAP action associated with mental health appears to not be implemented. DUSD utilized CARES Act funding to increase mental health support in our schools. Due to the increased need for mental health support, the action providing K-8 community agency counseling support was expanded and additional counseling was provided to more students.

Due to the limited access to "regular" activities during the pandemic, our schools realized the increased need to provide students with more opportunities for physical education and exercise. DUSD implemented this action and provided additional opportunities for students to participate in physical education activities during the school day. This provided students with a physical break, allowing them to focus better and providing them with an outlet to reduce their anxiety and stress levels while in school.

All other programs and services were implemented, with material differences resulting from an overestimation of costs needed to implement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Based on the information provided in the previous prompt where substantive differences were discussed in the implementation of planned actions, there are material differences between budgeted expenditures and estimated actual expenditures. The following are material differences:

- Program Specialists: These program specialists work specifically with our homeless foster youth to ensure they are successful in school. They case manage, provide resources, link families to community agencies, and provide counseling to students and their families. We continued with staffing four program specialists. The difference in expenditure is due to an overestimation of funds needed for salaries.
- PBIS/Safe Schools: We exceeded the budget by \$325,000. DUSD assessed the increased need to provide our students with a sense of connectedness and safety upon returning from our school closures. Additional funding was provided to all schools to increase their implementation of PBIS which is used to support all students, specifically our low-income and foster youth.
- Community Day School- This action was fully implemented. The difference in the budget and the estimated expenditures is due to an overestimation of salary costs. We expended approximately \$120,000 less than budgeted.
- Physical Education: The expenditures in this action exceeded approximately \$236,000 due to the increased staffing needed to provide our students with the needed physical education activities.
- Additional Nurses: We funded four full-time positions and the necessary equipment needed to implement quality health and mental health referrals. DUSD utilized CARES Act funding for the additional resources, thus expending approximately \$60,000 less.

The programs and services where we exceeded the planned budget will be covered by the reallocation of resources from actions where there is an excess amount of funds. DUSD implemented all planned actions to support students' needs.

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

Due to the unprecedented nature of the pandemic and the subsequent impact it has had on schools' ability to provide a complete and comprehensive education for all students, the context of the pandemic must be taken into consideration when analyzing student outcomes. DUSD noted an increase of 3.3% in chronic absenteeism to 11.6% (2020-21) and a decrease in our attendance rate to approximately 90% (previously 95.4%). Our drop out rate increased to 4.2% (2021) from 1.5% (2020). Despite the downward trends in our formal data, our local indicators demonstrate that we have made or maintained our positive gains in student engagement. DUSD maintained favorable ratings in the 2021 LCAP perception data with staff, students, and parents. We maintained a favorable rating of 88.9% with students feeling safe at school and increased to 89.2% (84% in 2020) with students feeling connected to their teachers and feeling recognized when they do well. 93.7% of all staff believe that the school staff treats students with respect and 88.3% of all staff believe that the students treat each other with respect. The staff and parent percentages are similar to the LCAP 2020 survey results.

#1 Program Specialists: This action maintains the Program Specialists positions (4) who work directly with our Homeless-Foster Youth students. We currently have 170 Foster Youth and 184 homeless youth. Though our graduation rates decreased from 2019-20 to 2020-21, the consequences of the pandemic are taken into consideration. We saw a decrease in graduation rates from 92.2% (2019-20) to 90.2% (2020-21) with our Homeless students and 84.6% (2019-20) to 70.6% (2020-21) with our Foster Youth students. Despite the decrease, DUSD is still successfully graduating our homeless students at a greater rate than the state average. The Program Specialists have refocused and developed additional support for our Foster Youth by having more check ins, providing additional referrals and resources to increase their outcomes. We expect to see an increase in our 2021-22 Foster Youth graduation rate.

#2 PBIS Safe/Civil Schools: This action primarily is focused on our low-income and Foster Youth students and helps provide safe and supportive schools. This action is effective since 88.9% of our students feel safe at school, as measured in the Spring 2021 LCAP survey, (90% of students felt this way in the 2020 LCAP Survey). 89.2% of our students feel connected to their teachers and are recognized when they do well (Spring 2021 LCAP Survey), this is an increase of 5.2% when compared to last year's LCAP survey (2020).

#3 Link Crew: This action provides peer 9th grade mentoring, transition, and orientation program support at the high school level and targets our low-income and foster youth students. This action is linked to our chronic absenteeism rates. Though we have seen an increase in our chronic absenteeism due to the pandemic, local perception data indicates that 86.4% of our high school students feel they fit in at school (2021 LCAP Survey). This high favorable rating indicates that the strategies the high schools implement are successful for the majority of the students.

#4 W.E.B.: This action provides peer 6th grade mentoring, transition, and orientation program support at the middle school level and targets our low-income and foster youth students. This action is linked to our chronic absenteeism rates. Though we have seen an increase in our chronic absenteeism due to the pandemic, local perception data indicates that 87.7% of our middle school students feel they fit in at school (2021 LCAP Survey). This high favorable rating indicates that the strategies

implemented in the middle schools are successful for the majority of the students.

#5 Mental Health Team- Therapists: This action is geared toward our low-income and foster youth students and provides necessary mental health and wellness support. Though this action is tied to our chronic absenteeism rate which has increased from 7.7% to 16% (2020-21) for low-income students and 23.2% for our homeless-foster youth, an anecdotal analysis indicates that the pandemic significantly impacted these student groups. This data indicate there continues to be a high need to provide mental health and wellness support for our low-income and homeless foster youth. Mental Health supports will continue to be provided and the number of FTEs will be increased to ensure we meet all student needs. We expect to see a decrease in our 2022-23 chronic absenteeism rates.

#6 Community Day School: This action provides an alternative educational setting for our middle school and high school students and is targeted to support our low-income students who may find the comprehensive campus overwhelming. Though formal academic data is unavailable, informal perception measures from the 2021 LCAP survey indicate that:

- 97.8% of all students feel that their teachers believe they can do well.
- 87% think they fit in at school.
- 95.7% believe they can do well.
- 97.8% believe that they can get extra academic help before, during, or after school when they need it.

Additionally, the graduation percentage for our CDS increased from 75% in 2019-20 to 84.4% in 2020-21. This action is successful in meeting our students' academic and social-emotional needs and will continue to be implemented.

#7 Character Counts!: This action provides additional resources to schools to implement character education. This is principally directed toward low-income students and supports their development of a strong and positive character. This action is tied to our suspension rates and has shown to be effective. In 2019-20 our suspension rate was 3.1% and in 2020-21, our suspension rate was 0.1%. The character education strategies are part of the success in creating a positive school climate and reducing suspension rates. Parent LCAP survey data (Spring 2021) indicates that 89.3% believe their child is positively impacted by Character Counts!.

#8 Community Agency Counseling Support: This action is for our elementary and middle schools and provides additional counseling support for students requiring a higher level of need. DUSD contracts with outside agencies to augment the available services for our students. Our low-income and foster youth students are the focus of this action. Formal data is not tied to this action due to the confidential nature of this action, but parent survey data from the LCAP Spring Survey 2021 indicates that 90% believe that their child's school provides them with the skills to be successful, and 86% believe their child's school meets their social/emotional needs.

#9 Fund Additional Counselors and Counseling Administrator: This action provides an additional academic counselor at each comprehensive high school and targets our low-income students. This action allows the comprehensive high schools to lower the student to counselor ratio ensuring counselors can provide academic guidance and counseling for our low-income and at-risk students. This action effectively supports our students' academic needs since we maintained our high school graduation rate at 94.4% during the 2020-21 school year. We expect to see a similar result for the 2021-22 graduation rate.

#10 Physical Education Program and Activities Program: This action funds additional Physical Education staff to support our 4th and 5th-grade students in all elementary schools and additional PE specialists in the secondary schools. This action provides physical fitness activities for students and allows them to engage in additional activities that promote wellness and engagement. This action is principally targeted toward our low-income students. The effectiveness of this action is measured by our suspension and chronic absenteeism rates. Though our chronic absenteeism rates have increased from 3.3% to 11.6% (2020-21), an internal analysis indicates the absenteeism was due to COVID effects and not due to student disengagement. Our suspension rates have decreased indicating our schools have been successful in their student engagement strategies.

#11 School Nurses: This action funds additional school nurses to lower the student-to-nurse ratio. Our school nurses provide health support and mental health referrals for our students. This action is principally directed toward our low-income students. This action is connected to our chronic absenteeism measure. As previously stated, our chronic absenteeism rate has increased due to COVID effects. An analysis of this year's program components led to the conclusion that school nurses were effective in ensuring our students came to school as much as possible. Our school nurses supported our COVID mitigation strategies and closely followed all exposure management guidelines minimizing the number of students who were exposed to COVID in the school setting. This helped keep students healthy and present in school. We expect to see a decrease in our chronic absenteeism rates when comparing our 2021-22 and 2022-23 outcomes.

#12 True Lasting Connections: This action provides funding for our True Lasting Connections (TLC) which provides referrals to community agencies, clothing vouchers,

food items, counseling and therapy, and other supports individualized to the student and/or family's needs. TLC targets all of our student subgroups: low-income, English learners, and foster youth. Though a specific metric is not associated with this action, this action is effective since it provides supplemental funding for this program that serves at-risk students and families. We understand that our students' basic needs for food, shelter, warmth, and safety are critical for student success and engagement.

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.

<p>Planned goal: No changes were made to the planned goal.</p> <p>Metrics: There are two metric changes in the school climate actions.</p> <ul style="list-style-type: none">- The baseline for school climate- % of parents who “strongly agree” or “agree” with the statement, “The students at my child’s school treat each other with respect was changed from 88% to 83%. The baseline for the LCAP Spring 2020 Survey is 83.3%.- The baseline for school climate- % of students who feel connected to their schoolteacher (feel the teacher cares for them) and feel they are recognized when they do well was changed from 85% to 84%. The baseline for the LCAP Spring 2020 Survey is 84%. <p>Desired outcomes: The desired outcome for the LCAP survey metric of “Adults in my school treat students with respect” was adjusted to 97%. Previously, that metric was at 100%.</p> <p>The desired outcome for the metric on school climate in the area of connectedness, (% of students who feel connected to their teacher and feel they are recognized when they do well) was adjusted from 88% to 92%. LCAP Spring Survey 2021 results indicate we met that metric at 89.2%. The desired outcome was increased.</p> <p>Actions: #5 Mental Health Team- Therapists: This action was changed to include foster youth. This action is now geared toward our low-income and foster youth students and provides necessary mental health and wellness support. Though this action is tied to our chronic absenteeism rate which has increased from 7.7% to 16% (2020-21) for low-income students and 23.2% for our homeless-foster youth, an anecdotal analysis indicates that the pandemic significantly impacted these student groups. This data indicate there continues to be a high need to provide mental health and wellness support for our low-income and homeless foster youth.</p>

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

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, raising pupil engagement, and establishing a healthy school climate, Downey Unified established the goal of maintaining and increasing the quality of staff by improving measures of success, building the capacity of school leadership, and providing ample opportunities and training for staff to implement research-based teaching strategies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Fully Credentialed and Appropriately Assigned Teachers	100% (2020-2021)	100% (2021-22)			100%
Percentage of Staff who are overall satisfied as an employee of DUSD	94.6% (Spring 2020)	91% (Spring 2021)			95%
Percentage of Staff who feel they have the necessary training to be successful in their job	72.9% (Spring 2020)	70% (Spring 2021)			80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	(LCAP Line #33) Build Professional Capacity of	(LCAP Line #33) Provide training for teachers and administrators through Gallup Strengths Finder to support their professional learning community (PLC) work. This service is	\$60,000.00	Yes

	Teachers for PLCs	principally directed to the 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 action includes a .50 FTE trainer who will support the district school leadership teams and provide Strengths Training for school staff. The strengths training provides our school teams with positive strategies that support their work in collaborative teams and increases their efficacy. 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. We expect this increased efficacy to positively impact our CAASPP student scores.		
2	(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 in ELA.	\$160,000.00	Yes
3	(LCAP Line #36) School Support: Additional Staff for SEL & PBIS	(LCAP Line #36) This action allows us to decrease our support staff to student ratio by allowing us to provide additional vice-principals and deans that support our student's social-emotional wellness and provide support and referrals for our at-risk students. This action is principally directed at English Learners and low-income students by providing more administrators support to students and help them positively feel connected and engaged in school. Prior to the pandemic, there was a significant increase in suspension rates for English Learners and low-income students in comparison to all students. 2019-20 data shows 3.6% of English Learners were suspended at least once and this is a .5% increase from the previous year and 3.5% of low-income students were suspended at least once and maintained from the previous year. Though our chronic absenteeism rate increased 3.3% to 11.6%, our suspension rate decreased to .1%. An informal analysis indicates our chronic absenteeism increased due to the pandemic and our low suspension rate may be due to the school closures. The support staff will work to implement Positive Behavior Intervention Support strategies to decrease suspensions and increase school connectedness. They will implement preventive measures through PBIS. LCAP student data indicates that 87% of our	\$3,600,000.00	Yes

		students think they fit in at school. One of the factors contributing to this high percentage is the staff who foster a positive school climate and provide support for students. The expected outcome for the 22-23 school year is a .2% decrease in the suspension rates for our low-income and EL student groups when compared to the 2021-22 school rate suspension.		
4	(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.	\$80,000.00	Yes
5	(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 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 into 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. Additional funding is provided for TOSAs to target schools with a 55% or higher concentration of UDP students. These TOSAs will provide ongoing support in SEL, Language Acquisition, learning acceleration and remediation. 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% of El students have decreased at least one ELPI level, El students 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	\$2,330,000.00	Yes

		be monitored through local assessments and measured by the Spring 2022 SBAC scores in ELA, Math and ELPI.		
6	(LCAP Line #39) Leadership Development	(LCAP Line #39) 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.	\$180,000.00	Yes
7	(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	\$300,000.00	Yes

		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.		
8	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.	\$1,850,000.00	Yes

Goal Analysis for 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.

