



ANNUAL REPORT

2019-2020

DOWNEY UNIFIED SCHOOL DISTRICT

11627 Brookshire Avenue, Downey, California 90241

FORWARD

The purpose of the Annual Report is to provide a summary of the activities of the past year and to make recommendations for future years. In addition to the Annual Report, the District publishes School Accountability Report Cards (SARC) for each school. Both the Annual Report and the School Accountability Report Cards are made available to the public.

John A. Garcia, Jr., Ph.D.
Superintendent
Downey Unified School District

September 2020

TABLE OF CONTENTS

EDUCATIONAL SERVICES	
Assistant Superintendents	1
College and Career Readiness	5
Elementary Education	16
Instructional Support Programs	25
Secondary Education	34
Special Education	44
Student Services	49
Technology and Information Systems	62
 BUSINESS SERVICES	
Assistant Superintendent	67
Facilities Planning and Development	70
Financial Services	72
Food Services	75
Maintenance, Operations, and Transportation	78
Purchasing and Warehouse	82
 CERTIFICATED HUMAN RESOURCES	
Assistant Superintendent	87
 PERSONNEL COMMISSION	90

EDUCATIONAL SERVICES

Wayne Shannon, Ed.D., Assistant Superintendent, Elementary
Roger Brossmer, Ed.D., Assistant Superintendent, Secondary

GENERAL OVERVIEW

The Educational Services Department has a professional staff that is responsible for providing support to teachers, students, and the community. Program directors overseen by Dr. Shannon are: Director of Instructional Support Programs; Director of Special Education and Director of Elementary Education. Program directors overseen by Dr. Brossmer are: Director of Secondary Education; Senior Director of Student Services; Director of College and Career Ready; and Chief Technology Officer. In addition, the staff consists of five Program Administrators/Special Education; two Program Specialists/Behavioral Intervention; four Program Specialist that support the Educationally Related Intensive Counseling Services; four Program Specialists who oversee Homeless, Foster Youth, and other student services; eleven Teacher Specialists who promote instructional improvement and provide a variety of professional development activities including lesson design, reading, writing, and math training. The Assistant Superintendents are responsible for the supervision of the elementary, middle school, and high school principals in addition to the certificated directors assigned to the Educational Services Department.

DISTRICT PROJECTS AND PROGRAMS

Most of the activity for 2019-20 from Educational Services will be found in the reports of the Department directors as listed above. The items in the Assistant Superintendent's report supplement information that will be found in other sections of this document.

Recognition

District staff was recognized for their outstanding work.

- Unsworth School Teacher, Rose Zeisel was recognized as the DUSD's representative for the Los Angeles County Office of Education's Teacher of the Year Recognition Program.
- Downey Masonic Lodge #220 annually recognizes outstanding teachers during Public Schools Week. This year because of COVID-19 the teachers were named but not recognized by the Masonic Lodge or our Board of Education.
- Price, Ward and Williams elementary schools were named 2019 California Distinguished Schools. Ward was asked to apply for Blue Ribbon status, the results are pending.
- Downey and Warren high schools were named 2020 U.S. Best High Schools in the nation according to *U.S. News and World Report*.
- Eleven DUSD schools were selected for Prestigious Honor Roll issued by a National Campaign of Business and Educational Leaders. The schools honored were: Doty Middle, Downey High, Gallatin Elementary, Griffiths Middle, Lewis Elementary, Price

Elementary, Rio Hondo Elementary, Stauffer Middle, Unsworth Elementary, Warren High, and Williams Elementary schools.

- DUSD was named a CHARACTER COUNTS! Exemplary School District.

Board Policies, Administrative Regulations, & Compliance Documents Updates

In order to be in compliance with state and federal requirements, as well as District practice, the Board of Education approved the following:

- Changes to Board Policies (BP) and Administrative Regulations (AR) were approved on the following items:
 - BP and AR 2635, Tobacco
 - AR 3126, Graduation
- Submitted the annual certification on DUSD textbook sufficiency and instructional materials being consistent with cycles and content of the curriculum frameworks, including the mandated Certification of the Provision of Standards-Aligned Instructional Materials.
- Monitored elementary schools to ensure that all students receive the required 200 minutes of physical education instruction every 10 days, as required by California Education Code.
- Continued to work with community-based organizations to ensure compliance with California Education Code 48985, which requires documents distributed through our schools be sent to parents in both English and Spanish. Sixty-one (61) flyers were approved for distribution throughout the year.
- Updated annual Parent-Student Guide in English and Spanish.
- School Accountability Report Cards were updated and posted on the DUSD website.
- Based on the October 2019 Data Quest data collection, the District's demographics are as follows: 89% Hispanic or Latino, 5% White, 3% African-American, 2% Asian, and 1% Filipino.

DISTRICT OFFICE

- Through regularly scheduled meetings, District site administrators received professional development and training coordinated by the various departments within Educational Services. These are highlighted in the individual department reports submitted by the directors.

ELEMENTARY SCHOOLS

- For the thirteenth year, the Elks Lodge provided all 3rd grade students with personal dictionaries to take home.
- Gauldin and Rio Hondo elementary schools were selected by the California Department of Education as the District's "Williams Compliance Settlement" sites to be visited.
- Three elementary schools, Gallatin, Lewis and Rio Hondo, participated in Cotsen Foundation for the Art of Teaching.

- Professional development in California (CA) Standards was provided to special education teachers in mathematics by consultant Rachel Lambert and DUSD Teacher Specialists. Melissa Canham, Glenda Martinez, and Julie Yearsley worked with elementary teachers in mathematics. Tanya Bishop and Carole Ozima worked with elementary teachers in English Language Arts (ELA). (Refer to Elementary Education)
- Fifth grade students from several elementary schools, who wanted to participate, attended an outdoor science camp in Crestline. The funding for the trip was partially covered by the Downey Foundation for Educational Opportunities and parent donations.
- Selected students who had birthdates after the TK cut-off of December 1, were allowed to enroll in TK. A wait-list was established at each school with a TK classroom. Students from the list were called to enroll based on their birthdates and available space.
- Carpenter Global Language Academy of Downey (GLAD) opened a dual immersion program and are in the process of qualifying to be an International Baccalaureate (IB) school.

MIDDLE SCHOOLS

- Professional development in CA Standards was provided by consultant Michael Butler and secondary DUSD Teacher Specialists Charlotte Evensen, Ph.D., Karlin LaPorta and Instructional Technology Coaches Joshua Davis, Michael Gregory, Miguel Moreno, and Josh Roberson.
- Followed the District adopted implementation plan for Next Generation Science Standards (NGSS) and participated in UCLA Lesson Planning to support NGSS. Support was provided by Michael Gregory.
- Advancement Via Individual Determination (AVID) program continued at all middle schools. Doty MS has six sections of AVID; Griffiths MS has five sections; Sussman MS has five sections; and Stauffer MS has eight sections.
- An Intervention Course Advisory Group that was formed last year to determine the purpose of the intervention course and the best way to meet the needs of the struggling student, continued.

HIGH SCHOOLS

- Professional development in CA Standards was provided by consultant Michael Butler and secondary DUSD Teacher Specialists Charlotte Evensen, Ph.D., Karlin LaPorta and Instructional Technology Coaches Joshua Davis, Michael Gregory, Miguel Moreno, and Josh Roberson.
- Advancement Via Individual Determination program is running strong at both comprehensive high schools. Downey HS has approximately 324 AVID students and Warren HS has approximately 540 AVID students.
- Science teachers attended professional development in New Generation Science Standards awareness and interdisciplinary literacy to support the CA Standards.

RECOMMENDATIONS FOR FUTURE PLANNING

- Educational Services will work with Cabinet to support our district budget responsibilities for the 2020-21 and 2021-22 school years.
- Continue to identify supportive Social Emotional Learning strategies that can be implemented as a resource for all students, District, site and school personnel.
- Begin development of action plan for Pace School in preparation for our 2021-22 school year (e.g. facilities and educational program).
- Continue to work on identifying Early Childhood preschool and/or childcare options for 2021-22 school year.
- Educational Services will continue to partner with the staff, teachers, administration, and parents from all three high schools to ensure our students are successful with the new more rigorous Distance Learning requirements.
- Continue our ongoing commitment to student safety, wellness, and engagement via CHARACTER COUNTS!, Positive Behavioral Interventions and Support, and other relevant whole child supports.
- Continue our strategic work with Student Safety, Wellness and Engagement Division to identify creative ideas and opportunities in support of developing District wellness centers.
- Continue to support and build our elementary GLAD/International Baccalaureate (IB) program, and work to identify and develop IB and dual immersion opportunities in our middle schools.
- Educational Services will continue to work with Instructional Cabinet to create a virtual school conceptual plan.