DUSD implemented all actions associated with Goal #3. There were not any substantive differences in the implementation of the actions, but there were material differences in estimated actual expenditures due to an overestimation of salary costs and the utilization of other funds to implement the actions. The action labeled "Professional Learning Communities" was fully implemented and all newly hired staff received Strengths Training to support a positive school climate and ensure new teachers have the skills to work collaboratively with their grade-level teams. This action was implemented with CARES Act funding with provided the funds to pay for the subs, extra duty pay, trainer salary, and materials.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Based on the information provided in the previous prompt there was not a substantive difference in the implementation of Goal #3 actions, but there are material differences between budgeted expenditures and estimated actual expenditures. The following are material differences:

- Professional Learning Communities- This action was fully implemented utilizing CARES Act funding, thus there are no expenditures utilizing supplemental or concentration funding.
- Data and Assessment- There is a material difference of \$25,000 as the cost of the Illuminate program was higher than initially budgeted.
- Social and Behavioral Support- This action is to provide additional staff, above the base allocation, that can provide social and behavioral support for our three student groups: EL, low-income, and HFY. This action was fully implemented, and there is a material difference of approximately \$700,000. There was an overestimation of the final cost for salaries and benefits for the additional staff.
- Online Database Resource- The online database is to provide our low-income students with access to digital resources to support their learning and school-based projects. Additionally, all secondary Instructional Media Technicians are provided with a modest allocation to purchase additional digital resources for the school libraries. There is a material difference of approximately \$11,000 due to the database purchase not needing renewal, (the contract is renewed every three years).
- Teachers on Special Assignment (TOSA)- This action provides teacher specialists who provide teachers with training, coaching, and additional support in all core content areas. These teacher specialists work with teachers who have low-income and EL students, with a focus on ELA and Mathematics. Due to salary costs, this item was under-estimated and there was a material difference of approximately \$420,000.
- Leadership Development- This action supports Principal and School Leadership training. Having highly effective school leadership teams is necessary to ensure teachers receive the necessary support and guidance to fully implement effective teaching strategies and the CA Common Core Standards. This action supports our low-income students. Additional training in to navigate the unique events of the pandemic was required to support our Principal and School Leadership Team's growth. The estimated actual expenditures are \$80,000 more than was budgeted.
- STEAM Support- This action provides a STEAM teacher specialist who creates engaging science-focused lessons and units to implement in classrooms with a high

concentration of low-income students. Though this action was implemented, we expended about \$100,000 less than anticipated due to the pandemic. At the beginning of the year, we had restrictions on the number of staff who could visit classrooms, thus limiting the ability of the STEAM TOSA to go into classrooms to conduct lessons. Thus, there were fewer expenditures in materials than anticipated.

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

Due to the unprecedented nature of the pandemic and the subsequent impact it has had on schools' ability to provide a complete and comprehensive education for all students, the context of the pandemic must be taken into consideration when analyzing student outcomes. Despite the staffing shortages all school districts experienced, we were able to retain our highly qualified staff and maintained a 100% fully credentialed staff during the 2021-22 school year. Where we had more difficulty was in hiring support staff such as interventionists and school therapists. The pandemic placed a strain on our students and staff, causing unexpected trauma, illness, and even death. Despite these difficulties and the difficulty of navigating the effects of the pandemic in the schools, our staff stayed positive, 91% of all staff indicating in the Spring 2021 LCAP survey that they were satisfied as DUSD employees and 70% indicated they received the training needed to be successful in their jobs. The following, supporting the best staff goal, is an analysis of the effectiveness of our actions:

- #1 Professional Learning Communities – Though there is no formal academic data to measure academic progress, informal iReady data at the elementary and middle school indicate this is a successful action. The work the teachers do in their PLCs is positively impacting student achievement. An analysis of our local data (iReady assessments) between the beginning and the middle of the year assessments indicates, indicates that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment. Additionally, it is expected that we will see an increase in our SBAC 2023 scores when compared to our CAASPP 2022 scores.
- #2 Monitoring District Initiatives- This action is effective in that it allows us to capture parent input on district initiatives. This parent input is important as it allows us to gather parent feedback which helps us develop programs that target student needs. In Spring 2021, 27% of our parents responded to our survey which provided useful information and helped guide our decision-making in the 2021- 22 school year.
- #3 Data and Assessment System (Illuminate)- This program is an online data and assessment system that helps our secondary teachers create formative assessments to adjust instruction. Though formal CAASPP scores are unavailable, our local data measure, iReady, indicates that the percentage of 6-8 grade students demonstrating grade-level proficiency on the mid-year assessment increased by 26% in reading and 10% in mathematics. We expect to see an increase between our 2022 & 2023 CAASPP Math and ELA achievement at the secondary level.
- #4 Social-Emotional Support- This action allows us to decrease our support staff to student ratio by allowing us to provide additional vice-principals and deans that support our student's social-emotional wellness and provide support and referrals for our at-risk students. Though our chronic absenteeism rate increased 3.3% to 11.6%, our suspension rate decreased to .1%. An informal analysis indicates our chronic absenteeism increased due to the pandemic. Additionally, LCAP student data indicates that 87% of our students think they fit in at school. One of the factors contributing to this high percentage is the staff who foster a positive school climate and provide support for students.
- #5 Online Resource Database- This goal supports our secondary low-income students having access to digital learning resources in their school libraries. This action is successful as it contributes to our CCR indicators, DUSD maintained a 94.4% graduation rate in the 2020-21 school year.
- #6 Teachers on Special Assignment- This action funds elementary and secondary TOSAs who provide coaching and training to teachers to help them implement effective instructional strategies targeting our low-income and EL students. Though formal assessment data is unavailable, this action is deemed effective since our reclassification rate increased from 1.7% to 12%. An analysis of our local data (iReady assessments) between the beginning and the middle of the year assessments indicates, indicates that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment. Additionally, it is expected that we will see an increase in our SBAC 2023 scores.
- #7 Leadership Development- This action targets our principals and school leadership teams increasing their efficacy which then strengthens the schools' overall instructional program. Though formal academic data is unavailable, our information data indicates our students have made academic gains during the 2021-22 school year. We expect to see an increase between our 2022 and 2023 CAASPP reading and mathematics scores.
- #8 STEAM Support – This action provides resources for our elementary STEAM teacher who provides lessons and activities benefitting our low-income students. In the Spring 2021 LCAP student survey, 88.8% of our students agree that they are learning 21st Century Skills like critical thinking, communication, collaboration, and creativity. We expect to see an increase in our elementary scores on the CAST between 2022 and 2023.
- #9 Additional Professional Development Days- This action provides two additional professional development days for all teachers to help target EL learning and intervention supports for our low-come and foster youth students. This will support our overall instructional program. We expect to see an increase between our 2022 and 2023 CAASPP reading and mathematics scores.

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.

Planned goal:
No changes to the planned goal

Metrics:
No changes to the metrics within this goal.

Desired Outcomes:
No changes to the desired outcomes associated with the metrics.

Based on reflections on prior practice, the following are changes to the actions:

#1 Professional Learning Communities- This action will be increased to include a .50 FTE trainer who will support the district school leadership teams and provide Strengths Training for staff. The strengths training provides our school teams with positive strategies that support their work in collaborative teams and increases their efficacy. We expect this increased efficacy to positively impact our CAASPP student scores.

#2 Monitoring District Initiatives- This action will be moved to goal #4 which focuses on parent engagement. This action fits better with the parent engagement goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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 parent engagement, Downey Unified established the 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 for 2023-2024
Parent Input in Decision Making	34% (Percentage of Parents completing survey, Spring 2020)	27% (Spring 2021)			40%
Parent participation in child's education	92% of all parents agree that their child's school encourages parents to participate in their child's education. (Spring 2021 Survey)	91% (Spring 2022 Survey)			93%
Parent involvement in decision making	85% strongly agree or agree that their child's school involves parents when making decisions about school programs. (LCAP Spring Survey 2021)	84% (LCAP Spring 2022 Survey)			90%
Effective communication with parents	91% strongly agree or agree that their child's school communicates effectively with parents. (2021 Spring LCAP Survey)	90% (2022 Spring LCAP Survey)			93%

Communicating in home language	96% strongly agree or agree that their child's school sends information home in a language they understand (2020-21)	96% (2021-22)			96%
Parent participation in programs for unduplicated pupils	30% participate in parent workshops (Spring 2020)	25% (Spring 2021)			45%

Actions

Action #	Title	Description	Total Funds	Contributing
1	(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 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
2	(LCAP Line #46) Public Relations	(LCAP Line #46) 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 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	\$400,000.00	Yes

		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.		
3	(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 EL families who require interpretation to participate in our meetings.	\$3,000.00	Yes
4	(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 an over 15% EL population, 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 for the 2021-2022 school year.	\$110,000.00	Yes

Goal Analysis for 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.

DUSD implemented all actions associated with Goal #4. There were not any substantive differences in the implementation of the actions. We have three actions associated with this goal. We implemented our public relations goal ensuring we provided timely information to our families, provided interpretation at our board meetings to ensure our Spanish-speaking families had the opportunity to participate, and we provided parent academies in the fall and spring during the 2021-22 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

DUSD implemented all actions associated with Goal #4, there were material differences in the implementation of two of the actions.

- #1 Public Relations- This action was implemented, but there is a material difference in the budgeted expenditure and the actual estimated expenditures. We anticipated spending approximately \$145,000 less than budgeted due to most of our outreach being on the pandemic and our mitigation strategies. Since the information sent to parents was consistent from week to week, there was no need to create new messaging, thus keeping our PR costs lower than expected.
- #3 Parent Academies- These academies were implemented with huge success. We had unprecedented numbers of parents participate in this online offering. For each academy, we had over 200 parents participate in the series, which is an increase from the last in-person series, where we averaged about 70 parents per session. We provided all parents with a book upon completion of the parent academy. Due to the higher number of parents completing the academy, we had increased book costs.

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

The COVID pandemic highlighted the need to maintain open, transparent, and effective communication with our families and school communities. DUSD did its best to communicate immediately when there was new information to share through a variety of media. Our Superintendent sent email messages, and video messages and the district also communicated through our website and social media. Our school principals communicated through phone messages, emails, social media, and social media platforms such as Instagram for secondary and Class Dojo for elementary. Based on our LCAP Spring 2021 Parent Survey, parents feel we are communicating well and we are encouraging their participation in their child's education.

- 92% of all parents agree that their child's school encourages parents to participate in their child's education.
- 85% agree that their child's school involves parents when making decisions about school programs.
- 91% agree that their child's school communicates effectively with parents.
- 96% agree that their child's school sends information home in a language they understand.

The three actions associated with this goal are effective due to the high ratings obtained in the LCAP survey data. Our public relations goal is also measured by our chronic absenteeism metric, we have seen an increase in our chronic absenteeism due to the pandemic. Due to the importance of maintaining communication with parents and providing resources and information to support their students' achievement, our actions will continue to be implemented.

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.

Planned goal:
No changes to the planned goal.

Metrics and Desired Outcomes:
The following changes will be made to the metrics. To ensure we capture and measure our parent data we will use the LCAP survey data to track and monitor the following:

- % of parents who agree that their child's school encourages parents to participate in their child's education. Desired outcome: 93%
- % of parents who agree that their child's school involves parents when making decisions about school programs. Desired outcome: 90%
- % of parents who agree that their child's school communicates effectively with parents. Desired outcome: 93%
- % of parents who agree that their child's school sends information home in a language they understand. Desired outcome: 96%

Actions:

The parent engagement action, "Monitoring District Initiatives" from Goal #3 was added to this section. This action was moved to goal #4 which focuses on parent engagement. This action better aligns with the parent engagement goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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 priority of providing basic services, Downey Unified established the goal of ensuring and maintaining the best infrastructure for our students and staff through the implementation of 21st-century learning environments and providing safe and secure campuses within the district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
SBA ELA: Percentage of all students that met/exceeded standard	51.1% (2018-19)	N/A			60%
SBA Math: Percentage of students that met/exceed standard	39.7% (2018-19)	N/A			50%
Chronic Absenteeism for Low-income	8.3 % (2019-20)	16% (2020-21)			5%
Chronic Absenteeism for HFY	HY: 34.1% (2018-19) FY: 20.6% (2018-19)	HY- 44.5% (2020-21) FY- 33.5% (2020-21)			HY: 30% FY: 18%
Facilities in "Good Repair"	100% of schools received an overall rating of exemplary. (2020-21)	100% (2021-22)			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	(LCAP Line #49) 21st	(LCAP Line #49) Expand the 21st Century Learning Communities (21 CLC) Initiative. The 21	\$3,831,783.00	Yes

	Century Learning Communities Initiative	<p>CLC Initiative combines teachers in professional learning communities (PLC) with an Instructional Technology Coach (ITC) and student technology devices to transform teaching and learning. Research suggests that implementation of hardware and software programs to provide low income students the opportunities they may not otherwise have to access to the internet, research, coding, college readiness programs, and develop background knowledge by providing access to electronic resources to close the achievement gap, and have the computer knowledge needed for success in high school and college. This action will provide our low-income students access to 21st Century learning that they may not have in the home environment. Professional development training for technology implementation - Provide professional development training for all certificated staff in the form of online resources, train the trainer classes and online subscriptions. Teachers need technology training to better assist their low income students in becoming 21st Century learners. Using an instructional framework also supports effective professional learning as teachers of low income students learn together, support each other, and focus on improving their practice over time. Research indicates when schools use a common instructional framework so that all teachers have a common approach to teaching and learning, at risk low income students achieve more and teachers teach more effectively. Low income students have demonstrated an increased need for targeted instruction in ELA and Math, especially after the pandemic, in order to reach grade level proficiency (Low income students score 9.2 points below standard in ELA and 126.7 points below standard in Math). This action is intended to meet the academic needs of EL and low income students and will be monitored through local assessments and measured by the Spring 2022 SBAC scores in ELA and Math. Due to the pandemic, additional technology technicians have been hired to support the increasing need for tech support for low income students and families. Providing access to low income students to devices and hot spots for WiFi is a priority and will be facilitated through the additional technicians.</p>		
2	(LCAP Line #51) Integration of Technology	<p>(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</p>	\$1,720,000.00	Yes

		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.		
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).	\$900,000.00	Yes

Goal Analysis for 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.