COLLEGE AND CAREER READINESS

John M. Harris, Director

GENERAL OVERVIEW

In the 2019-20, the College and Career Readiness Department (CCR) supported Board Goals 1 and 9.

- Board Goal 1: Downey will demonstrate a measurable growth trend of 10% as reflected by the California College and Career Readiness Dashboard. Measurements of focus will include University of California and California State University (UC/CSU) eligibility, Career Technical Education (CTE) Pathway Completion, California State Seal of Bi-literacy eligibility, Smarter Balanced Assessment (SBA) (Score 3+), Advanced Placement (AP) participation and score of 3 and above.
- Board Goal 5: Downey Unified will implement Career Technical Education (CTE) grant plans for Career Technical Education Incentive Grant (CTEIG), K12 Strong Workforce Program (K12 SWP), and Carl Perkins V. The focus will be on best practices that strengthen the sustainability through further development and implementation of essential pathway elements in the elementary, middle school, and high school segments.

In addressing Board Goal 1 and as a part of the California School Dashboard, the CCR Department utilized the California Department of Education (CDE)'s College/Career Readiness Indicator (CCI) as a means of tracking and reporting College and Career Readiness for our students. Since the inception of the indicators within the CCI, DUSD has demonstrated a modest growth. Our 2018-19 report referenced a 5% increase in the percentage of students meeting "Prepared" status for the years including 2016-2018. Preliminary data for 2019 showed that 43.2% of seniors had crossed the "Prepared" threshold. As a department, we are in the process of establishing localized common data sets that will enable us to focus additional resources to areas of high need.

In addressing Board Goal 5, the CCR Department worked to navigate new stringent requirements around CTE teacher credentialing. Current mandates dictate that teachers must possess a CTE credential in order for a CTE pathway to be considered "high-quality". Additionally, students are only counted as "Pathway Completers" if they are enrolled in a high-quality pathway. As a result, the CCR Department is working to build systems that will enable us to gather comparable data for measuring student pathway completion. We do have CTE pathway participation data.

In 2019, 6,928 students participated in CTE courses and 284 seniors completed two or more courses at some time in their high school career, including a capstone course. In 2020, DUSD made significant progress in aligning pathways to CTE Standards and restructuring course pathways. The Department's goals were twofold: (1) provide increased accessibility for student participation; and (2) streamline pathway completion

for upcoming years. As requirements continue to evolve, we continue to support teachers who have not yet completed their CTE credential. As a result of our pathway alignment work, we anticipate higher numbers of pathway completers in the next two years.

While Spring 2020 school dismissals due to the COVID-19 Pandemic will play a significant role in disrupting the continuity of data collection and analysis, the CCR Department is confidently expecting to see significant growth in CTE pathway completion and UC/CSU College eligibility.

UC/CSU Eligibility (formerly reported as “a-g” Completion)

UC/CSU eligibility is determined by a combination of completing each of the required “a-g” courses with a “C” or better while maintaining a minimum grade point average of 3.0 for the University of California and 2.0 for the California State University. Through our partnership with the University of California Office of the President, we receive current eligibility reports twice a year from their Transcript Evaluation Service (TES). These “real time” TES reports are not only more timely than the traditional “a-g” course completion data reported by CDE, they are considerably more valuable because the TES reports provide more comprehensive and reliable information to students (and parents) regarding their post-secondary opportunities.

We utilize grade level cohort data to determine the extent to which DUSD students are meeting UC/CSU eligibility requirements. These requirements are defined by set GPAs in the Critical 15 “a-g” course subject requirements. The TES report measures data collected up until Semester 1 of 2019-20. The numbers will be updated in September with the completion of the Fall-Summer semesters in the 2019-2020 school year.

UC TES Data Analysis

From 2015-16 through March 2020, comparative data analysis indicates an overall 6% increase in UC eligibility. More DUSD students are successfully completing the entry level GPA requirements as well as the minimum grade thresholds for the Critical 15 “a-g” course subject requirements. In short, more of our students can apply for entry into the UC system. Likewise, our Grade 11 students met eligibility requirements with a 9% increase. Grade 10 and 9 progressed upward with a 17% and 8% growth in meeting eligibility markers. It is important to note that in 2018-19 when DUSD began to adopt an “a-g” for all platform, Downey Unified student eligibility for UCs jumped up across the board, with a minimum of 5% growth at the 11th grade level and a maximum of 16% at the tenth grade. Summarily, more of our students are being enrolled in “a-g” courses and are successful in meeting the eligibility criteria.

In addition to conducting a comparative class analysis, TES allows us to study cohort data and follow students from Grades 9-12. For the Class of 2020, semester 1 cohort data indicates an overall 7% increase in UC eligibility from their freshman year to their senior year.

Advanced Placement (AP)

This year, 2,355 students participated in the AP Program. This was a decrease of 79 students enrolled in the 2018-19 school year. Correspondingly, the number of tests taken decreased a total of 119, from 2,350 (2019) to 2,231 (2020). Preliminary data indicates that the number of students who were enrolled in an AP class and took the test (participation rate) was 84%, which is consistent with the past five years. Based on the total number of exams, the percentage of students who achieved a passing score of 3 or higher, was 64%. While not yet quantified, we expect that the effects of COVID-19 accounted for variances in scores because of changes in the fundamental structure, content, and administration of the AP exams. It remains to be seen how these new exams will be scored and what positions institutions of higher education will take in regard to the scores for college credit

Resourcing for AP included:

- Utilizing PSAT 9-10 results, to broaden the number of students eligible for participating in AP courses while maintaining the District pass rates.
- Continuing support for expanding AP course offering to increased student numbers while maintaining District pass rates.
- Addressing Master Schedule Course of Study issues including the submission of new courses to the University of California.

COLLEGE EQUITY AND ACCESS SUPPORT PROGRAMS

Advancement Via Individual Determination (AVID)

In the 2019-20 school year, the District-wide goals for AVID included supporting the development and implementation of research-based site-led professional learning, facilitating site growth in strategic data collection for AVID Certification, and assisting secondary sites in schoolwide implementation processes.

Highlights include:

- At each site, AVID Teams provided scaffolded Professional Learning opportunities campus-wide “a-g” requirements and processes.
- Supported program coordinators and site administrators through monthly District-led meetings.
- Supported each site through a robust District-led tutor training and recruitment program. Tutors were instrumental in providing digital support to classroom instruction during the COVID-19 school year.
- Identified additional support of the AVID program through the budget and needs assessment process.
- Resourced continual professional development for site team members through County, and AVID Center trainings.
- Districtwide, AVID enrollment increased by 52% from 1,082 total student enrollment in 2018-19 to 1,649 total student enrollment in 2019-20. This was an increase of 567 students.
- AVID students participated in college testing measures including SAT school day and PSAT 8.

College Readiness Metrics

The CCR Department utilizes college readiness metrics as indicators to guide placement for academic rigor as well as to familiarize students with college entrance processes. The metrics are as follows:

1. College Entrance and Preparatory exams: CCR continued to help secondary sites resource and implement: (a) PSAT 9-10 college entrance exams as “on track measurements” for college eligibility; (b) The SAT school day allowing all 11th graders free access to the SAT at their school site. The SAT school day occurs in the spring.
2. Free Application for Federal Student Aid (FAFSA) Awareness and Outreach: addressed the need for student and community outreach and resources for the FAFSA process through Race to Submit participation. Thus, both Downey (second on the Leaderboard) and Warren (first on the Leaderboard) high schools placed in the State’s Leaderboard in schools with enrolled count greater than or equal to 801 for FAFSA completion for schools of their sites. As of July 2020, approximately 81.4% of the class of 2020 completed their FAFSA/DreamAct applications for university financial aid.
3. College Eligibility, Acceptance and Persistence Data: How do we collect this data? In addition to data collection and analysis, the CCR department continued to facilitate and support District-wide and site college application support programs. These included the Admission’s Academy, Compass (WHS), College Consulting (DHS), participation in the CARPE network, and #Iapplied week at each of the high schools which was a campaign to encourage students to apply for colleges and universities. The College and Career Advisors and high school counselors met individually, as well as in groups, with seniors to support FAFSA and college application submissions.

College and Career Centers

At both Downey and Warren, the CCR Department provides the vision, direction, and financial support to Downey Unified College and Career centers. College and Career Technicians (Techs) worked with students in gaining access to financial support, work experience, and required skills identification.