DUSD implemented all actions associated with Goal #5 which focuses on our infrastructure and ensures we provide highly engaging environments for our unduplicated students and provide them with technological resources to support their learning. Due to the effects of the pandemic, we had an increased need to provide technology devices and the infrastructure to support online instruction for students, when applicable, professional development and site meetings for staff through Zoom, and Zoom parent workshops and training. We fully implemented our 21st Century Learning Communities Initiative and our Integration of Technology actions to ensure we provided our teachers with the technology and training to provide our students with an instructional program that integrates technology and provides our students with the skills to be successful. We also ensured we retained our existing staff who provide safe environments where students feel connected and welcome.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Though we implemented our actions, there was a significant material difference in the planned and estimated expenditures for our 21st Century Learning Communities Initiative. We expended an excess of \$218,000 due to hiring additional staff to maintain the technological infrastructure and ensure our students and staff had access to equipment, programs, and the internet. There are material differences of \$30,000 less in the Integration of Technology action and \$22,000 more in the additional staff on

campus in the other actions due to costs in staff salaries.

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

Due to the increased use of technology during the COVID pandemic and our increased use of online programs and software, DUSD ensured we provided all the necessary staff, equipment, and programs for our students to be successful. Actions #1 and #2 are interconnected and cannot be analyzed in isolation. The first action provides the staff and training to ensure we integrate technology into our instructional program and the second action provides the necessary hardware and resources. Though we do not have formal academic data, other data sources indicate this action is effective. We maintained our high school graduation rate at 94.4% and we increased our reclassification rate to 12%. An analysis of our local data (iReady assessments) between the beginning and the middle of the year assessments indicates, indicates that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment. Additionally, it is expected that we will see an increase in our SBAC 2023 scores when compared to our CAASPP 2022 scores.

The third action, which provides additional staff on campus to ensure our students feel safe and connected at school, is effective as evidenced in our student perception data in the 2021 LCAP Spring survey, 87% think they fit in at school. Though our chronic absenteeism indicator for low-income students increased to 16% during the 2020-21 school year, an internal analysis indicates this increase was due to COVID and not due to feeling isolated or disconnected from school. This metric will be monitored, and we expect to see an increase between our 2022 and 2023 low-income chronic absenteeism rates.

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.

Planned goal: No changes.

Metrics:

There is a metric change for the Chronic Absenteeism action for our Homeless and Foster Youth students. The 2020-21 LCAP included one percentage for both student groups. Since these two groups have unique needs and require highly individualized strategies, it seems best to measure the chronic absenteeism metric separately. Absenteeism data for the 2019-20 school year is unavailable due to the pandemic. Thus, the baseline used for this revised metric is from the 2018-19 school year. The baseline is now provided for each group.

Desired Outcomes:

Due to the change in the Chronic Absenteeism metric for our Homeless and Foster Youth student groups, the desired outcome was changed to two outcomes, one for each group. Additionally, the percentage was adjusted and aligned to better reflect our current data points.

Actions: No changes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$47,439,457.00	\$4,381,446.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.08%	1.51%	\$2,927,326.02	24.59%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 online education pathway for K-12 grade students through the Downey Virtual Academy. The Virtual Academy is an online school that will provide instruction on an online platform to all students in K-12th grade. There will be two program options: K-12 synchronous instruction where students have a structured instructional program similar to the in-person school and an asynchronous independent study program, available to students in grades 7th-12th. This program is designed to allow students flexibility in their instructional platform and personalization in the Independent Study Model. Students who qualify as low-income students will have priority due to learning loss during the pandemic, as well as the need to provide individualized structured support to accelerate learning. Students of poverty experienced significant loss during the pandemic as measured through local assessments (iReady assessment). As a result of district surveys, 50% of families whose students participated in an online school during the 2021-22 school year are requesting a virtual program for their students. In addition to providing core content, additional support staff, (counselor, school psychologist, and clinical school therapist, will provide social-emotional support for our students, specifically targeting and case managing our low-income students needing additional academic and wellness support. 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 2022-2023 school year. An overall increase of 20% in both ELA and Math is expected for low-income students by 2024.

Goal 1 Action 2

PD/Supplemental Materials in Content Areas: Provide planning and professional development for the 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 to comprehend rigorous content text. Based on our 2021 ELPAC data, we saw a decrease in our students who demonstrate English Learner progress from 56.21% (2018-19) to 52.63%. Based on our most current CAASPP scores (2018-19), low-

income students score 9.2 points below standard in English Language Arts. These supplemental tools, materials, and digital resources will make a significant impact on ELs and low-income students in accessing content with higher academic success. We will measure the progress of our English Learners and low-income students through the ELPAC, CAASPP ELA, and CAST indicators. Teachers of ELs and low-income students will be provided targeted professional development on implementing research-based strategies to ensure high success in the implementation and monitoring of student progress. Since our standardized EL data shows a decrease in the ELPI for our ELs, we determined that a refocus on providing targeted ELD professional development and coaching support to teachers will lead to an increase in our ELPI and CASSPP scores. We will establish a baseline with the CAST and determine student progress in the 2022-23 school year. We expected that the professional development will increase student learning and lead to an overall three-point increase in the CAASPP ELA scores for ELs and low-income students.

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 of extra-curriculum college services needed to extend their education into college. It is expected that this action will lead to continued access and college and career readiness. This action continues to show effectiveness in meeting the graduation goals for low-income students as evidenced in the most recent graduation rate (2020-21) where 94.4% of our students graduated with a high school diploma. The expected outcome is to increase our graduation rate for low-income students by 1%.

Goal 1 Action 4

AP Testing for low-income students: Our low-income student population may not have the resources to pay the cost of AP testing fees needed to enhance their college access. This action supplements the cost of high school Advanced Placement (AP) testing. This service allows our low-income students the opportunity to participate in these assessments at a lower cost. This provides our low-income students with access to AP exams that they may not otherwise have. Though our AP test pass rate declined in the 2020-21 school year to 41%, (it was 74% in 2019-20), an analysis indicates this was due to the fact that over 90% of all AP course instruction was provided through an online platform. This made it difficult for students to engage and receive the instruction necessary to successfully pass the exam with a 3 or better. We anticipate seeing an increase in the 2021-22 and 2022-23 AP exam pass rates.

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 students 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 Learner students. It supports the students 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 class section at each site. English learners and low-income students receive priority enrollment in this program. In addition, they are monitored by designated staff on a consistent basis. We expect to maintain the UC/CSU acceptance rate of students participating in AVID. This service is effective in meeting the goals of our students as evidenced in the CSU/UC acceptance rate for DUSD AVID students. In the 2021-22 school year, 93% of all AVID students applied to a 4-year university and 91% were accepted. 98% of those AVID students completed a FAFSA. This program is highly effective in developing our students' college readiness.

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 postsecondary 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 with 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 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 a 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 the school. This action continues to show effectiveness in meeting the graduation goals for low-income students as evidenced by the most recent graduation percentage of 94.4%. Despite the difficulties caused by COVID, we maintained our high graduation rate. The expected measurable outcome is to increase our graduation percentage to 96%.

Goal 1 Action 7

Additional Supports in ELA, Math, ELD: Provide additional supplemental resources and training in the CA Common Core Standards in the areas of English Language Arts, Mathematics, and English Language Development Framework. This action is intended to meet the academic needs of EL and low-income students. English Learners and low-income students have demonstrated an increased need for targeted instruction in academic language to access rigorous content text. Based on our 2021 ELPAC data, we saw a decrease in our EL students who demonstrate English Learner progress from 56.21% (2018-19) to 52.63%. In an analysis of our last formal data scores, 2018-19, our EL students score 56.1 points below standard in Math and 33.8 points below standard in ELA and our 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 on ELs and low-income students. Academic success will be measured through the ELPAC assessment and CAASPP ELA and Math scores. Due to the unavailability of formal academic data, due to the COVID pandemic, we used informal data sources to determine effectiveness. An analysis of our local data (iReady assessments) between the beginning and the middle of the year assessments indicates, indicates that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment. Additionally, it is expected that we will see an increase in our SBAC 2023 scores when compared to our CAASPP 2022 scores. These informal measures indicate these supplemental resources and supports are effective. We expect to see an increase between our Spring 2022 and Spring 2023 CAASPP scores in English Language Arts and Math for our ELs and low-income students and expect our EL progress to increase to 56% in our 2021-22 ELPAC measure.

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 close the instructional gaps exacerbated by the pandemic. Research shows that children experience learning loss when they do not engage in educational activities during the summer. This loss is further compounded when our students began the school year with instructional gaps due to the online instructional program due to the pandemic. This summer learning loss is cumulative and research has shown low-income, EL, and Foster Youth children tend 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 2022-23 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. Our current ELPAC data indicates our ELs decreased their overall progress by 3.6% to 52.3% (2020-21). Based on available formal data, (2018-19), 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 2023 SBAC scores in ELA, Math, and ELPI.

Goal 1 Action 9

Visual and Performing Arts: This action targets our low-income population by providing them with an additional curriculum that will engage and enhance their learning in the core content areas. This will provide our students with opportunities to draw connections between curricular areas and expand their thinking which ultimately leads to increased achievement in ELA and Mathematics. Enrichment opportunities during the school day provide our low-income students access to activities that their families may not afford. At the secondary level, each school will utilize these funds to supplement their VAPA programs and provide low-income students with band uniforms and instruments, pay 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 enhancing their core program, providing them with opportunities to be creative, and giving them access to extracurricular opportunities that will enhance their academic resumes and be more prepared for college and beyond. At the high school level, we will provide music specialists who will provide our students with the instruction needed to become better musicians. Our 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 them. In addition, infusing the arts throughout the instructional day provides more opportunities for our students to become more engaged in their schools. This action is effective in engaging our students as evidenced in our high school graduation rates, 94.4% in 2020-21. This action will be monitored through our 2022-23 CAASPP data in ELA and Math. It is expected that our low-income students will increase their achievement in the 2023 CAASPP ELA and Math assessments.

Goal 1 Action 10

EL Categorical Teachers: Fund 50% of a Categorical Teacher to support the English learner program and monitor the progress of Reclassified Fluent English Proficient (RFEP) students in each elementary and middle school. EL categorical teachers will coordinate and provide additional interventions targeting academic language for our EL students. At the high school level, this action provides period coverage for teachers to provide additional support for students. Our English Learners have demonstrated an increased need for targeted instruction in ELA and language acquisition to reach grade-level proficiency. (Our 2020-21 EL progress metric showed a decrease of 3.5% for students scoring a 3 or 4 on the ELPAC. Our 2018-19 CAASPP data indicates that ELs scored 33.8 points below standard in ELA). Research shows that English Learners that have been 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. This action is intended to meet the academic needs of EL students and will be measured by the Spring 2023 SBAC scores in ELA and ELPI. It is expected that EL students will increase in ELA as compared between the Spring 2022 and Spring 2023 CAASPP.

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 students and foster youth 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 has been effective in meeting the needs of low-income students as evident in the most recent 2018-19 SBAC ELA scores where low-income students maintained their orange performance level status and increased 4.8 points in Math. Though we did not see an increase with our foster youth, we expect this will increase their achievement. It is expected that our low-income and foster youth students will increase their ELA and Math in the Spring 2023 CAASPP.

Goal 1 Action 12

College and Career Technicians: Provide 2 additional college and career technicians to the two currently staffed positions. 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, 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 on meeting the A-G requirements, completing college applications, applying for financial aid, and consulting with parents to scaffold the college admissions and next steps for matriculation once accepted into college. This action is effective in meeting the goals for low-income students as evident in our 94.4% graduation rate. The expected outcome is that we will maintain and increase our graduation rate to 98% by 2024.

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 with the opportunities they may not otherwise have to access digital resources. Our low-income students do not often have access to reliable internet which then impacts their ability to conduct research for school projects and develop background knowledge necessary for school success. By providing access to electronic resources, our students have more resources to be successful. Though there is no recent formal academic data, an analysis of our local data indicates that we saw gains in our middle school iReady scores of 12% in math and 14% in reading. It is expected that we will see an increase in our SBAC 2023 scores when compared to our 2022 scores.

Goal 1 Action 14

MTSS: This is a multi-tiered system of support for students and is specifically targeting our low-income students. Many of our low-income students do 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 low-income students. This action includes the purchase of additional assessment tools such as iReady, providing additional social skills support such as an additional counselor in the high schools who provides lessons on anger management and conflict resolution, additional Student Services staff who provide consultation and support to schools, and extra-duty pay to support 18% stipends at the secondary level to provide additional instructional support for students during the instructional day. Based on our 2018-19 CAASPP data, 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). Though current formal assessment data measures are unavailable, our graduation rate of 94.4% demonstrates these instructional strategies are effective at the secondary level. Local assessment data, iReady Mid-Year assessment, indicates that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment. Additionally, it is expected that we will see an increase in our SBAC 2023 scores when compared to our CAASPP 2022 scores.

Goal 1 Action 15

Reach Higher Initiative: This initiative targets our low-income students at the secondary level and ensures they are college and career ready upon graduation. The "Reach Higher" initiative includes a UC transcript evaluation, credit repair (APEX licenses and sections), promotional outreach for A-G completion, College Eligibility Index Report, and a College Fair. Low-income students often lack the additional resources they need to prepare for college, apply to the best-fit schools, apply for financial aid, enroll, persist in their studies, and ultimately graduate. Therefore, this service is principally directed to meet their needs. This service promotes a college

and career culture. Our College Application Academy for low-income students over a 12-week period 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”. A software planning tool (Naviance) that promotes college and career planning in the middle and high school grades is also provided. This planning tool helps students focus first on strengths, then on majors in college, and finally recommends which colleges fit the individual’s needs. This initiative supports low-income students since they often lack the guidance and support, they need to prepare for college. Our CCR indicators show that 48.6% of our graduating seniors are UC/CSU eligible and our CTE completion is at 12.4% (2020-21), demonstrating the need to support our students, specifically targeting our low-income students. Our graduation rate is at 94.4% indicating this action positively contributes to our high percentage. We expect that our UC/CSU eligible and our CTE completion rate will increase when comparing our 2022 and 2023 CCR data.

Goal 1 Action 16

TK/K Support: Our low-income Transitional Kindergarten 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. The pandemic and our subsequent school closures further exacerbated these needs for our low-income families with young children. Our students begin their school careers needing support to learn essential readiness skills. This action provides TK and Kindergarten classrooms with 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 needed 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) limited school experience and need foundational support; 2) limited prior knowledge with phonemic awareness or number sense; 3) are experiencing high anxiety and need small group time to work on self-regulation and other essential social skills appropriate. Additionally, 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 staff to provide frequently targeted instruction to our low-income students. This action is effective, a comparison of the beginning of year iReady scores to the end of year scores in English Language Arts and Mathematics indicates all TK/K students made progress in meeting grade-level standards. We expect we will see an increase in our TK & K students by the end of the school year. 80% will demonstrate progress and increase one level in both ELA and Mathematics.

Goal 1 Action 17

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 schools provide our schools with the flexibility to design programs and provide services that meet their students’ unique needs. Programs and services may include tutoring for students, classroom supplemental materials, and funding to provide access to extra-curricular activities and additional technological resources. All 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. Though current formal assessment data measures are unavailable, our graduation rate of 94.4% demonstrates these instructional strategies are effective at the secondary level. Local assessment data, iReady Mid-Year assessment, indicates that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment. Additionally, it is expected that we will see an increase in our SBAC 2023 scores when compared to our CAASPP 2022 scores.

Goal 2 Action 1

Program Specialists: Our HFY students 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 agency. Our current number of foster students is 170 and our McKinney Vento population is 184. Our HFY Program Specialists case manage all students not only providing resources, counseling, and referrals but checking in frequently with the families and staff. This case management and counseling support is justified by the research that tells us that when school districts partner with community agencies, our Homeless Foster Youth demonstrate higher levels of academic and social-emotional success in schools. The program specialists support foster youth with tutoring support by 1) ensuring the school site has enrolled the student in intervention support during the school day; 2) ensuring they have a working device and WIFI support and being 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 home visits if necessary. Though our graduation rates decreased from 2019-20 to 2020-21, the consequences of the pandemic are taken into consideration. We saw a decrease in graduation rates from 92.2% (2019-20) to 90.2% (2020-21) with our Homeless students and 84.6% (2019-20) to 70.6% (2020-21) with our Foster Youth students. Despite the decrease, DUSD is still successfully graduating our homeless students at a greater rate than the state average. We expect to see an increase in our HFY graduation rates.

Goal 2 Action 2

PBIS/Safe and Civil Schools: Our low-income and HFY students often experience trauma and have difficult home experiences. 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 support 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. This action is effective since 88.9% of our students feel safe at school, as measured in the Spring 2021 LCAP survey, (90% of students felt this way in the 2020 LCAP Survey). We expect to continue to demonstrate a high percentage of our students feeling 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 is principally directed toward low-income students and foster youth because they often struggle most with social and emotional skills to handle transitions and feel engaged. Due to the pandemic, our chronic absenteeism rates increased for all students, but our foster youth and low-income chronic absenteeism rates were higher than our district average, 11.6% for 2020-21. Our low-income chronic absenteeism is 16% and our foster youth is 33.5%. Now, more than ever our students need additional support and programs to re-engage in school and feel connected. This service is effective since prior to the pandemic, both programs helped lower our rates of chronic absenteeism; this was a result of low-income and foster youth students wanting to be present at school and feeling more connected. The expected measurable outcome is that our chronic absenteeism will decrease by 3% for low-income students and for FY it will decrease by 5%.

Goal 2 Actions 5 & 8

Mental Health Support and Clinical School Therapists: Many of our HFY and low-income students come from homes that have experienced trauma or extraordinary life situations. This impact on their home environment subsequently affects their school success. These familial or environmental stressors impact their mental health and overall wellness. The pandemic has affected many of our low-income and HFY students and has caused them to experience increased loss, trauma, loss of income, illness, and food and housing insecurity. To ensure our HFY and low-income students cope with their life situations in ways that help them be successful in school, we must provide social-emotional and mental health support. Our Clinical School Therapists are part of a mental health team that supports students' social-emotional and mental health needs. Students receive individual or small group counseling services. This program targets our most vulnerable populations. Due to the pandemic, our HFY subgroup experienced the most challenges. Prior to the pandemic, foster youth chronic absenteeism was 9.1% and now it is at 33.5%. Low-income chronic absenteeism is at 16%. Though the metrics indicate that this service was not effective in reducing chronic absenteeism for both groups, there were extenuating factors related to the pandemic that likely impacted this measure. Anecdotal informal surveys from administrators indicate this service is effective as they note individual students becoming more successful. The expected measurable outcome is that our chronic absenteeism will decrease by 3% for low-income students and for FY it will decrease by 5%.

Goal 2 Action 6

Community Day School: The Woodruff Academy (Community Day School) is housed at Columbus High School and is a program that provides a structured environment, targeted academic support, and small group social-emotional support. This program provides opportunities for our most vulnerable students and targets the low-income students who require additional support. The students who attend Woodruff Academy have significant social-emotional needs, typically struggling with navigating the comprehensive traditional secondary school environment. Our low-income students displaying these behaviors are at a higher risk of not graduating and often lack the structured resources and support to overcome their challenges. This service is principally directed to meet the needs of low-income students who benefit from a smaller environment with targeted support. The class sizes are extremely small and there is one adult for every 5-8 students. Each student has an academic and social emotion plan with clear goals and objectives.

The goal is to ensure our students are successful and feel connected to the school.

This strategy has added to the success of our students since our chronic absenteeism rate in 2020-21 was 9.8% for low-income students, which was a decline of .8% from the previous academic year (2019-20). Though our chronic absenteeism rates have increased, an internal analysis indicates the increase was due to the effects of the pandemic. This will be measured through a decrease in chronic absenteeism for low-income students by 3%.

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 who 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. In 2019-20 our suspension rate was 3.1% and in 2020-21, our suspension rate was 0.1% The character education strategies are part of the success in creating a positive school climate and reducing suspension rates. Parent LCAP survey data (Spring 2021) indicates that 89.3% believe their child is positively impacted by Character Counts!.

Goal 2 Action 9

Additional Academic Counselor: Provide funding for an additional academic counselor at each comprehensive high school. This line is principally directed toward low-income students because they often do not have access to additional guidance and support they may need to prepare for college, apply to the best-fit schools, apply for financial aid, enroll, 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 in the most recent graduation rate indicator showing a 94.4% graduation rate which we maintained during the 2020-21 school year, despite the difficulties of the pandemic and online learning. We expect to see a similar high result for the 2022-23 graduation rate.

Goal 2 Action 10

Supplemental Support Through Physical Education: Physical Education staff to support elementary school students and support secondary students with physical activity programs. This service will target our low-income students to increase opportunities for 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 in 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 by incorporating thematic units around good eating habits, how to create healthy snacks, and learning different types of exercises (cardio, strengthening, stretching, and endurance). The effectiveness of this service will be measured by decreasing chronic absenteeism and the suspension rate for low-income students. Current data shows that we have a .1% suspension rate. Chronic absenteeism for low-income students is at 16%, which is an increase from the previous year. We expect that by implementing this action, chronic absenteeism will decrease for low-income students by 3% and we expect to maintain our low suspension rates.

Goal 2 Action 11

School Nurses: Fund additional full-time nurses and the 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 degree. 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. During the pandemic, the need for school nurses was apparent. They triaged, provided guidance to schools, and communicated with families. 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 impacts their access to quality mental health care and health care referrals. An analysis of this year's program components led to the conclusion that school nurses were effective in ensuring our students came to school as much as possible. Our school nurses supported our COVID mitigation strategies and closely followed all exposure management guidelines minimizing the number of students who were exposed to COVID in the school setting. This helped keep students healthy and present in school. We expect to see a decrease in our chronic absenteeism rates when comparing our 2021-22 and 2022-23 outcomes.

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 service provided for low-income and homeless foster youth is vision exams. Our students may need eyeglasses and cannot afford the exams and/or prescription glasses. TLC provides students with referrals to vision exams and eyeglasses. Based on the most recent student experiences during the pandemic, TLC is much-needed support. Our low-income and HFY youth experienced heightened instructional gaps and required more referrals for mental, social-emotional, and social services. It is difficult to directly monitor the effectiveness of this action as we regard student data with confidentiality. An indirect measure is the chronic absenteeism rates for our low-income and foster youth students. This rate has increased for both groups. This indicates our homeless-foster youth experienced a significant impact due to the pandemic which then affected their school connectedness since they were absent at higher rates. The district knows, however, that this service is necessary for both our low-income and homeless

foster youth students who may not otherwise have access to additional resources and referrals. The expected outcome for both groups is a decrease in the chronic absenteeism rates by 3% for low-income students and 5% for foster youth.

Goal 3 Action 1

PLC Support: Our low-income students often come to school with instructional gaps that we must address. The pandemic and subsequent school closures have exacerbated this gap. Addressing these instructional gaps is necessary to ensure we provide the support and accelerate their progress toward grade-level standard mastery in all core content areas. To effectively target low-income learning needs, teachers collaborate in teams to plan for effective prevention, intervention, and enrichment. Highly effective teacher teams have a cycle of inquiry where they monitor student data and collaborate on high-leverage strategies to support at-risk students. This action provides targeted training, planning time, and support for teachers and administrators to ensure they effectively implement the Professional Learning Communities (PLC) model. This service is principally directed at closing the instructional gaps of our low-income students and supporting them in reaching higher levels of success. Formal academic data is unavailable, but our local informal measures indicate that the collaboration between teachers is effective. An analysis of our local data (iReady assessments) between the beginning and the middle of the year assessments indicates, indicates that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment. It is expected that we will see an increase in our CAASPP 2023 ELA and Mathematics scores when compared to our 2022 scores.

Goal 3 Action 2

Illuminate: Our low-income students often have limited access to resources that impact their academic funds of knowledge and preparation for rigorous classes. Due to their reduced access to additional resources, our low-income students develop fewer academic funds of knowledge 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 teachers to gather data on student learning and allows them to adjust their instruction and target their instructional gaps. This system allows instructional teams to pull reports by subgroup data to monitor student learning more closely. This action provides staff with academic data that allows them to then collaborate with their teacher teams to plan lessons that provide the necessary knowledge for student success. Highly effective teams have a cycle of inquiry where they monitor student data and collaborate on high-leverage strategies and skills to support at-risk students. An analysis of our local data (iReady assessments) between the beginning and the middle of the year assessments indicates, indicates that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment. It is expected that we will see an increase in our CAASPP 2023 ELA and Mathematics scores when compared to our 2022 scores.

Goal 3 Action 3

Social-Emotional and Behavioral Support: This action allows us to decrease our support staff to student ratio by allowing us to provide additional vice-principals and deans that support our student's social-emotional wellness and provide support and referrals for our at-risk students. This action is principally directed at English Learners and low-income students by providing more administrators support to students and help them positively feel connected and engaged in school. Prior to the pandemic, there was a significant increase in suspension rates for English Learners and low-income students in comparison to all students. 2019-20 data shows 3.6% of English Learners were suspended at least once and this is a .5% increase from the previous year and 3.5% of low-income students were suspended at least once and maintained from the previous year. Though our chronic absenteeism rate increased 3.3% to 11.6%, our suspension rate decreased to .1%. An informal analysis indicates our chronic absenteeism increased due to the pandemic and our low suspension rate may be due to the school closures. The support staff will work to implement Positive Behavior Intervention Support strategies to decrease suspensions and increase school connectedness. They will implement preventive measures through PBIS. LCAP student data indicates that 87% of our students think they fit in at school. One of the factors contributing to this high percentage is the staff who foster a positive school climate and provide support for students. The expected outcome for the 22-23 school year is a .2% decrease in the suspension rates for our low-income and EL student groups when compared to the 2021-22 school rate suspension.

Goal 3 Action 4

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 develop background knowledge. This action provides low-income students access to electronic resources with the intent to close the instructional 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 in the most recent graduation rate indicator showing a 94.4% graduation rate for low-income students which DUSD maintained despite the effects of the pandemic. This service continues to be a priority in order to graduate our students and ensure they are college and career ready. We expect to increase our graduation rate to 96%.