College and Career Center goals:

- Implement and engage students in completing their FAFSA.
- Provide logistical support for local, regional, and national competitions for SkillsUSA.
- Facilitate the DUSD MADE Summer Work Experience Program.
- Coordinate annual DUSD College Fair, an event in which colleges and universities provide outreach services to students. Approximately 100 colleges and universities participate annually.
- Coordinate annual Career Fair, where regional businesses engage in workplace recruitment of DUSD students. Approximately 50 businesses participate in the fair.
- Support Parent/Student Workshops for student financial aid, college selection and bridge programs.

Counseling and Guidance Support

The CCR Department facilitates PLC work with secondary counselors in DUSD with the purposes of: (1) currency in professional practice, (2) Analyze college and career access data trends in an effort to increase college and career access and preparation eligibility, and (3) facilitate coherence and clarity in communication between site and District levels.

Highlights include:

- Continued implementation and establish District support of middle and high school counseling teams through secondary combined counselor quarterly meetings with job-imbedded professional development.
- Ongoing cultivation a mindset of “a-g” for all students as a program of rigorous study.
- Partner with National Student Clearinghouse in order to examine College Participation and Persistence data as a means of analyzing long-term success in student preparation for colleges and universities.
- Partner with Parchment in order to support digital transfer of education documents to post-secondary institutions.

Librarians

In the 2019-20 school year, the CCR Department facilitated the secondary librarians in their work as an intra-district PLC. Within the scope of work, secondary librarians have continued to enact their espoused vision of providing the support, resources, and space for student inquiry and development of the literacies necessary to be successful members of a global society.

Highlights of work with secondary librarians include:

- Digital instruction, outreach, and support for students and staff included live instruction on library resources, booktalks and research quest guidance via Zoom. Virtual office hours were held for students, staff, and parents, and instructional videos were posted regularly on various distance learning and social media platforms. Posts encouraging critical thinking, booktalks, and exploration of educational and culturally significant topics were emphasized daily.
- Student and staff use of DUSD’s Overdrive eLibrary has increased by 35% this school year to nearly 8,000 checkouts, with an average wait time of 28 days for popular titles. Secondary librarians increased the number of items in the collection by 63% this year. DUSD’s ebook/audiobook holdings now total over 3,300 items, with new special collections focused on social-emotional, diversity and inclusion, social justice, and LGBTQ+. Secondary librarians assisted with the District’s shift to the acquisition of digital novel sets within OverDrive to support curriculum at the high school level in preparation for distance learning this fall.
- DUSD Library partnership with LACOE during the shift to full-time digital learning enabled students and staff to access LACOE’s 12,000+ volume eLibrary directly through DUSD’s current OverDrive portal. In addition, DUSD staff may utilize LACOE’s fully-developed and current professional development collection.

- Continued community partnership with Downey City Library has greatly expanded access to eLibrary resources for DUSD students and staff, including Rosetta Stone language learning software and one-on-one digital tutoring for any subject. Over 500 high school students and staff members participated in this year's DCL One Card program. Plans for program expansion in the upcoming year include all four middle schools and Columbus High School.
- District support for articulated database expansion at the middle and high schools has enabled students to conduct over 20,000 research sessions during the year, with over 57,000 database inquiries and 42,000 primary and secondary source document retrievals. Cameron's Collection, our database for mental health and wellness, is accessible to 6-12 students and staff 24/7 via the DUSD portal.
- K-5 curriculum and instruction is supported through vertically articulated resources such as NoodleTools for source citation and Britannica/Britannica Escolar databases for research and dual-immersion support. Elementary students are supported with dual-language databases and physical print collection titles as they transition to the secondary level.

HIGHLIGHTS OF CTE AWARDS AND RECOGNITIONS RECEIVED

DUSD students participated in regional competitions that both celebrated and highlighted their skills and learning. Highlights include:

- Downey High School had 150 students attend the Regional SkillsUSA Competition January 25 2020. Students were awarded the following medals:
 - 13 Gold
 - 16 Silver
 - 11 Bronze
 - 80 students were able to advance to state competition which never took place due to COVID-19
- Additionally, SkillsUSA members applied for the SkillsUSA Presidential Volunteer Award based on their services to their community. Student applications included: community service, service hour time logs, and letters from volunteers. Awardees received three things: 1) a certificate signed by the President of the United States; 2) a letter from the President of the United States congratulating each student for his or hers volunteer efforts; and 3) a pin based on volunteer hours that included: Gold (250 hours plus) , Silver (175-249 hours) or Bronze (174-100hours). Students were awarded during their graduation ceremony. Highlights include:
 - 10 students with Gold pins
 - 3 students with Silver pins
 - 1 student with a Bronze pin
- Warren High School sent 104 CTE students to compete in 29 different contests at the SkillsUSA Regional Competition (held on January 25th at Pasadena CC). Of the 104 students that competed, we had a total of 47 students medal.
 - Gold medals in 9 contests (16 students total)
 - Silver medals in 10 contests (10 students total)
 - Bronze medals in 13 different contests (21 students total)

- In addition, another 19 students earned the right to advance to the state championship and we would have been sending 66 students to Ontario before COVID-19
- Columbus High School had 12 students who competed in teams of two at the SkillsUSA Regional Competition. Students were awarded the following medals:
 - 1 Gold
 - 1 Silver
 - 1 Bronze
 - All three teams were prepared to advance to the state competition before the cancelation due to COVID-19.

Robotics Competition

Participation in robotics competitions is directly aligned to our District Vision of providing a 21st Century education ensuring students are college and career ready, globally competitive and citizens of strong character. Thanks to the 2019-20 Mary R. Stauffer Foundation grant, 196 secondary students participated in Robotics Programs this year and 167 students competed in at least one tournament. With the generous funding from the grant, the Robotics teams at the middle and high schools continue to flourish and dominate in local and state competitions. We had multiple teams across the District qualify for the state championships; unfortunately, they were not able to compete due to COVID-19 and school closures. At the high school level, teams from both sites also earned coveted spots for the World championships but were unable to participate because of the pandemic. Prior to the canceled events, DUSD students were ranked to perform competitively at the state and national level. We look forward to additional opportunities for students to demonstrate their robotics skills and competitive ambitions next school year.

Although the competition year was cut short, students who participated in the various robotics competitions were able to gain valuable industry-valued experiences in the following areas:

- Hands on machining and fabricating experience
- High level of coding and computer programming knowledge
- Increased knowledge of engineering and computer science
- Increased confidence in the STEM disciplines
- Increased knowledge of the Engineering Design Process
- Increased interpersonal skills such as teamwork, leadership and time management
- Increased ability to compete under pressure and develop academic grit

The Femeiners Program

Created by Cal Poly Pomona's College of Engineering in 2013, the goal of The Femeiners Program is to inspire females to pursue STEM (Science, Technology, Engineering, Math) in their education and career. The program provides K-12 students with project-based learning, female engineering student mentors, and opportunities to visit Cal Poly Pomona, while building a sustainable program and community for current and future STEM leaders. During the 2019-20 school year, DUSD continued to develop and maintain a robust Femeiners program with 205 students participating between the

middle and high school programs. Unfortunately, due to COVID-19, many of the Femineers events were canceled this year and, therefore, students were unable to showcase their projects and industry skills at our annual District Gala and the Femineers Summit at Cal Poly Pomona. However, the Femineers were able to display their designs at site exhibitions just prior to the school closures.

Other highlights of the program include:

- Students gained skills in coding and programming as well as creating their own wearable technology by using conductive thread, bright neopixels, and wearable controllers.
- Six student leaders participated in a three day X-Prize, Young Innovators Program where students:
 - Were educated and inspired by innovative industry leaders in First Robotics, JPL Aeronautical Engineering, and Marvel Special Effects
 - Participated in hands on STEAM activities and Robotics competitions
- Twenty 8th grade students attending The Femineer Field Trip experience to the Not Impossible Labs in Venice, California where students:
 - Were inspired by the real-world application of wearable technology and its utility in bringing music alive to the deaf and hard of hearing community.
 - Received feedback from industry engineers on their wearable technology.

eSports

In the fall of 2018, the CCR Department in partnership with Carrot launched its innovative high school eSports program. Now in its third year, the impactful program has provided students who identified themselves as “gamers” an opportunity to explore careers and workforce development in the computer science fields. In addition to the six-week tournament play and championship between the high schools, participating students attended workshops and heard from leading industry speakers about career exploration and college preparation within the technology fields. These sessions were organized and conducted with the help of industry partners. All participating students were also given the opportunity to enroll in free online game design courses that generated transferable college credit. The middle school students were also invited to attend the workforce development workshops and program events.