Goal 3 Action 5

Teacher Specialists: Fund elementary and secondary Teacher Specialists (ELA, Math, Technology) to support teachers of low-income and EL students in the implementation of the California State Standards and effectively using specific strategies to support our ELs and low-income students. Based on 2018-19 CAASPP data, low-income students demonstrate a need for targeted instruction in ELA and Math in order to reach grade-level proficiency, they scored 9.2 points below standard in ELA and 40.8 points below standard in Math. EL students scored 56.1 points below standard in Math and 33.8 points below standard in ELA. These gaps have been exacerbated by the pandemic. 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 utilizing specific digital tools and resources that support low-income and EL students' growth. Teacher specialists will also embed ELA, math, and digital technology resources into the elementary units of study. There will be identified sections in units of study that are to support low-income and EL students. An analysis of our local data (iReady assessments) between the beginning and the middle of the year assessments indicates, that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment. It is expected that we will see an increase in our CAASPP 2023 ELA and Mathematics scores when compared to our 2022 scores.

Goal 3 Action 6

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. Educational research indicates that principals, administrators, and school leaders make a difference in the quality of teaching and learning of low-income students when they are instructional leaders. When Principals use an instructional framework, they guide and support their staff's professional learning which increases their efficacy. Increased efficacy positively impacts student achievement. When schools use a common instructional framework there is consistency in the instructional program and low-income students achieve more. Part of this instructional framework includes Professional Learning Communities (PLCs), which provide the structure for educators to work collaboratively in recurring cycles of inquiry. This cycle of inquiry leads to better results for the students. 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. Based on our 2018-19 test scores, low-income students score 9.2 points below standard in ELA and 40.8 points below standard in Math. An analysis of our local data (iReady assessments) between the beginning and the middle of the year assessments indicates, that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment. The expected outcome is an increase in student achievement in ELA and Math for our low-income students measured by the Spring 2022 & 2023 CAASPP.

Goal 3 Action 7

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. 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. We expect to see an increase between our 2022 and 2023 CAST scores.

Goal 3 Action 8

Additional Teacher Professional Development: This action is targeted toward our ELs and low-income students. Due to the effects of the pandemic and school closures, our students struggled with feeling isolated, mental health, not having in-person social activities to connect with their peers, and they felt disconnected from their schools at a higher rate. Our ELs and low-income students returned to school with an increased need to feel supported, connected, and engaged. Due to these needs, two additional professional development days focused on SEL, building relationships, and fostering a positive school community will be provided to all teachers. This professional development will lead to increased achievement outcomes. When students feel connected to school and believe teachers care for them, they better engage in their learning, and academic success increases. We expect to see an increase in our 2022-23 CAASPP ELA and Mathematics scores when compared to our 2021-22 scores.

Goal 4 Actions 1, 2, & 3

Qualtrics, Public Information Officer, Interpreters at School Board Meetings :

Our low-income and HFY students often have less 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. As such, it is

important to provide family outreach and information to ensure our low-income and HFY students have access to these resources. Additionally, our ELs families require information in Spanish to fully participate in their child's education. 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 with information in their own language and welcomes Spanish-speaking parents to District meetings. These actions provide families of low-income, HFY, and EL students with information on programs, services, and activities that benefit their students' academic achievement and engagement. 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 parents to support student learning. Our students often have limited access to resources and subsequently, their parents are not as actively engaged. District-level staff is dedicated to ensuring that families receive pertinent information and have a direct District contact for any questions they may have regarding District programs. Additionally, the COVID pandemic highlighted the need to maintain open, transparent, and effective communication with our families and school communities. Based on our LCAP Spring 2021 Parent Survey, parents feel we are communicating well, and we are encouraging their participation in their child's education.

- 92% of all parents agree that their child's school encourages parents to participate in their child's education.
- 85% agree that their child's school involves parents when making decisions about school programs.
- 91% agree that their child's school communicates effectively with parents.
- 96% agree that their child's school sends information home in a language they understand.

These three actions are effective due to the high ratings obtained in the LCAP survey data. Our public relations goal is also measured by our chronic absenteeism metric, we have seen an increase in our chronic absenteeism due to the pandemic. Due to the importance of maintaining communication with parents and providing resources and information to support their students' achievement, our actions will continue to be implemented. We expect to see a decrease in our chronic absenteeism rate for low-income students by 3% and 5% for foster youth and an increase in our ELA and Math CAASPP scores in the 2022-23 school year.

Goal 4 Action 4

Parent Academies: English learners 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 has increased to about 200 parents. This is a direct result of the parent/family's need for more strategies on how to support their EL and low-income students. We had 5,250 parents respond to the 2021 Spring LCAP survey stating the high need for workshops and academies on topics around mental health and social and emotional needs. This action 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 survey.

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 provide our low-income students access to technology and the digital 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 providing low-income students with technology, digital resources, and opportunities to use these digital resources during their instructional day enhances their success. Our low-income students may not typically have access to the internet to conduct research, gather background knowledge, learn how to use software for coding, and use other college readiness programs. Access to electronic resources will help close this gap and will provide our students with the opportunity to develop the digital knowledge needed for success in high school and beyond. 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 provide instruction that fosters our students becoming 21st Century learners. Due to the pandemic and our reliance on digital platforms to provide instruction, hold meetings, and collaborate, there has been an increased need to provide more infrastructure support to ensure our students, specifically our low-income students continue to have access to the technological resources. The district has hired additional technology technicians to support the increasing need for tech support for low-income students and families. 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 based on our local data. An analysis of our local data (iReady assessments) between the beginning and the middle of the year assessments indicates, that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment. The expected outcome is an increase in both ELA and Math scores in the Spring 2023 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) needed 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 ensure they provide a high-quality instructional program. This action ensures we update technology based on a cyclical schedule. This allows for the instructional staff to use updated technology without 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 based on our local data. An analysis of our local data (iReady assessments) between the beginning and the middle of the year assessments indicates, that the percentage of K-8 students scoring at grade level in the iReady math assessment increased by 12% and increased by 14% in the iReady reading assessment. The expected outcome is an increase in both ELA and Math scores in the Spring 2023 CAASPP assessment for low-income students.

Goal 5 Action 3

Campus Aides: Continue to fund additional staff on campus to promote safety and connectedness: campus aides, intermediate clerical assistants, and school resource officers. First, this action provides for a campus supervisor aide to be assigned to each middle school. Our low-income and HFY students often come from difficult home environments and feel disconnected from school. During the pandemic school closures, this feeling intensified due to the nature of online schooling and limited in-person school activities. Our low-income and HFY students returned with more of a need to feel connected and safe at school. They require intentional and supportive adult connections. The schools must provide additional adult presence and train them with support strategies to help engage and connect with our students. It is a known fact that feeling safe and connected supports the whole child and leads to increased student learning. The campus aides greet students and are the first to notice if any students need additional support. They are often the adult our low-income and HFY students seek out when they need some support or assistance. Second, this action funds four intermediate bilingual clerical assistants, (these positions are above the base program) who support the outreach needed for 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 the need to connect the students and families with the school. Third, this action funds Resource Officers at the three high schools to promote 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 support. This additional staff increases the safety and well-being of our low-income and HFY students which helps them feel secure and ready to learn. This action, which provides additional staff on campus to ensure our students feel safe and connected to school, is effective as evidenced in our student perception data in the 2021 LCAP Spring survey, 87% think they fit in at school. Though our chronic absenteeism indicator for low-income students increased to 16% during the 2020-21 school year, an internal analysis indicates this increase was due to COVID and not due to feeling unsafe, isolated, or disconnected from school. This metric will be monitored, and we expect to see a decrease in our chronic absenteeism by 3% for low-income students and 5% for Foster Youth.

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

DUSD's total required percentage to increase or improve services is 24.59%. The planned quantitative increase in services is 24.60% as demonstrated by the budgeted LCFF expenditures of \$50,366,783.00 for contributing actions. We have increased or improved services for foster youth, English learners, and low-income students by the required percentage by providing the following:

- Targeted professional development (PD) will be provided to instructional staff of low-income students, English learners, and HFY students. These PD sessions will include providing strategies that target the instructional gaps that were widened during school closures and increased strategies on building relationships, fostering a positive school climate, and providing social-emotional learning. Examples of this include providing intervention in mathematics and language arts targeting the learning gaps identified through our iReady assessments and Capturing Kids Hearts (CPK). CPK trains teachers on various strategies they can use throughout the instructional day to check-in, connect with, and build positive relationships. The instructional staff of EL students also receive targeted PD on embedding English Language Acquisition strategies during the school day to increase student learning of English and sheltered English strategies to ensure students can access core content.
- Low-income students are prioritized in receiving support with AP testing. Since the pandemic was difficult for all students, all students' exams, (67% are low-income), were subsidized and they paid \$15 per exam. The students who had financial hardships were able to receive additional funding for their AP test costs. This is above the basic program since it is not required for schools to pay AP testing costs.
- Low-income and EL students are considered a high priority for AVID enrollment and are considered before all other student subgroups.

- EL students receive additional support through the EL categorical program. Each school has a categorical teacher that closely monitors EL students. They provide an additional block of intervention during the school day to support at-risk EL students. This service is over and above the intervention support for all students.
- The summer enrichment program for K-8 grade students is targeted to serve low-income, EL, and HFY students to support the instructional gaps in ELA, Math, and Science. This program is over and above the regular school program. Summer school extends the school year and provides our low-income, EL, and HFY students with an extra twenty days of instruction. For Summer 2022, all low-income, EL, and HFY students have the opportunity to receive instruction that supports skill-building in reading and math and provides enrichment in STEAM and VAPA.
- College and career technicians at the high school level 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.
- Homeless Foster Youth Program Specialists provide additional services and support for our HFY students. These specialists case manage and provide the following: referrals for social service agencies, vouchers for gas and food, vouchers and gift cards for basic clothing and instructional materials, and counseling and mental health support. These specialists have a caseload of specific foster youth they work with on a daily and/or weekly basis to ensure they have all the necessary resources to be successful in school. They conduct family visits when our HFY youth are at risk of failing or are not attending school on a regular basis.
- Mental Health Counseling and Support: Mental Health services and support are funded to support low-income and foster youth's mental health needs. The pandemic has affected many of our low-income and HFY students and has caused them to experience increased loss, trauma, loss of income, illness, and food and housing insecurity. To ensure our HFY and low-income students cope with their life situations in ways that help them be successful in school, we provide social-emotional and mental health support. Our Clinical School Therapists (CST) are part of a mental health team that supports students' social-emotional and mental health needs. Students receive individual or small group counseling services. Additionally, CSTs work directly with site administrators and staff to coordinate a system of care and partner with outside agencies to ensure our students and families have access to the services needed to meet their needs.
- The community day school is a program that provides a structured environment, targeted academic support, and small group social-emotional support. This program provides opportunities for our most vulnerable students and targets our low-income students who require additional support. The students who attend Woodruff Academy have significant social-emotional needs, typically struggling with navigating the comprehensive secondary school environment. This program goes over and above the core instructional model because it provides a lower student-to-teacher ratio, weekly social-emotional lessons, teachers who are trained to work with students at a more intense level, and additional paraprofessional staff to provide more academic support.
- An additional academic counselor is funded at each comprehensive high school to support low-income students. This service is directed toward low-income students because they often do not have access to additional guidance and support they may need to prepare for college, apply to the best-fit schools, apply for financial aid, enroll, persist in their studies, and ultimately graduate. This action lowers the counselor-to-student ratio at each comprehensive high school which allows academic counselors the ability to provide more guidance to low-income students. This service is over and above the core ratio for students to an academic counselor. Our low-income students are monitored regularly to ensure they are on track to graduate college and career ready.
- Multi-Tiered System of Supports (MTSS): This is a multi-tiered system of support for students and is specifically targeting our low-income students. Many of our low-income students do 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 low-income students. This system provides for additional interventionists at the elementary and middle schools to provide targeted ELA and Mathematics instruction for our students. This targeted instruction is above what is provided in the core program. Additionally, at the high school level, this system provides an 18% stipend funding for teachers to provide additional support to students during the instructional day.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The schools within Downey Unified, with the exception of one elementary school, have a high concentration (above 55 percent) of foster youth, English learners, and low-income students; thus, all actions described are for all schools meeting the 55% requirement. The additional concentration grant add-on funding is approximately 4.38 million dollars and will be used to increase the following services (people) for our students:

Goal 1 Action 1- Virtual Academy (LCAP Line 4):

The Virtual Academy was created during the 2021-22 school year to provide an online learning option for our students in grades 7th-10th and gave priority to our low-income students. The Virtual Academy will expand during the 2022-23 school year and will provide more options for our students in K-12. There will be two program options: K-12 synchronous instruction where students have a structured instructional program similar to the in-person school and an asynchronous independent study program, available to students in grades 7th-12th. This program is designed to allow students flexibility in their instructional platform and personalization in the Independent Study Model. The extra funds provide additional support staff: a counselor, school psychologist, a clinical school therapist, interventionists, and a Categorical teacher. These additional staff will provide social-emotional support and academic intervention for our students, specifically targeting and case managing our low-income students needing additional academic and wellness support. This team increases the level of services by providing one-to-one support, daily/weekly progress monitoring of students, small group instruction, and support. Additionally, the added funds will also provide interventionist support and additional services from the Instructional Media Technician.

Goal 1 Action 6 - Career Technical Education (LCAP Line #9):

This action provides additional funding to expand our CTE pathways by hiring additional staff who will teach courses in our STEM and Vocational programs. These programs target our low-income students by providing them with additional opportunities to practice the skills they learn in their English and Mathematics courses. By providing more opportunities to extend their learning, our low-income students will be better engaged, demonstrate a higher rate of CTE completion, and demonstrate readiness in our CCI indicators.

Goal 1 Action 8 - Summer School (LCAP Line 11):

Provide an expanded TK- 7th-grade summer program (STEAMWorks) for low-income, English Learners, and Foster Youth to close the instructional gaps exacerbated by the pandemic. This action increases the funding for the additional staff by providing additional teachers to reduce class size in all schools that meet the 55% threshold. The teachers will provide direct instruction to students. This action is intended to help close the instructional gaps of EL, low-income, and Homeless Foster Youth students.

Goal 1 Action 10- Categorical Teachers (LCAP Line 13):

DUSD provides Categorical Teachers that support English Learners and low-income students by providing direct intervention, coordinating additional intervention for students, and monitoring student progress. The additional funding will provide Categorical Teachers to all middle schools to support the English learner program and monitor the progress of Reclassified Fluent English Proficient (RFEP) students. EL categorical teachers coordinate and provide additional interventions targeting academic language for our EL students. Our English Learners have demonstrated an increased need for targeted instruction in ELA and language acquisition to reach grade-level proficiency. (Our 2020-21 EL progress metric showed a decrease of 3.5% for students scoring a 3 or 4 on the ELPAC. Our 2018-19 CAASPP data indicates that 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 2023 SBAC scores in ELA and ELPI. It is expected that EL students will increase in ELA as compared between the Spring 2022 and Spring 2023 CAASPP.

Goal 1 Action 14 Multi-Tiered System of Supports (MTSS) (LCAP Line #54):

This is a multi-tiered system of support for students and is specifically targeting our low-income and HFY students. This action is being expanded to include more academic interventionists in schools and extra duty pay for teachers who provide intervention in schools that meet the 55% threshold, who will provide our students with the academic support they need. Based on our 2018-19 CAASPP data, 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). As a result of the pandemic, our low-income and HFY students experienced more instructional gaps. Informal BOY 2021-22 iReady K-8th grade data indicates that 40% of our students were two grade levels below in reading and 44% were two grade levels below standard. A comparison with the 2020-21 BOY iReady results indicates that this school year, 14% more of our students were two grade levels below in reading and 20% more were two grade levels below in math. There is a definite need to provide more academic intervention support for our students. The additional funding provides more interventionists who will support our students. It is expected that we will see an increase in our SBAC ELA and Math 2023 scores.

Goal 2 Action 5- Mental Health Team- Clinical School Therapists (LCAP Line #25):

This action funds Clinical School Therapists who provide direct mental health services for our low-income and foster youth students in those schools that meet the 55% threshold. This action adds additional funds to increase the number of available staff who will provide mental health services for students. The services provided include risk assessments, crisis response, group counseling, individual counseling, case management, and family outreach and referrals, as needed. It is expected we will see a decrease in our chronic absenteeism rates with this increased level of support.

Goal 3 Action 5- Teacher Specialists (LCAP Line 38):

This action funds elementary and secondary TOSAs who provide coaching and training to teachers to help them implement effective instructional strategies targeting our low-income and EL students. The TOSAs target schools with a 55% or higher concentration of low-income, HFY, and EL students. This action adds additional funds to fund positions that will focus on providing teachers with more support in SEL, Language Acquisition, learning acceleration, and remediation. The pandemic has created more learning gaps in our low-income and EL students and we need to target these areas to ensure our students receive the support they need. It is expected that we will see an increase in our SBAC ELA and Math 2023 scores.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	37 to 1	32 to 1
Staff-to-student ratio of certificated staff providing direct services to students	17.5 to 1* (The metric for this school is artificially smaller due to class size limits for K-1. This school is only a K-2.)	20.2 to 1

Action Tables

2022-2023 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$229,897,830.00	\$0.00	\$0.00	\$0.00	\$229,897,830.00	\$219,005,373.00	\$10,892,457.00

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 Downey Virtual Academy	Low Income	\$950,000.00	\$0.00	\$0.00	\$0.00	\$950,000.00
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	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
1	3	(LCAP Line #6) K-16 Bridge Program	Low Income	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
1	4	(LCAP Line #7) AP testing cost for low-income students	Low Income	\$115,000.00	\$0.00	\$0.00	\$0.00	\$115,000.00
1	5	(LCAP Line #8) AVID Expansion	Low Income, English learner (EL)	\$2,500,000.00	\$0.00	\$0.00	\$0.00	\$2,500,000.00
1	6	(LCAP Line #9) Expand CTE Pathways	Low Income	\$7,000,000.00	\$0.00	\$0.00	\$0.00	\$7,000,000.00
1	7	(LCAP Line #10) CA State Standards aligned materials and professional development	Low Income, English learner (EL)	\$1,800,000.00	\$0.00	\$0.00	\$0.00	\$1,800,000.00
1	8	(LCAP Line #11) Summer Enrichment Programs	Foster Youth, Low Income, English learner (EL)	\$1,600,000.00	\$0.00	\$0.00	\$0.00	\$1,600,000.00
				\$180,000.00	\$0.00	\$0.00	\$0.00	\$180,000.00

1	9	(LCAP Line #12) Middle and High school VAPA	Low Income					
1	10	(LCAP Line #13) Fund EL Categorical Teacher	English learner (EL)	\$1,685,000.00	\$0.00	\$0.00	\$0.00	\$1,685,000.00
1	11	(LCAP Line #16) Library/Media Access	Foster Youth, Low Income	\$300,000.00	\$0.00	\$0.00	\$0.00	\$300,000.00
1	12	(LCAP Line #17) College and Career Technicians	Low Income	\$615,000.00	\$0.00	\$0.00	\$0.00	\$615,000.00
1	13	(LCAP Line #19) Instructional Media Technicians positions	Low Income	\$450,000.00	\$0.00	\$0.00	\$0.00	\$450,000.00
1	14	(LCAP Line #54) Multi-Tiered Systems of Support	Low Income	\$2,600,000.00	\$0.00	\$0.00	\$0.00	\$2,600,000.00
1	15	(LCAP Line #55) Reach Higher Initiative	Low Income	\$400,000.00	\$0.00	\$0.00	\$0.00	\$400,000.00
1	16	TK and K Certificated Interventionist	Low Income	\$5,500,000.00	\$0.00	\$0.00	\$0.00	\$5,500,000.00
1	17	Supplemental and Concentration Funding	Low Income	\$1,990,000.00	\$0.00	\$0.00	\$0.00	\$1,990,000.00
1	18	Credentialed Teachers, Classified Staff , and Materials and Supplies	All	\$179,331,047.00	\$0.00	\$0.00	\$0.00	\$179,331,047.00
1	19	Professional Development (repeated expenditure, Goal 1, Action 18)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	1	(LCAP Line #20) Program Specialists	Foster Youth	\$750,000.00	\$0.00	\$0.00	\$0.00	\$750,000.00
2	2	(LCAP Line #21) PBIS/Safe & Civil Schools	Low Income, Foster Youth	\$975,000.00	\$0.00	\$0.00	\$0.00	\$975,000.00
2	3	(LCAP Line #23) Link Crew	Low Income, Foster Youth	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00
2	4	(LCAP Line #24) W.E.B.	Low Income, Foster Youth	\$70,000.00	\$0.00	\$0.00	\$0.00	\$70,000.00
2	5	(LCAP Line #25) Mental Health Team - Clinical School Therapists	Low Income, Foster Youth	\$1,500,000.00	\$0.00	\$0.00	\$0.00	\$1,500,000.00
				\$1,300,000.00	\$0.00	\$0.00	\$0.00	\$1,300,000.00

2	6	(LCAP Line #27) Community Day School	Low Income					
2	7	(LCAP Line #28) Character Counts!	Low Income	\$90,000.00	\$0.00	\$0.00	\$0.00	\$90,000.00
2	8	(LCAP Line #29) K-8 Community Agency Counseling Support	Low Income, Foster Youth	\$160,000.00	\$0.00	\$0.00	\$0.00	\$160,000.00
2	9	(LCAP Line #30) Fund Additional Counselors	Low Income	\$280,000.00	\$0.00	\$0.00	\$0.00	\$280,000.00
2	10	(LCAP Line #31) Physical Education Program and Activities Program	Low Income	\$1,035,000.00	\$0.00	\$0.00	\$0.00	\$1,035,000.00
2	11	(LCAP Line #32) Fund Additional Nurses	Low Income	\$680,000.00	\$0.00	\$0.00	\$0.00	\$680,000.00
2	12	(LCAP Line#57) True Lasting Connections (TLC)	Low Income, Foster Youth	\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
3	1	(LCAP Line #33) Build Professional Capacity of Teachers for PLCs	Low Income	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00
3	2	(LCAP Line #35) Data and Assessment System (Illuminate)	Low Income	\$160,000.00	\$0.00	\$0.00	\$0.00	\$160,000.00
3	3	(LCAP Line #36) School Support: Additional Staff for SEL & PBIS	Low Income, English learner (EL)	\$3,600,000.00	\$0.00	\$0.00	\$0.00	\$3,600,000.00
3	4	(LCAP Line #37) Online Database Resource	Low Income	\$80,000.00	\$0.00	\$0.00	\$0.00	\$80,000.00
3	5	(LCAP Line #38) Teachers on Special Assignment (TOSA)	Low Income, English learner (EL)	\$2,330,000.00	\$0.00	\$0.00	\$0.00	\$2,330,000.00
3	6	(LCAP Line #39) Leadership Development	Low Income	\$180,000.00	\$0.00	\$0.00	\$0.00	\$180,000.00
3	7	(LCAP Line#41) STEAM Support	Low Income	\$300,000.00	\$0.00	\$0.00	\$0.00	\$300,000.00
3	8	Additional Teacher Professional Development Days	English learner (EL), Low Income	\$1,850,000.00	\$0.00	\$0.00	\$0.00	\$1,850,000.00

4	1	(LCAP Line #34) Monitoring District Initiatives (Qualtrics)	Low Income, English learner (EL)	\$37,000.00	\$0.00	\$0.00	\$0.00	\$37,000.00
4	2	(LCAP Line #46) Public Relations	English learner (EL), Low Income, Foster Youth	\$400,000.00	\$0.00	\$0.00	\$0.00	\$400,000.00
4	3	(LCAP Line#47) Interpreters at School Board Meetings	English learner (EL)	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00
4	4	(LCAP Line#48) Parent Academies	English learner (EL), Low Income	\$110,000.00	\$0.00	\$0.00	\$0.00	\$110,000.00
5	1	(LCAP Line #49) 21st Century Learning Communities Initiative	Low Income	\$3,831,783.00	\$0.00	\$0.00	\$0.00	\$3,831,783.00
5	2	(LCAP Line #51) Integration of Technology	Low Income	\$1,720,000.00	\$0.00	\$0.00	\$0.00	\$1,720,000.00
5	3	(LCAP Line #52) Additional Staff on Campus	Low Income, Foster Youth	\$900,000.00	\$0.00	\$0.00	\$0.00	\$900,000.00

2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$205,556,936.00	\$47,439,457.00	23.08%	1.51%	24.59%	\$50,566,783.00	0.00%	24.60%	Total:	\$50,566,783.00
								LEA-wide Total:	\$48,036,783.00
								Limited Total:	
								Schoolwide Total:	\$2,530,000.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	(LCAP Line #4) K-12 Downey Virtual Academy	Yes	Schoolwide	Low Income	Specific Schools,Downey Virtual Academy	\$950,000.00	0.00%
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).	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$200,000.00	0.00%
1	3	(LCAP Line #6) K-16 Bridge Program	Yes	LEA-wide	Low Income	Specific Grade Spans,9-12	\$5,000.00	0.00%

1	4	(LCAP Line #7) AP testing cost for low-income students	Yes	LEA-wide	Low Income	Specific Grade Spans,9-12	\$115,000.00	0.00%
1	5	(LCAP Line #8) AVID Expansion	Yes	LEA-wide	Low Income, English learner (EL)	Specific Grade Spans,6-12	\$2,500,000.00	0.00%
1	6	(LCAP Line #9) Expand CTE Pathways	Yes	LEA-wide	Low Income	Specific Grade Spans,6-12	\$7,000,000.00	0.00%
1	7	(LCAP Line #10) CA State Standards aligned materials and professional development	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$1,800,000.00	0.00%
1	8	(LCAP Line #11) Summer Enrichment Programs	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	Specific Grade Spans,TK-7th	\$1,600,000.00	0.00%
1	9	(LCAP Line #12) Middle and High school VAPA	Yes	LEA-wide	Low Income	Specific Grade Spans,6-12	\$180,000.00	0.00%
1	10	(LCAP Line #13) Fund EL Categorical Teacher	Yes	LEA-wide	English learner (EL)	All Schools	\$1,685,000.00	0.00%
1	11	(LCAP Line #16) Library/Media Access	Yes	LEA-wide	Foster Youth, Low Income	Specific Grade Spans,6-12	\$300,000.00	0.00%
1	12	(LCAP Line #17) College and Career Technicians	Yes	LEA-wide	Low Income	Specific Grade Spans,9-12	\$615,000.00	0.00%
1	13	(LCAP Line #19) Instructional Media Technicians positions	Yes	LEA-wide	Low Income	Specific Schools,Doty MS, Griffiths MS, Sussman MS, Stauffer MS, Specific Grade Spans,6-8	\$450,000.00	0.00%
1	14	(LCAP Line #54) Multi-Tiered Systems of Support	Yes	LEA-wide	Low Income	All Schools	\$2,600,000.00	0.00%
1	15	(LCAP Line #55) Reach Higher Initiative	Yes	LEA-wide	Low Income	Specific Grade Spans,9-12	\$400,000.00	0.00%
1	16	TK and K Certificated Interventionist	Yes	LEA-wide	Low Income	Specific Grade Spans,TK-K	\$5,500,000.00	0.00%
1	17	Supplemental and Concentration Funding	Yes	LEA-wide	Low Income	All Schools	\$1,990,000.00	0.00%
2	1	(LCAP Line #20) Program Specialists	Yes	LEA-wide	Foster Youth	All Schools	\$750,000.00	0.00%