- Program Assessment/Reporting: First year data has been collected for program development and improvement. Anecdotally, students began the program talking about game strategy and game play. Six weeks later, without exception, students were talking about their future working in the STEAM related field.
- eSports student engagement program is in its second year: The Overwatch Downey Unified eSports High School Tournament was held on December 9, 2019 in the Downey Theater.
- A separate inter-sport eSports competition was held exclusively online against Compton Unified in May 2020.
- Future Plans: Expanding gaming clubs at middle schools and high schools.

Resource Development for Program Support

The DUSD College and Career Readiness (CCR) Department continues to implement best practices in program sustainability for K-12 students. In 2019-20, the Department applied for grant funding for the Career Technical Education Incentive Grant (CTEIG) funding from the California Department of Education and Perkins federal funding. DUSD received \$785,481 in CTEIG and \$150,755 in Perkins funding for a combined total of \$936,236 for 2020-21. The K12 Strong Workforce Program (K12 SWP) grant is from the California Community Colleges Chancellor's Office for \$4,341,733 for 30 months from July 1, 2019 to December 31, 2021. CCR implemented the first year of funding from the K12 SWP grant and existing CTEIG and Perkins CTE funding with the goal of supporting students' growth and development from Kindergarten through Grade 12.

- **For elementary schools**, K12 SWP grant funding paid for equipment and supplies including recording equipment, microphones, iPads, AR/VR goggles, 3D printers, etc. for Innovation Labs at Lewis, Old River, Unsworth, Imperial, Gauldin, and Rio San Gabriel elementary school.
- **For middle schools**, CTEIG and K12 SWP grants supported VEX-Robotics, FIRST Robotics, FEMINEER, SkillsUSA registration fees and travel expenses for students and teachers. In addition, the grants paid for VEX robotics and other competition-related supplies.
- **For high schools**, K12 SWP, CTEIG, and Perkins CTE grant funds supported the following:
 - Align all CTE pathways to meet the 11 Essential Elements of High Quality CTE programs including the support of all CTE teachers in using the California Department of Education curriculum templates that address state CTE Model Curriculum Standards and also address industry standards while incorporating industry-recognized certification for students.
 - Research, develop, and implement new Information Communication Technologies pathways including Game Design and Programming, Cloud Computing with Cerritos College and Amazon Web Services (AWS), and IT Audiovisual in collaboration with the Audiovisual and Integrated Experience Association.
 - Research, develop, and publish the Workforce Road Map. A Road Map that provides important information in support of the promotion, outreach, and communication regarding workforce outcomes for the implemented CTE pathways.
 - Promotional videos were created for the following CTE pathways and programs: Animation, Biomedical Sciences, Construction Technology, Culinary Arts, Engineering, Principles in Education, Film & Video Production, Media Makeup, Photography & Digital Imaging, eSports, Downey Better than Ever, and silent loop video for the District Office.
 - College Admissions Academy was offered to all MADE Work Experience students meeting UC admissions guidelines in summer/fall 2019 and will be offered again in 2020. Students who participated in 2019 were accepted to UCLA, UC Irvine, UC San Diego, UC Berkeley, Naval Academy, Stanford, Cornell, and USC, among others.

- Continue to build a sustainable data infrastructure with systems, tools (e.g., annual senior survey; student surveys after every CTE event), protocols to better identify, collect, track, analyze, and report on student-level data outcome measures.
- New Downey MADE website with information about all CTE pathways and programs to support promotion, outreach, and communication.

2019-20 The MADE Work Experience

In its fifth year, the MADE Work Experience pivoted its services from an in-person program to a digital platform experience. This move allowed for more expansive internship opportunities for DUSD students. Working with and curated by the Bayha Group, students interacted with and interned with over 85 industry partners. Because the new digital platform eliminated physical distance parameters, our partnerships increased from approximately 50 local partners to an additional 35 industry partners.

Highlights include:

- 31 high school juniors participated in the summer 100-hour paid work experience in Year 1, and then 35 students in Year 2; 80 students in Year 3; and 115 students last year. Currently, there are 185 students set to participate in Year 5 from June 15 to July 31, 2020 working from home. Key partner is the Southeast Los Angeles County Workforce Development Board, who is responsible for liability insurance and timesheets/payroll for all 185 students.
- New industry partners with top tech resumes providing personalized learning experiences for DUSD students.
- Intern leadership development programs facilitated by the Bayha Group.

Project Based Learning

In 2019-20, the CCR Department continued to support interested schools as they engaged in regional opportunities through the Project Based Learning (PBL) Leadership Academy at High Tech High Graduate School of Education in San Diego County. Griffiths Middle School teachers attended professional learning sessions to develop, design, facilitate, and document authentic PBL in literacy. Their work culminated in developing an ELA department-led cross-curricular project.

Highlights include:

- Two days of fully funded Professional Learning.
- Implementation and design of a project-based curriculum.
- Curriculum was published by the California Department of Education as an available educator resource.
- Ongoing inter-district collaboration of best practices for closing equity gaps.

AN IMPORTANT NOTE

The College and Career Readiness Department is committed to increasing awareness and transparency concerning college and career readiness for all stakeholders. Due to the focus and support from the College and Career Readiness Department for the

College and Career Centers and Guidance Departments, more students than ever before applied to four year colleges and universities and completed financial aid applications. Because of the improvements in access to data, parents and students were made aware of the necessary sequence of steps for college and career readiness. Examples include the Spotlight Report, Race to the Top Initiative, #IApplied, and other various publications and meetings. As a Department, we will continue to expand and deepen this commitment to awareness and transparency.

RECOMMENDATIONS FOR FUTURE PLANNING

In 2019-20, based on awarded grants and LCAP line 9 expenditures, the CCR Department proposes the following recommendations:

College Access Recommendations

- Establish a robust college and career data collection and analysis system in support of the commitment of “all means all.”
- Continue and expand College Access initiatives including dual enrollment opportunities.
- Build a data collection suite of services that support college and career exploration, college application support, and digital documentation.
- Maintain AVID support to provide college-going growth trends.
- Deepen and expand the work of the College and Career Centers including FAFSA and Dream Act application completion.
- Support college exploration and selection frameworks.
- Continue all grade PSAT 8/9, PSAT 10, and SAT School Day administrations.
- Participate as active members in the HTH College Access Network with a focus on: 1) FAFSA completion, 2) Summer Melt, 3) College Application assistance, and 4) establishing connections to Higher Ed developing a sense of belonging.
- Continue to seek to seek partnerships with Project-Based Learning Leadership Academy in order to expand our own professional practice in math and literacy.

CTE Recommendations

- Improve the quality of implementation of our CTE pathways and programs through intentional adherence to the CTE Guiding Policy Principles and the Essential Elements of a High-Quality College and Career Pathway.
- Establish a robust college and career data collection and analysis system in support of the commitment of “all means all.”
- Continue and expand CTE Career access initiatives.
- Support and expand the digital MADE Work Experience.
- Build a suite of services that support college and career exploration, college and workforce application support, and digital documentation.
- Establish explicit channels for communicating CTE resourcing, implementation, and student access.

ELEMENTARY EDUCATION

Jennifer Robbins, Director

GENERAL OVERVIEW

The role of the Department of Elementary Education is to support the 13 elementary sites and oversee the curriculum and instruction of all elementary content areas. Elementary Education also coordinates, designs, and delivers professional learning and support for teachers and administrators. We continue to focus on the full implementation of the California State Standards (CSS), including Balanced Literacy and Cognitively Guided Instruction (CGI), as well as continuing the process of implementing Next Generation Science Standards (NGSS) and building on our integration of technology through the elementary 21st Century Learning Communities (21 CLC) iPad Initiative and Elementary Robotics. Although suspended for this school year, we also coordinate the Smarter Balanced Assessment Consortium (SBAC) computer-adaptive tests that comprise the assessments in the California Assessment of Student Performance and Progress (CAASPP) program. The CAASPP serves as the umbrella of the tests that are administered in the state.

During the 2019-20 school year, there were three Instructional Technology Coaches, two Math Instructional Coaches, two English Language Arts Instructional Coaches, and the Science, Technology, Engineering, Art and Mathematics (STEAM) Team in Elementary Education. The Elementary Instructional Coaches design and provide professional learning to all teachers as well as site specific trainings and classroom support. The STEAM team provides classroom instruction to all TK-5 students in the classroom.