2	2	(LCAP Line #21) PBIS/Safe & Civil Schools	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$975,000.00	0.00%
2	3	(LCAP Line #23) Link Crew	Yes	LEA-wide	Low Income, Foster Youth	Specific Grade Spans,9-12	\$75,000.00	0.00%
2	4	(LCAP Line #24) W.E.B.	Yes	LEA-wide	Low Income, Foster Youth	Specific Grade Spans,6-8	\$70,000.00	0.00%
2	5	(LCAP Line #25) Mental Health Team - Clinical School Therapists	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$1,500,000.00	0.00%
2	6	(LCAP Line #27) Community Day School	Yes	Schoolwide	Low Income	Specific Schools,Columbus High School/Woodruff Academy	\$1,300,000.00	0.00%
2	7	(LCAP Line #28) Character Counts!	Yes	LEA-wide	Low Income	All Schools	\$90,000.00	0.00%
2	8	(LCAP Line #29) K-8 Community Agency Counseling Support	Yes	LEA-wide	Low Income, Foster Youth	Specific Grade Spans,K-8	\$160,000.00	0.00%
2	9	(LCAP Line #30) Fund Additional Counselors	Yes	Schoolwide	Low Income	Specific Grade Spans,9-12, Specific Schools,Downey, Warren, & Columbus High Schools	\$280,000.00	0.00%
2	10	(LCAP Line #31) Physical Education Program and Activities Program	Yes	LEA-wide	Low Income	All Schools	\$1,035,000.00	0.00%
2	11	(LCAP Line #32) Fund Additional Nurses	Yes	LEA-wide	Low Income	All Schools	\$680,000.00	0.00%
2	12	(LCAP Line#57) True Lasting Connections (TLC)	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$200,000.00	0.00%
3	1	(LCAP Line #33) Build Professional Capacity of Teachers for PLCs	Yes	LEA-wide	Low Income	All Schools	\$60,000.00	0.00%
3	2	(LCAP Line #35) Data and Assessment System (Illuminate)	Yes	LEA-wide	Low Income	All Schools	\$160,000.00	0.00%

3	3	(LCAP Line #36) School Support: Additional Staff for SEL & PBIS	Yes	LEA-wide	Low Income, English learner (EL)	Specific Grade Spans, TK-8, All Schools	\$3,600,000.00	0.00%
3	4	(LCAP Line #37) Online Database Resource	Yes	LEA-wide	Low Income	Specific Grade Spans, 6-12	\$80,000.00	0.00%
3	5	(LCAP Line #38) Teachers on Special Assignment (TOSA)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$2,330,000.00	0.00%
3	6	(LCAP Line #39) Leadership Development	Yes	LEA-wide	Low Income	All Schools	\$180,000.00	0.00%
3	7	(LCAP Line #41) STEAM Support	Yes	LEA-wide	Low Income	Specific Grade Spans, K-5	\$300,000.00	0.00%
3	8	Additional Teacher Professional Development Days	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$1,850,000.00	0.00%
4	1	(LCAP Line #34) Monitoring District Initiatives (Qualtrics)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$37,000.00	0.00%
4	2	(LCAP Line #46) Public Relations	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$400,000.00	0.00%
4	3	(LCAP Line #47) Interpreters at School Board Meetings	Yes	LEA-wide	English learner (EL)	All Schools	\$3,000.00	0.00%
4	4	(LCAP Line #48) Parent Academies	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$110,000.00	0.00%
5	1	(LCAP Line #49) 21st Century Learning Communities Initiative	Yes	LEA-wide	Low Income	All Schools	\$3,831,783.00	0.00%
5	2	(LCAP Line #51) Integration of Technology	Yes	LEA-wide	Low Income	All Schools	\$1,720,000.00	0.00%
5	3	(LCAP Line #52) Additional Staff on Campus	Yes	LEA-wide	Low Income, Foster Youth	Specific Grade Spans, 6-12	\$900,000.00	0.00%

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$178,325,358.00	\$213,200,825.76

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	(LCAP Line #4) K-12 Virtual Academy (Independent Study School)	Yes	\$200,000.00	\$569,143.00
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).	Yes	\$100,000.00	\$37,750.00
1	3	(LCAP Line #6) K-16 Bridge Program	Yes	\$5,000.00	\$5,000.00
1	4	(LCAP Line #7) AP testing cost for low-income students	Yes	\$115,000.00	\$115,000.00
1	5	(LCAP Line #8) AVID Expansion	Yes	\$2,500,000.00	\$1,659,716.00
1	6	(LCAP Line #9) Expand CTE Pathways	Yes	\$5,200,000.00	\$5,285,000.00
1	7	(LCAP Line #10) CA State Standards aligned materials and professional development	Yes	\$1,175,000.00	\$899,617.00
1	8	(LCAP Line #11) Summer Enrichment Programs	Yes	\$1,015,000.00	\$2,210,000.00
1	9	(LCAP Line #12) Middle and High school VAPA	Yes	\$180,000.00	\$200,000.00
1	10	(LCAP Line #13) Fund EL Categorical Teacher	Yes	\$1,400,000.00	\$1,306,912.00
1	11	(LCAP Line #16)	Yes	\$50,000.00	\$266,155.00

		Library/Media Access			
1	12	(LCAP Line #17) College and Career Technicians	Yes	\$459,000.00	\$375,389.00
1	13	(LCAP Line #19) Instructional Media Technicians positions	Yes	\$200,000.00	\$171,340.00
1	14	(LCAP Line #54) Multi-Tiered Systems of Support	Yes	\$1,350,000.00	\$2,004,000.00
1	15	(LCAP Line #55) Reach Higher Initiative	Yes	\$450,000.00	\$572,957.00
1	16	TK and K Certificated Interventionist	Yes	\$5,500,000.00	\$5,500,000.00
1	17	High School Supplemental and Concentration Funding	Yes	\$1,445,000.00	\$2,000,000.00
1	18	Credentialed Teachers, Classified Staff , and Materials and Supplies	No	\$137,598,170.00	\$170,584,031.00
1	19	Professional Development (repeated expenditure, Goal 1, Action 18)	No	\$0.00	\$0.00
2	1	(LCAP Line #20) Program Specialists	Yes	\$620,000.00	\$631,500.00
2	2	(LCAP Line #21) PBIS/Safe & Civil Schools	Yes	\$550,000.00	\$875,000.00
2	3	(LCAP Line #23) Link Crew	Yes	\$75,000.00	\$65,385.00
2	4	(LCAP Line #24) W.E.B.	Yes	\$65,000.00	\$58,744.00
2	5	(LCAP Line #25) Mental Health Team - School Based Therapists	Yes	\$600,000.00	\$582,248.00
2	6	(LCAP Line #27) Community Day School	Yes	\$1,300,000.00	\$1,083,330.00
2	7	(LCAP Line #28) Character Counts!	Yes	\$65,000.00	\$56,130.00
2	8	(LCAP Line #29) K-8 Community Agency Counseling Support	Yes	\$125,000.00	\$155,000.00
2	9	(LCAP Line #30) Fund Additional Counselors and Program Administer	Yes	\$390,000.00	\$386,578.00
2	10	(LCAP Line #31) Physical Education Program and Activities Program	Yes	\$785,000.00	\$1,021,066.00

2	11	(LCAP Line #32) Fund Additional Nurses	Yes	\$700,000.00	\$639,807.00
2	12	(LCAP Line#57) True Lasting Connections (TLC)	Yes	\$200,000.00	\$200,000.00
3	1	(LCAP Line #33) Professional Learning Community (PLC) Training	Yes	\$5,000.00	\$0.00
3	2	(LCAP Line #34) Monitoring District Initiatives (Qualtrics)	Yes	\$37,000.00	\$31,000.00
3	3	(LCAP Line #35) Data and Assessment System (Illuminate)	Yes	\$135,000.00	\$160,000.00
3	4	(LCAP Line #36) Social-Emotional and Behavioral Support	Yes	\$3,600,000.00	\$2,899,430.00
3	5	(LCAP Line #37) Online Database Resource	Yes	\$50,000.00	\$38,686.00
3	6	(LCAP Line #38) Teachers on Special Assignment (TOSA)	Yes	\$1,600,000.00	\$2,020,504.00
3	7	(LCAP Line #39) Leadership Development	Yes	\$150,000.00	\$230,620.00
3	8	(LCAP Line#41) STEAM Support	Yes	\$300,000.00	\$191,151.00
3	9	Additional Teacher Professional Development Days	Yes	\$1,650,000.00	\$1,650,000.00
4	1	(LCAP Line #46) Public Relations	Yes	\$400,000.00	\$255,000.00
4	2	(LCAP Line#47) Interpreters at School Board Meetings	Yes	\$3,000.00	\$3,000.00
4	3	(LCAP Line#48) Parent Academies	Yes	\$90,000.00	\$109,070.00
5	1	(LCAP Line #49) 21st Century Learning Communities Initiative	Yes	\$3,500,000.00	\$3,718,484.00
5	2	(LCAP Line #51) Integration of Technology	Yes	\$1,533,188.00	\$1,500,000.00
5	3	(LCAP Line #52) Additional Staff on Campus	Yes	\$855,000.00	\$877,082.76

2021-2022 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$45,333,811.00	\$40,727,188.00	\$42,399,466.00	(\$1,672,278.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	(LCAP Line #4) K-12 Virtual Academy (Independent Study School)	Yes	\$200,000.00	\$569,143.00	0.00%	0.00%
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).	Yes	\$100,000.00	\$37,750.00	0.00%	0.00%
1	3	(LCAP Line #6) K-16 Bridge Program	Yes	\$5,000.00	\$5,000.00	0.00%	0.00%
1	4	(LCAP Line #7) AP testing cost for low-income students	Yes	\$115,000.00	\$115,000.00	0.00%	0.00%
1	5	(LCAP Line #8) AVID Expansion	Yes	\$2,500,000.00	\$1,659,716.00	0.00%	0.00%
1	6	(LCAP Line #9) Expand CTE Pathways	Yes	\$5,200,000.00	\$5,285,000.00	0.00%	0.00%
1	7	(LCAP Line #10) CA State Standards aligned materials and professional development	Yes	\$1,175,000.00	\$899,617.00	0.00%	0.00%

1	8	(LCAP Line #11) Summer Enrichment Programs	Yes	\$1,015,000.00	\$2,210,000.00	0.00%	0.00%
1	9	(LCAP Line #12) Middle and High school VAPA	Yes	\$180,000.00	\$200,000.00	0.00%	0.00%
1	10	(LCAP Line #13) Fund EL Categorical Teacher	Yes	\$1,400,000.00	\$1,306,912.00	0.00%	0.00%
1	11	(LCAP Line #16) Library/Media Access	Yes	\$50,000.00	\$266,155.00	0.00%	0.00%
1	12	(LCAP Line #17) College and Career Technicians	Yes	\$459,000.00	\$375,389.00	0.00%	0.00%
1	13	(LCAP Line #19) Instructional Media Technicians positions	Yes	\$200,000.00	\$171,340.00	0.00%	0.00%
1	14	(LCAP Line #54) Multi-Tiered Systems of Support	Yes	\$1,350,000.00	\$1,786,671.00	0.00%	0.00%
1	15	(LCAP Line #55) Reach Higher Initiative	Yes	\$450,000.00	\$572,957.00	0.00%	0.00%
1	16	TK and K Certificated Interventionist	Yes	\$5,500,000.00	\$5,500,000.00	0.00%	0.00%
1	17	High School Supplemental and Concentration Funding	Yes	\$1,445,000.00	\$2,000,000.00	0.00%	0.00%
2	1	(LCAP Line #20) Program Specialists	Yes	\$620,000.00	\$631,500.00	0.00%	0.00%
2	2	(LCAP Line #21) PBIS/Safe & Civil Schools	Yes	\$550,000.00	\$875,000.00	0.00%	0.00%
2	3	(LCAP Line #23) Link Crew	Yes	\$75,000.00	\$65,385.00	0.00%	0.00%
2	4	(LCAP Line #24) W.E.B.	Yes	\$65,000.00	\$58,744.00	0.00%	0.00%
2	5	(LCAP Line #25) Mental Health Team - School Based Therapists	Yes	\$600,000.00	\$582,248.00	0.00%	0.00%
2	6	(LCAP Line #27) Community Day School	Yes	\$1,300,000.00	\$1,083,330.00	0.00%	0.00%
2	7	(LCAP Line #28) Character Counts!	Yes	\$65,000.00	\$56,130.00	0.00%	0.00%
2	8	(LCAP Line #29) K-8 Community Agency Counseling Support	Yes	\$125,000.00	\$155,000.00	0.00%	0.00%
2	9	(LCAP Line #30) Fund Additional Counselors and Program Administer	Yes	\$390,000.00	\$386,578.00	0.00%	0.00%
2	10	(LCAP Line #31) Physical Education Program and Activities Program	Yes	\$785,000.00	\$1,021,066.00	0.00%	0.00%