Elementary Education activities encompassed:

- Planned, coordinated, and/or provided differentiated professional development (PD) for District elementary staff on the English-Language Arts (ELA) and Math Standards. The focus of the PD in ELA was to dig deeper into the components of Balanced Literacy, with a focus on guided reading, word work, mentor sentences, and writing. In Math, the differentiated PD was structured to emphasize the understanding of the CSS through using the research of Cognitively Guided Instruction (CGI). We were also able to provide more specialized and targeted training to our Elementary Special Education teachers in both ELA and Math.
- Designed, planned, and delivered PD on online instruction delivery through Teachers on Special Assignment (TOSA) Chats during March-May Distance Learning
- Created grade level Distance Learning slide decks to support instruction during Distance Learning
- Planned the Elementary First Best Instruction Conference where DUSD teachers presented to over 300 teachers for professional learning
- Planning of Elementary Principal Meetings including administrator of professional development
- Stauffer Teacher and Principal Grants
- Cotsen Liaison
- Coordinate the Dale Lostetter Carnival of Champions-Suspended 2020
- Oversee STEAM 15 Team
- Oversee the Elementary Robotics Clubs/Program and Robolympics

- Oversee the 21 CLC initiative, including the professional learning and Instructional Technology Coaches (ITCs)
- Oversee the Elementary STEAMworks Summer Program-Suspended 2020
- Oversee the Fall and Spring District-Wide Elementary STEM Challenges
- Serve as the District Lead in the training, coordination, and administration of the computer-adaptive SBAC Tests in ELA and Math, for students in Grades 3-8, and 11, that are part of the CAASPP – Suspended 2020
- Coordinated and provided the training and administration for the District testing in science on CAST for Grades 5, 8,11 and 12
- Served as the District lead in the coordination and training of the California Alternate Assessment (CAA), an assessment for students with significant cognitive delays in ELA, Math, and Science
- Served as the District’s CAASPP Coordinator
- Coordinated GATE 4th-8th Grade
- Directed the Elementary TOSA Instructional Coach staff which consists of two ELA, two math, and three ITCs
- Facilitated SDC teacher Professional Learning Community (PLC) to be able to collaborate on a monthly basis while receiving additional PD to support our special education students
- Served as a Teacher Induction Program (TIP)-Panel member and oversaw TIP Consulting Teachers
- Administered and monitored budgets for Title II, Part A; Local Control and Accountability Plan (LCAP) State Funds for specific line items
Assisted the Rotary Club of Downey with the Rotary Recognizes Readers program
Provided District leadership and coordination for Improving Teacher Quality (ITQ - Title II). Also provided leadership and assistance in working with the elementary and secondary private schools for ITQ - Title II.
- Oversee the Elementary Report Card Committee to evaluate and update the elementary report card. Coordinated the schedule for the online completion of the report cards and worked with the District’s programmer to trouble-shoot the online completion and printing of the report cards.
- Monitored and reviewed K-5 student retentions submitted by schools and/or parents; conferenced with parents appealing site decisions to retain/promote their child
- Supported elementary administrators through the Vice Principal Academy
- Served as a liaison between Educational Services and Technology and Information Systems, with Student Information Systems (SIS), and the ITCs, to implement the District’s Technology Plan and to facilitate the use of technology in the teaching/learning/assessment process
Met with District Leadership Teams to develop and/or refine curriculum and materials, Math and ELA curriculum maps, common formative assessments, summative assessments, and resources for teachers
- Continued the implementation of the elementary NGSS committee, focusing on materials, curriculum, and other resources
Assisted school sites in analyzing District and school site test scores from the SBAC on how to use the information and data to improve instruction.
Prepared District and Site Test Data Result Tables for the SBAC assessments and assisted schools in locating/retrieving site results
- Provided Testing Newsletters to Testing Site Coordinators and administrators to keep them informed of the most up-to-date CAASPP information as well as Elementary Education Newsletters to all elementary teachers and administrators to keep them up to date on current elementary instruction and information

- Utilized social media (Twitter-@DowneyTeacher) to highlight PD, events, and site celebrations

ELEMENTARY: PROFESSIONAL DEVELOPMENT (PD) AND INSTRUCTIONAL MATERIALS FOR CSS (CALIFORNIA STATE STANDARDS) FOR TEACHERS

The Department of Elementary Education continued to focus our PD and instructional resources on digging deeper into English Language Arts (ELA) and Math.

Math

This year the focus of the PD offered in terms of elementary mathematics has been continuing to deepen our understanding and implementation of the California Content Standards in Mathematics (CCS-M) through using the research of Cognitively Guided Instruction (CGI). This has been supported by:

- Continued differentiated math PD in either STEAM collaboration time or a traditional PD setting. Topics of interest included Designing a Math Lesson, Fractions 101, Fractions: Digging Deeper, Interviewing Students, a collaboration day, Counting Collections, and a Grade Level Embedded Day. Our math TOSAs designed and presented each of these PD opportunities.
- CGI training for new teachers and interventionists
- Collaboration/Grade Level Embedded Days - On these days the team brought student work to analyze, planned and implemented a lesson, debriefed and revised the lesson, and then taught the lesson again. This was all done with the help of a math coach.
- Provided classroom modeling and coaching for teachers and PLCs – Modeled, co-taught, observed, and went through the coaching cycle of planning, lesson observation, and debriefing with individual teachers at all sites as well as working with PLCs during STEAM or common meeting time across the District, to analyze student work, analyze data, develop lessons and routines, and talk about next steps.
- Provided parent education - Most of the meetings were during the school day, which allowed parents to hear about CGI and CCS-M, the power of listening to student thinking, and then go into their child's classroom to observe a math lesson and/or routine in action.
- Administrative PD at principal meetings.

Rachel Lambert provided professional learning to our Special Education (SPED) teachers. SPED teachers attended days with Rachel focused on their specific needs.

English Language Arts (ELA)

This year the focus for the ELA TOSAs was to dig deeper into the components and support teachers in Balanced Literacy based on data and teacher surveys. This has been supported by PD for all teachers, grade level curriculum writing teams, lesson studies, providing classroom coaching, parent workshops, and focused professional development at STEAM meetings as well as in a larger PD setting.

Trainings and activities that were offered during the 2019-20 school year by our two ELA TOSAs were:

- Differentiated PD – Grade levels and sites were able to select the ELA PD that would best meet their needs. These included guided reading, word study, mentor sentences, writing and shared reading. Our two ELA TOSAs designed, planned, and presented each of these PD opportunities.
- Provided classroom modeling and coaching for teachers and PLCs – Modeled, co-taught, observed, and went through the coaching cycle of planning, lesson observation, and debriefing with individual teachers at sites as well as worked with PLCs during STEAM or common meeting time across the District to provide staff PD, analyze student work, analyze data, develop lessons, and talk about next steps.
- Wrote shared reading and interactive read aloud lessons and assessments for the ELA units. Organized and curated all resources, lesson plans, and curriculum maps.
- Provided parent education when requested.
- Worked with Kindergarten through 5th grade Curriculum Writing teams to modify their curriculum map, as well as assessments, to help teachers know how to use all their resources.
- Facilitated the monthly primary and upper SDC STEAM collaboration. Each group received one 90-minute block of collaboration time per month in addition to their site STEAM time.
- Administrative PD at principal meetings.

21 CLC Initiative

The elementary 21 CLC initiative is in its fifth year of implementation. This year all grade levels at each site are now part of the 2:1 iPad initiative. Under the 21 CLC model, grade level teams develop the skills necessary to effectively embed technology into their teaching and learning processes in order to re-define their classroom into a student and teacher collaborative environment. Technology integration is embedded within the existing curriculum. Students acquire the skills and knowledge necessary to demonstrate learning across all curricular areas utilizing tools that enhance creativity, innovation, and higher levels of thinking. Our students TK-5 are blogging, working in Google Classroom, creating movies in Adobe Spark and iMovie, and using tools such as Flipgrid, Book Creator, and Google Slides, as just a few examples, in order to show their thinking, creativity, and learning on a daily basis.

Each Site has an assigned ITC who provides resources, guidance, and support to ensure whole grade level integration is accomplished. Three ITCs provide the support to all 13 elementary schools. At the end of the year, each grade level team shares their 21st Century learning classroom at a school site Technology Showcase. Parents and community members are invited to these showcases to see students in action with the technology.

All sites have implemented Student Technology Squads. ITCs also support sites with these student technology teams. These are students who help with day to day integration and trouble-shooting of using technology at their site. Teacher Technology Leaders (TTL) on site also help support the Tech Squads.

Our ITCs have supported the 21 CLC initiative and meaningful technology integration at the sites by:

- Orientation PD for new Cohort of 21 CLC
- Grade level PD across all sites for Cohorts 1, 2, 3, and 4
- Classroom modeling and coaching for teachers and PLCs: Modeled, co-taught, observed, and went through the coaching cycle of planning, lesson observation, and debriefing with teachers and PLCs during STEAM or common meeting times across the District
- Presentations at Coffee with the Principal meetings
- Administrative PD at principal meetings
- Supported sites who began the Apple Teacher Certification process

Elementary Administrator Professional Development

In order to best support our teachers with the implementation of the CSS, we must provide PD to our administrators. Our main goal was to empower our administrators to support our teachers by delivering all PD through an administrative lens. The goal was for our administrators to be able to leave each session with a take away and resources ready to utilize. Elementary topics included:

- Having Hard Conversations
- Empowering Learners and Preparing Them for Tomorrow
- Empowering Literacy
- Analyzing Data
- Revisiting the Mathematics Teaching Practices to Support Math Instruction

Vice Principal Academy

This academy was developed with the goal of providing engaging and supportive professional development opportunities for all elementary vice principals. The Assistant Superintendent and Director of Elementary Education facilitated these meetings. Six meetings were held throughout the year with agenda items generated by the principals as well as the facilitators.

Elementary Robotics

Each of the 13 elementary schools has 3rd-5th grade Robotics clubs. The elementary robotics clubs and culminating “Robolympics” competition were developed to give elementary school students experience in the STEM field of robotics and prepare them for advanced classes and clubs at the secondary level.

The goal of the program is to give students in the third, fourth and fifth grades the opportunity to develop 21st Century skills and experience the relevant STEM field of robotics. Students are encouraged to communicate and collaborate as they work in teams of two or three to build a robot that can complete a specific task. Students have a chance to be creative as they decide on the best designs for their robots and build those robots part by part. Finally, their critical thinking skills are developed as they problem solve and troubleshoot to get their robots to function. Problem solving skills are further

developed as they strategize with their teammates and partner robots to best complete tasks and score as many points as possible in the allotted time.

Robotics clubs in 3rd-5th meet through the beginning of March. Unfortunately, due to COVID-19, Robolympics was canceled this year.

Dale Lostetter Carnival of Champions

This year would have been the 56th Annual DUSD Dale Lostetter Carnival of Champions Track and Field meet. Unfortunately, this was canceled due to COVID-19.

STEAMworks

STEAMworks is our elementary summer learning program. Unfortunately, this was canceled due to COVID-19.

STEAM Team

The STEAM Team is comprised of 15 teachers that travel throughout all 13 of our elementary sites to provide STEAM instruction to all of our TK-5 students. Students receive 90-minutes of instruction twice a month. During this time, classroom teachers are released to work with their PLC. The STEAM Team this year focused on delivering art and coding/computer science instruction. Each grade level received instruction around three artists and produced a piece of art using Meet the Masters curriculum. We also provided coding instruction, TK-5 using Scratch Jr., Hopscotch, and Tynker.

Day of Design STEM Challenges

This year we continued two District-wide elementary STEM Challenges based on the book *Go for the Moon: A Rocket, a Boy, and the First Moon Landing* by Chris Gall. Lesson plans, materials, and books were provided to all teachers who participated. In the fall, we were able to do the lesson live in the classroom. In the spring, we were able to push Part 2 of the lesson digitally!

First Best Instruction Conference (FBI Conference)

This year, Elementary Education organized and hosted a First Best Instruction conference to provide professional learning opportunities for our elementary teachers TK-5 on Saturday, October 19. We had approximately 175 DUSD teachers attend and approximately 150 teachers from outside Downey representing about 15 school districts. Our keynote speaker was Dr. Megan Franke, CGI Researcher from UCLA, and we held 27 sessions where we had 33 Downey Unified teachers present.

It was an amazing event where teachers left inspired and ready to try new teaching strategies right away.

Elementary Expo

In order to showcase the programs that take place at every elementary school in DUSD and attract students, Elementary Education hosted two nights where we invited potential families from neighboring school districts to DUSD. Both of these nights took place at the District Office where we began the evening with a short presentation in the Board Room, giving an overview of the amazing programs DUSD has to offer. This overview included information on Balanced Literacy, CGI, Innovation Labs, Meet the Masters, Elementary Robotics, Coding and Computer Science, 1:1 iPad Initiative, student leadership, and STEAM instruction.

Families were then able to see some of our programs live and in action. We had students representing every school showcasing robotics, coding, tech squads, and how they use technology to show their creativity and thinking, like Flipgrid, Book Creator, Minecraft EDU, Kidblog, using a green screen, and more! Student Services was on hand to help enroll students and talk to parents about the permit process. We were able to enroll students on the spot!

Distance Learning

In March, all schools went into Distance Learning. Elementary provided the following support to our teachers:

- Created a Continuity of Learning document as a resource for teachers
- Created Distance Learning grade level slide decks covering independent reading, shared reading, writing, math, science, PE, and STEAM activities. Embedded in these decks were multiple hyperlinks taking teachers to lesson templates, lesson plans, slide decks, and a variety of other additional resources.
- 40 TOSA Chats (professional development) were held to support our teachers with the resources we provided and how to transition our initiatives to online teaching. We had approximately 200 teachers attend each TOSA Chat.

Cotsen

DUSD had two schools participate in Cotsen for the 2019-20 school year. Gallatin finished its second cohort and Rio Hondo also finished their Year 2, which was their final year. The mission of the Cotsen Foundation for the ART of TEACHING is to transform good teachers into great teachers.

True Lasting Connections (TLC) Family Resource Center Program

TLC has built partnerships with a variety of agencies to provide free health to students. In addition, a total of \$116,216.32 was raised through donations, grants and fundraisers this school year. The main fundraiser was the 8th Annual 5K for TLC, which attracted over 2,000 people and raised over \$55,000. TLC processed 1,070 District-wide referrals this year.

TLC provides services for counseling, crisis intervention, parenting education, advocacy, food, clothing, weight management and nutrition for children, dental, glasses,

transitional youth programs, bereavement counseling, health insurance enrollment, legal aide, teens in crisis, low income Metro passes, Thanksgiving dinners, Christmas gifts and dinners, backpacks and school supplies, special needs resources, suicide prevention, low-cost immunizations, adult education, and homeless assistance and connections to outside agencies.

Parent and Community Programs

- Served as the District's liaison with the Stauffer Foundation to coordinate proposed gifts/donations to the schools and/or District. Major District projects included the coordination of:
 - Secondary Teacher Grant Program
 - Principal Grant Program in honor of Linda Kennedy
 - Autry-in-Residence in-class museum experiences and classroom lessons for the integration of history for all Grades 3, 4, and 5 classrooms
 - Entrance fees at the Columbia Memorial Space Center for all 5th grade students
- Coordinated Rotary Recognizes Readers celebration in a project with the Rotary Club of Downey where one student from each school was awarded a gift card and certificate for reading improvement/achievement. (Rotary mailed these home due to COVID-19)
- Conducted a parent meeting to review the Family Life Films

Gifted and Talented Education (GATE)

Downey Unified's 2019-20 GATE program provided a customized curriculum and activities to designated students in Grades 4-8. Within their GATE cluster classrooms, students participated in a variety of differentiated learning experiences that extended across the curriculum. We have a District GATE Lead Teacher as well as each site has a GATE Lead Teacher.

FUTURE PLANS AND RECOMMENDATIONS

- Continue to build professional development for Distance Learning to meet the teachers where they are and support online learning. Twelve Zoom TOSA Chats will be held prior to school starting. Additional Chats will be held once school begins to continue to support our teachers. Teachers will also receive Distance Learning Professional Learning every Wednesday as part of their professional workday.
- Elementary teachers will also take the International Society for Technology in Education microcourse, *Ensuring Equity and Inclusion in Online Learning*, to support online instruction.
- Continue to provide resources to support our teachers and administrators in Distance Learning
- Continue to build and support the ELA and Math units and provide teachers with necessary resources.
- Support First Best Instruction and Professional Learning Communities
- Support teachers in the 1:1 iPad rollout and all elementary teachers receiving their Apple Teacher Certification
- In order to best support our teachers, instructional coaches are a necessity. We need to continue to utilize our coaches supporting instruction at all sites

- Implement Social Justice/Diversity units at all grade levels and increase the diversity of books in our classroom libraries
- We will begin our rollout of Innovation Labs at elementary sites when we return to in person instruction
- We would like to grow our use of social media and other technology platforms to share our teaching and learning at the elementary level.