2	11	(LCAP Line #32) Fund Additional Nurses	Yes	\$700,000.00	\$639,807.00	0.00%	0.00%
2	12	(LCAP Line#57) True Lasting Connections (TLC)	Yes	\$200,000.00	\$200,000.00	0.00%	0.00%
3	1	(LCAP Line #33) Professional Learning Community (PLC) Training	Yes	\$5,000.00	\$0.00	0.00%	0.00%
3	2	(LCAP Line #34) Monitoring District Initiatives (Qualtrics)	Yes	\$37,000.00	\$31,000.00	0.00%	0.00%
3	3	(LCAP Line #35) Data and Assessment System (Illuminate)	Yes	\$135,000.00	\$160,000.00	0.00%	0.00%
3	4	(LCAP Line #36) Social-Emotional and Behavioral Support	Yes	\$3,600,000.00	\$2,899,430.00	0.00%	0.00%
3	5	(LCAP Line #37) Online Database Resource	Yes	\$50,000.00	\$38,686.00	0.00%	0.00%
3	6	(LCAP Line #38) Teachers on Special Assignment (TOSA)	Yes	\$1,600,000.00	\$2,020,504.00	0.00%	0.00%
3	7	(LCAP Line #39) Leadership Development	Yes	\$150,000.00	\$230,620.00	0.00%	0.00%
3	8	(LCAP Line#41) STEAM Support	Yes	\$300,000.00	\$191,151.00	0.00%	0.00%
3	9	Additional Teacher Professional Development Days	Yes	\$1,650,000.00	\$1,650,000.00	0.00%	0.00%
4	1	(LCAP Line #46) Public Relations	Yes	\$400,000.00	\$255,000.00	0.00%	0.00%
4	2	(LCAP Line#47) Interpreters at School Board Meetings	Yes	\$3,000.00	\$3,000.00	0.00%	0.00%
4	3	(LCAP Line#48) Parent Academies	Yes	\$90,000.00	\$109,070.00	0.00%	0.00%
5	1	(LCAP Line #49) 21st Century Learning Communities Initiative	Yes	\$3,500,000.00	\$3,718,484.00	0.00%	0.00%
5	2	(LCAP Line #51) Integration of Technology	Yes	\$1,533,188.00	\$1,500,000.00	0.00%	0.00%
5	3	(LCAP Line #52) Additional Staff on Campus	Yes	\$855,000.00	\$877,083.00	0.00%	0.00%

2021-2022 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$193,862,650.00	\$45,333,811.00	0.00%	23.38%	\$42,399,466.00	0.00%	21.87%	\$2,927,326.02	1.51%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 2021–22, 2022–23, and 2023–24 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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 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 2021–22. 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 2022–23, 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 2023–24, 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 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 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 2023–24:** 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 2023–24 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 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	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 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 2021–24 LCAP from the 2017–2020 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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:
 - **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.
 - **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.
 - **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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downey Unified School District	Patricia G. Sandoval, Ed.D., Director of Innovative Education Programs	pgonzalezsandoval@dusd.net 562-469-6568

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The Downey Unified School District engaged its educational partners to determine how to use additional funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP cycle. These additional funds are the ESSER III, Educator Effectiveness Funds, Expanded Learning Opportunities Program, and the A-G Improvement Grant. Multiple processes were utilized to engage our educational partners between June 2021 through January 2022 and a similar process will continue to be used to engage our educational partners from January 2022 onward. The first step involved examining our local LCAP survey data which offered valuable feedback on our overall programs and needs. The LCAP survey included approximately eighteen thousand responses from students, teachers, and parents. The LCAP survey provided broad overall trends which helped the Downey Unified staff identify possible areas to target.

A cross-section of our educational partners, including Board members, site and district administrators, teachers, union representatives, and classified staff, consistently participated in our Reopening of Schools presentations and updates. During these presentations, the Executive Cabinet shared county and district updates related to Covid and then sought targeted feedback on needs and next steps to support student access and learning. These updates occurred biweekly during the first half of fall 2021. In addition to these reopening of school presentations, regularly scheduled (biweekly and monthly) Principals' Meetings allowed for the gathering of targeted feedback on our various initiatives, ongoing needs, and suggestions on expending the new funds. At the local school level, each school's School Site Councils provided feedback and information to the principals who in turn discussed this in their Principal meetings. To ensure we captured Principal feedback, a survey was sent to all site-level administrators asking they provide us with recommendations on how to expend our additional funds.

At the District level, regular Instructional and Extended Cabinet sessions provided opportunities to discuss student achievement, teacher practice, and school site needs, where the Directors meet with the Executive Cabinet to share information and provide data on possible actions to support school needs. Parent feedback was consistently gathered through our PAC and DELAC meetings, which met three times respectively between August and February 2022.

Informal feedback on broad needs centering around equity was gathered through the Human Relations Council (HRC). The HRC is a council with representatives from a cross-section of multiple educational partners, (administrators, teachers, unions, staff). Another council, the Superintendent's Council, is comprised of high school students who provide feedback to our Superintendent on issues affecting the high schools. Though these two committees do not specifically discuss the LCAP and our various funding sources, gathered information provides additional information that helps inform our decision-making.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The additional concentration grant add-on funding, which is approximately 4.1 million dollars for the Downey Unified School District, is being expended on the following: clinical school therapists to support the emotional well-being of our students. The loss associated with the pandemic impacted our students' mental health and emotional well-being. Our plan is to hire 22 clinical school-based therapists, but due to the staffing shortages, we have hired approximately half. Due to the creation of wellness centers that provide ongoing wellness support to students, clerical positions were added to help with triaging students and documenting needs. In addition, we have had a need for school nurses and related health services staff due to the increased numbers of students falling ill and needing to be triaged at school. Additional health technicians, which provide clerical support to the nurses with contract tracing and parent communication, were hired. Extra duty pay for nurses was expended to ensure nurses provided the necessary communication and follow-up with families. On the academic side, additional interventionists were hired to provide extra support and tutoring for students during the instructional day. Any unspent funds will be utilized for additional staffing to support student wellness and remediate learning loss.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

During the 2020-21 school year, various District surveys were administered to parents/guardians and staff. These surveys provided valuable feedback which informed District leadership in making decisions about the instructional program, ongoing structural supports, and interventions to support students during our school closure and March 2021 reopening. In June 2021, Downey Unified sent all students, staff, and parents an LCAP survey. This survey asked all our education partners to provide their feedback on distance learning, the current instructional program, and areas of need for the 2021-22 school year. DUSD received 18,000 responses from:

- Parent responses: 5,800
- Student responses: 11,000

- Teacher/Staff responses: 1,200

We received positive feedback about our instructional program, communication during our school closures, and accessibility to families. The area of need was overwhelmingly in our continued need to provide mental health support and interventions for students.

In addition to the LCAP surveys, input from site Principals, District administrators, including Special Education administrators, our bargaining units, and parent groups was solicited as part of this process. Site Principal input was obtained through formal and informal methods. The formal process comprised of weekly or biweekly Principal meetings where District leadership and Principals discussed successes and challenges associated with our ongoing efforts to navigate the pandemic and the effects of the closures. Principals informed District leadership of their needs and provided input on upcoming initiatives, actions, and solutions to ongoing difficulties. Within this weekly structure, representatives from Special Education were present. Special Education administrators provided invaluable feedback and perspective on Special Education student needs and were part of the ongoing dialogue and feedback with site Principals. Informal processes included one on one conversations with Principals discussing their specific schools' and students' needs along with brainstorming possible solutions to mitigate student learning loss.

Input from the bargaining units centered around staff and student safety, student support, and infrastructure support. This feedback was solicited through the negotiations process as well as informal one-on-one conversations with association leadership. Staff LCAP surveys were used to focus our conversations with association leadership. Additional parent and community input were obtained through the Parent Advisory Committee, which has representatives from each school site, as well as parents representing our English Learners, Homeless-Foster Youth, and Low-Income student subgroups and the District English Learner Advisory Committee (DELAC). Sixty-nine percent of Downey Unified students qualify for free and reduced-price lunch and 13.2% of our student population is classified as English Learners, with 14.9% of our total students falling within the RFEP category. Our largest subgroups are our English Learners and Free and Reduced Priced Lunch students. We engaged with these groups through our district committees (PAC and DELAC), as well as solicited feedback through the School Site Council process at each of the school sites. Within our PAC and DELAC, we also have parents and community members representing students with disabilities, homeless and foster youth, and incarcerated youth.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The ESSER III expenditure plan was developed to increase our efforts to maintain the health and safety of students and staff during the COVID pandemic and ensure our students had access to and benefitted from their educational program. Despite all efforts, the ESSER III plan was not fully implemented as planned. Successes of the ESSER III plan include our Covid mitigation strategies where we were able to provide all necessary PPE and other equipment necessary for maintaining safe facilities. Our nurses coordinated and collaborated effectively to ensure we had a solid contact tracing process, and we kept our students safe. They triaged students, communicated with families, and provided the needed information to primary contacts when there was a need to quarantine. They were essential in our exposure management process. Additionally, they supported the coordination of vaccination clinics located in our schools. We hosted several vaccination clinics which helped increase our student, staff, and community vaccination rates. Another mitigation strategy that was effective was our weekly testing of staff and regular testing of

student-athletes. Our Students Services Department and nursing staff created a system where staff and students were tested and received their results within a couple of days. Along with our COVID mitigation strategies, we created and implemented Wellness Centers in all middle and high schools. The Wellness Centers were developed as a strategy to increase mental health and social-emotional support to all students. By housing all wellness supports within a location on each campus, we were able to provide increased access and coordination of services for students. Academically, we provided additional interventionists for all schools. The interventionists provide additional academic support in core content areas to struggling students. The interventionists provide academic support during the instructional day and after school. Additional funds were utilized to increase the extra duty intervention and tutoring rate for teachers. Certificated staff had the opportunity to earn additional pay for intervention and tutoring duty performed after school. This provided more students with access to additional support from their classroom teachers. Overall, these successes increased our students' attendance and supported their academic progress.

Unexpected challenges due to the nature of the pandemic included managing new duties such as contact tracing in the schools, closing classrooms, and managing close contacts. These duties were challenging since there was limited staff availability for these clerical types of duties and a high volume of COVID cases during the surges. Other challenges we encountered centered around attendance, staffing, and increased student social-emotional and behavioral needs. Though we made concerted efforts to fully staff our Wellness Centers and provide robust mental health supports, we had challenges with finding highly qualified staff in a short amount of time to begin the school year with 22 therapists. Instead, we began with staffing 50% of our open positions and slowly added staff throughout the school year. Since there were staffing shortages, we were unable to hire fully licensed professionals and instead hired interns or professionals with associate licenses. Along with staffing shortages in mental health, we had some issues with maintaining stable interventionist staffing due to two main reasons. In the first half of the year, we struggled with finding sufficient day-to-day subs and had to pull our interventionists to cover classrooms when teachers were unexpectedly out due to COVID-related illness. Secondly, due to the high need for staff across all school districts, we had some turnover where interventionists left their position to work elsewhere with higher income potential. Challenges associated with students were in attendance and increased needs overall. Prior to the pandemic, our attendance rate was 96% and in January 2022, our attendance rate was at 90%, with increased chronic absenteeism rates. The pandemic brought an increase in our student's level of academic and wellness needs. Our students returned to campus with larger instructional gaps and an increased need for social-emotional support. Though we have done our best to respond, additional support is required if we are to meet every student's needs.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Downey Unified School District is using its fiscal resources received for the 2021-22 school year to implement the requirements of the Safe Return to In-person instruction, Continuity of Services Plan, and the ESSER III Expenditure Plan for the following:

- Covid mitigation strategies. This includes increasing staff who support contact tracing, determine who will need to quarantine, communicating with families, coordinating vaccination clinics, conduct weekly testing, and triaging ill students and staff. Additionally, purchasing equipment such as air-purifiers and electrostatic cleaners, upgrading HVAC systems, and purchasing PPE.

-Increased sanitation- Purchase of materials and supplies to increase cleaning and sanitation of high traffic areas and concentrated nightly cleaning of classrooms.

-Intervention support- Provide students with additional academic support needed to mitigate the instructional loss caused by the pandemic.

-Provide increased access to Mental Health and wellness supports.

Overall, DUSD will continue its path toward student achievement and success by utilizing our five overall goals in Student Achievement, Whole Child, Best Staff, Parent Engagement, and Infrastructure. These five areas allow for continued improvement in student achievement, increasing academic and wellness supports for all students, increasing our parent and community engagement, and staying the course with fostering innovation in our programs, deepening academic rigor, and fostering student critical thinking, engagement, and creativity. The pandemic caused us to reflect more deeply and encouraged us to continue our innovative path along with targeting specific areas of need in our 2021-22 LCAP and 2020-21 Learning Continuity and Attendance Plan. Educational partner feedback and a review of data highlight the need to continue to develop intervention programs that support our students' academic and social-emotional needs. Actions in the 21-24 LCAP provide targeted programs and services that provide a high-quality, rigorous, and engaging instructional program. The challenges of educating students online during the 2019-20 and 2020-21 school years have exacerbated the need for targeted intervention programs and ensuring robust services are in place for all students. DUSD will continue to develop its Multi-Tiered System of Support (MTSS) that promotes meaningful engagement by parents, ensures positive and inclusive school climates that foster social-emotional and academic skillsets, and nurtures the development of the whole child. In parent engagement, we will continue to create opportunities that enhance parent participation and allows for multiple opportunities for parent feedback. In the area of the best staff, we will continue to support our teachers and staff by providing them with high-quality professional development to ensure they provide the best educational program for our students. Along with training our staff with the best first instruction and intervention; we will continue to provide instruction in social-emotional learning and basic mental health strategies. At the height of our school closures, we fully understood the importance of developing and maintaining the technological infrastructure for successful teaching and learning. It was essential during the school closures and continues to be essential as we continue to prepare our students to be successful participants in a technological world economy. Our LCAP continues to provide focus on ensuring we provide high-quality technological resources for our students. This includes providing virtual instructional options for students. While we understand that a virtual learning environment may not be for all; we now understand the need to have this for some of our students. We continue to offer a virtual academic for all students in grades K-12 in the 2021-22 school and will likely continue to offer this option in the coming years.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021