INSTRUCTIONAL SUPPORT PROGRAMS

Veronica Lizardi, Ed.D., Director

GENERAL OVERVIEW

The Instructional Support Programs office encompasses specially funded programs from the federal and state governments. Programs administered by this office are:

- Local Control and Accountability Plan (LCAP)
- Local Control and Accountability Federal Addendum
- Learning Continuity and Attendance Plan
- COVID-19 Operations Written Report
- Budget Overview Plan for Parents
- District English Language Advisory Committee (DELAC)
- Parent Advisory Committee (PAC)
- California School Dashboard (Local and State Indicators)
- Continuous Support & Intervention Programs and Funding (CSI)
- Title I (assistance for students at public and private schools in the Downey Unified School District)
- Academic and Behavioral Intervention Support Tier I, Tier II, and Tier III
- Systematic Process for Intervention (SPI)
- Diagnostic Assessments and Program Monitoring (iReady, STAR 360)
- Title III (assistance for English Learners)
- Title IV (Student Enrichment Programs)
- Low-Performing Student Block Grant
- English Language Proficiency Assessments for California (ELPAC)
- Federal Program Monitoring (FPM)
- Single School Plan for Student Achievement (SPSA)
- Consolidated Application (Winter and Spring)
- Annual Language Census
- Private School Liaison
- Downey Symphony Concerts
- Parent Education
- Professional Development
- *Playworks* Recess Program
- CA Education Art Collective Liaison
- Global Language Academies of Downey (GLAD)
- Dual Immersion
- International Baccalaureate (IB)
- Elementary Physical Education Program
- *Capturing Kids' Hearts*
- VAPA (T.E.A.L. – Technology Enhanced Arts Learning)

SPECIAL PROJECTS, PROGRAMS AND ACCOMPLISHMENTS

- Supported and assisted Carpenter Elementary in the process of applying for candidacy as a Primary Year Programme (PYP) International Baccalaureate (IB) program. Carpenter Elementary is officially a Candidate School and is in the process of becoming a designated IB PYP program.
- Updated our Differentiated Assistance status to show a decrease in areas found out of compliance. In 2018, DUSD was identified needing Differentiated Assistance in the areas of Special Education and Chronic Absenteeism. In 2019, DUSD met multiple targets and Special Education is no longer part of the Differentiated Assistance status.
- Celebrated the achievement of Columbus High School exiting Continuous Support and Intervention (CSI) status by decreasing their chronic absenteeism rate and increasing their graduation rate as measured by the CA School Dashboard.
- Celebrated the achievement of Stauffer Middle School exiting Additional Targeted Support and Improvement status by showing improvement in State Indicators as measured by the CA School Dashboard.
- Coordinated the implementation and monitoring system of the District's model Local Control and Accountability Plan (LCAP) for 2019-20. Adoption has been postponed to December 15, 2020.
- Created the COVID-19 Written Operations Report
- Implemented iReady K-8 packets in English Language Arts (ELA) and Math (English /Spanish) for family support during COVID-19.
- Continued DUSD Parent Academies with two 8-week/16-hour series for Strengthening Families towards Student Success for K-12 families.
- Completed and submitted the Consolidated Application that funded Title I Part A (Basic Grant), Title II Part A (Supporting Effective Instruction, Title III (Limited English Proficient), Title IV Part A (Student Support) for approximately \$6,118,327.
- Continued training for all District and site administrators, teachers, and parents on the California School Dashboard State and Local Indicators.
- Trained school site personnel who were designated as CSI
- schools.
- Administered and monitored District and site budgets for Title I, Title III, Title IV, CSI and LCAP Supplemental/Concentration.
- Assisted all schools with writing the Single School Plan for Student Achievement (SPSA).
- Continued collaboration between the District and seven private schools within the District that are participating in federal programs (Title I – IV).
- Coordinated the Downey Symphony "Symphony in the Schools" assemblies at all elementary schools. (The Downey Symphony concert was canceled due to COVID-19.
- Coordinated and organized the first Parent Engagement Summit to be held March 28, 2020. This was canceled due to COVID-19.
- Attended professional development on the following topics: Local Control and Accountability Plan, Balanced Literacy for Elementary School Students, Balanced Literacy for Middle School Students, Cognitively Guided Instruction for Elementary Students, Assessment and Accountability, Middle School English Language

Development, CA School Dashboard, Consolidated Application Reporting System (CARS), Common Core State Standards (CCSS), English Language Proficiency Assessment for California (ELPAC), Single School Plan for Student Achievement, School-Site Council, Title I Program Improvement, California Authentication System (CAS), and ESSA (Every Student Succeeds Act), and State and Federal Program Directors Network.

- Continued support with the implementation of *Playworks* at all 13 elementary school sites for Year 4.
- Continued the implementation of Visual and Performing Arts (VAPA) training to elementary teachers leads utilizing the Technology Enhanced Arts Learning (T.E.A.L.) model where VAPA is integrated into the curriculum.
- Coordinated and facilitated a Federal Program Monitoring review. The CDE reviewed the following programs: Education Equity, Fiscal Monitoring, Before & After School, Improving Teacher Quality, Compensatory Education, English Learners, Universal Complaint Procedures, and Adult Education.
- Continued the coordination of social/emotional training for secondary teachers utilizing the *Capturing Kids' Hearts* framework.

Local Control and Accountability Plan (LCAP)

- Coordinated, monitored, revised, and updated the District's (2020-21) Local Control and Accountability Plan. Adoption was postponed to December 15, 2020.
- Created and submitted the COVID-19 Written Operations Report as required by Executive Order N-56-20.
- Facilitated the LCAP progress monitoring system consisting of two detailed progress reports submitted by District administrators (February and May) and communicated to key stakeholder groups.
- Engaged the Parent Advisory Committee during five meetings and one site visitation to build common understandings of District programs and services with our parent committee members. Due to COVID-19, the last two meetings were performed via a virtual platform.
- The ongoing LCAP process included an extensive engagement effort that involved face-to-face stakeholder input from participants including: DUSD Instructional Leadership Cabinet, principals, parents, students, teachers, staff, Downey Education Association Representative Council, District English Learner Advisory Committee, Parent Advisory Committee, School Site Councils, the DUSD Board of Education, and other members of the community. In addition, an online survey was implemented for the fifth year to gather perception data from teachers, staff, parents, and students. The LCAP survey resulted in responses from 7,414 parents, 4,472 students, and 875 teachers and staff. The impact of stakeholder engagement resulted in an LCAP that comprehensively reflects the priorities and needs of the DUSD community. The components of the LCAP include a description of the stakeholder engagement process, goals, progress indicators, actions, services, and expenditures utilizing the state funding received under the Local Control Funding Formula (LCFF). It features a description of how LCFF supplemental and concentration funds are targeted to impact all students and especially the identified high-needs students (low-income, English learner, foster youth, and homeless youth). It also specifically describes the way these funds will be used to increase

services to high-needs students. The LCAP implementation, monitoring, and review process is cyclical and will continue to take place on a yearly basis.

- Continued to provide in-depth trainings to all District and site administrators, teachers, and parents on the California School Dashboard. The new Continuous Support & Intervention (CSI) was released in 2018 identifying schools not meeting indicator targets. Columbus High School and Stauffer Middle School exited this status due to their increased achievement as measured by the CA School Dashboard. Warren High and Imperial Elementary continue to be in ASTI status.
- Continued the implementation of *Playworks*, a highly effective recess program at all 13 elementary school sites for the second year. The purpose of the program is to create a playground environment that incorporates fair and inclusive play and a system of student led conflict resolution. The Junior Coach program is designed to build student leadership. Students are taught well-known group games with an inclusive twist and are reminded of the rules with visual postings. Qualitative data was administered to students and staff prior to the training and compared to data collected at the end of the school year. Culminating events were held at individual school sites and they celebrated their Junior Coaches.

Single School Plan for Student Achievement (SPSA)

Each school must annually submit a plan that includes goals and program expenditures designed to improve achievement for those student groups who have not met the Smarter Balanced Consortium Assessment (SBA) targets in English Language Arts and Mathematics. The goals and objectives of the plan were based upon an analysis of verifiable state data that included State Assessment results and local measures. The School Site Council at each site analyzed the data and participated in the development of the plan before it was submitted for approval by the Board of Education.

Title I

- Provide preliminary and final Title I budgets to all federally funded schools and oversee time and effort reporting for split/fully funded employees.
- Provided support to all 20 schools during the online Federal Program Monitoring (FPM) 2019-20 audit. Partnered with audited schools - Sussman, Alameda, and Price in the areas of Title I, English Learner programs, and Uniform Complaint Procedures (UCP).
- Provided leadership, technical assistance, and professional development for all site Title I Program Coordinators in meetings held throughout the school year.
- Provided support, training, and oversight on all FPM activities that are required from the California Department of Education.
- Participated with the Downey Kiwanis and Rotary Clubs in community service breakfast and luncheon programs for disadvantaged elementary students during the holiday season.
- Coordinated the field trip for all 3rd and 5th grade students to the Downey Symphony.
- Assisted all private schools with resources and supplemental materials and supplies to meet the needs of their at-risk DUSD students. Due to COVID-19, these fieldtrips were canceled.

- Provided training materials and resources for all school sites on the requirements for School Site Councils.
- Provided multiple SPSA workshops for all school site administrators and Categoricals on new school plan requirements that include stakeholder engagement, LCAP survey data, CA School Dashboard data, and in-depth analysis of metrics used to measure SPSA goal implementation.
- Continued the implementation of a diagnostic assessment (STAR 360) in English Language Arts and Mathematics for all middle school students and targeted high school students to monitor District programs and student growth.
- Continued the implementation of a diagnostic assessment (iReady) in English Language Arts and Mathematics for all elementary students. In addition, implemented an online instructional tutoring tool through iReady for all elementary students to use during and after school.
- Continued to facilitate a Systematic Process for Intervention (SPI) K-12 that included an in-depth process to identify next steps for middle school intervention classes.
- Provided parent engagement strategies and resources to all 20 schools to support advisory requirements, communication (multilingual), and funding to support workshops.

English Learner Program

- Provided leadership, technical assistance, and professional development for all site English Learner Program Coordinators in meetings held throughout the school year.
- Trained all elementary teachers and English Learner (EL) coordinators during STEAM planning days around best practices for English Learners, ELA/ELD Framework, and Integrated and Designated English Language Development.
- Coordinated EL trainings for all 20 EL Coordinators for the English Language Proficiency Assessment for California (ELPAC) for both the Initial and Summative assessment.
- Continued the revision of the English Language Master Plan to reflect updates to the Reclassification Criteria, Annual Parent Notification, and the new EL assessment (ELPAC).
- Maintained updated lists of students identified as English Learners and Reclassified Fluent English Proficient (R-FEP) and oversee the required 1-4 year monitoring process.
- Coordinated the administration of the ELPAC. Due to COVID-19, the ELPAC assessment was not completed. A total of 844 ELPAC assessment were completed and submitted for scoring. A total of 456 Initial ELPAC assessments were given and 1,399 ELPAC assessments were not completed due to the release of students during the pandemic. The state has given LEAs the option to complete these assessments between August 20, 2020 through October 30, 2020. DUSD will make every effort to complete as many ELPAC assessments as possible.
- Completed the annual Language Census Report. Three thousand, two hundred thirty-three (3,233) students in the District (15%) were identified as English Learners.
- Continued to implement District-level English Learner progress monitoring form to track the progress of EL students and Reclassified Fluent English Proficient students.

- Monitored and revised the middle school ELD curriculum, *English 3D*, designed for long-term English learners. Provided 150 scholarships from Title III funds for English Learners to attend the Summer 101 program.
- Continued to fund all newcomer students with Rosetta Stone licenses and headsets to provide them daily access and practice with the English Language.
- Maintained Newcomer English Learning Kits for all schools to utilize with students who are new to the country. These kits provide resources for the EL Coordinator to use when working with newcomer students.
- Continued collaboration with the Special Education Department to implement an alternative assessment for the ELPAC for our English Learners who have moderate-severe disabilities. This assessment is titled the Ventura County Comprehensive Alternate Language Proficiency Survey.
- Continued to revise the EL Master Plan to include additional protocols in supporting our EL students with disabilities and resources and support for Distance Learning.

Global Language Academies of Downey (GLAD)

- Continued the partnership with the Los Angeles County Office of Education in order to partner with the Los Angeles County Bilingual Teacher Consortium (LAC-BTC) program.
- Continued visits to other Dual and Multi-Lingual programs in other districts to learn best practices that will support DUSD in the implementation of Dual Immersion.
- Applied and received notification that Carpenter Elementary is officially a Candidate School for the Primary Year Programme (PYP) International Baccalaureate (IB).
- Held eight parent informational meetings for the GLAD program and provided parents information on the program's objectives and application process.
- Supported the hiring of four Dual Immersion teachers for the additional grade level.
- Managed the application process for the GLAD 2020-21 school year that included notifications to all applicants and the organization of a Lottery for the GLAD program for kindergarten.
- Created and organized GLAD options for the 2020-21 school year for Cabinet to approve, including an additional grade level.
- Organized IB training for the GLAD principal, IB coordinator, and EL coordinator as part of the Candidacy authorization for IB.
- Funded training for all GLAD teachers, principal, and IB coordinator for the candidacy phase for the IB program.
- Funded training to the Spanish Dual Immersion conference for all GLAD staff to attend through CAFE.
- Supported the principal in the process of attaining a new kindergarten playground for Carpenter Elementary.

Parent Programs

- Coordinated the District English Learner Advisory Committee (DELAC) meetings held four times during the year. Agenda items included: DELAC responsibilities, English Learner achievement data, the Annual Language Census Report; District-wide needs assessment; services to English Learner students (including goals and

teacher requirements); English Language Proficiency Assessment for California (ELPAC); reclassification procedures; parent notification of initial school enrollment; waiver requests affecting programs and services for English Learners; the District Master Plan for English Learners. Workshops were provided based upon parent request. The DELAC also participated in advising the Superintendent on the LCAP.

- Coordinated the District Parent Advisory Committee (PAC) to monitor and provide feedback on the LCAP. The PAC convened five times and will continue to meet regularly throughout each school year to play an active role in the LCAP process.
- Coordinated Districtwide Parent Academies serving over 500 parents across our District. The topics covered themes around strengthening families towards student success.
- Facilitated a field trip to Warren High School for our DELAC and PAC parents to solicit their input and feedback on the CTE program funded by the LCAP.
- Gathered parent input on the District Parent Involvement Policy and on topics for parent workshops and academies.
- Organized the first Parent Engagement Summit that was scheduled for Saturday, March 28, 2020 but was canceled due to COVID-19. Over 200 families had already RSVP'd and 21 workshops were scheduled around topics ranging from mental health, school safety, vaping awareness, and many more.

Professional Development

- Coordinated ELPAC training to all EL coordinators and facilitated resources for all school sites to train teachers at their school sites.
- Trained site administrators on the Continuous & Support Intervention (CSI) program for selected schools.
- Trained Title I and EL coordinators on strategies they can use when working with at-risk students.
- Provided outreach and training on the Local Control Accountability Plan to all stakeholders.
- Provided data analysis training to school sites on their individual CA School Dashboard data during a staff meeting.
- Collaborated with Instructional Cabinet in delivering professional development to all school site administrators and teacher leaders during segment and combined administrator meetings.
- Created and trained all District and site administrators both classified and certificated on the topic, *How to Have Hard Conversations*.
- Organized training to secondary teachers on *Capturing Kids' Hearts* and a total of about 300 secondary teachers have been trained. An additional 60 teachers were slated to be trained in June 2020 but due to COVID-19, the training was canceled.

Physical Education

- Continued to provide all PE teachers and PE assistants iPads to support efficiency in managing student data.
- Replenished PE equipment for all school sites.
- Implemented enhanced communication strategies between school sites and District Office.

- Implemented regular monthly meetings with the PE teacher leaders to collaborate on the continued growth of the PE program.
- Implemented a needs assessment to the PE staff to gather input on areas we can improve on and prioritized the needs based on priority.

RECOMMENDATIONS FOR FUTURE PLANNING

- Continue to train a cohort of teachers to obtain their BCLAD certification and attend professional development sessions around Spanish Literature through the Los Angeles County Bilingual Teacher Consortium (LAC-BTC) if funding permits.
- Continue to support and fund the design of Spanish elementary curriculum to be used in a Dual Immersion program.
- Continue to coordinate and facilitate the planning for an International Baccalaureate Primary Year Programme and authorization.
- Continue to train and support all elementary school teachers on the ELA/ELD Framework and strategies on implementing Integrated English Language Development (I-ELD) through the content areas and Designated English Language Development (D-ELD) as part of the core program.
- Continue to support secondary EL programs and monitor the effectiveness through data collection utilizing SBA, STAR 360, iReady, and ELPAC scores.
- Monitor Long-Term English Learners and support school sites on intervention plans for EL students who are not reclassifying to English proficient.
- Continue to coordinate the effective implementation, monitoring, review, and revision of the Local Control and Accountability Plan (LCAP) and LCAP addendum.
- Continue to facilitate ongoing stakeholder engagement in the LCAP process throughout the year.
- Continue to build capacity in the Parent Advisory Committee (PAC) and District English Learner Advisory Council (DELAC) to advise on the LCAP.
- Implement systematic parent academies at all 20 school sites in addition to the District parent academies.
- Continue to plan and coordinate professional development topics that support both the LCAP and LCAP Addendum.
- Support all District and site administrators, parents, and community members with the sustainability of the Every Student Succeeds Act (ESSA) and its impacts toward student achievement.
- Review funding allocations and monitor all costs in federal categorical and LCFF supplemental/concentration grant programs.
- Provide ongoing communication to sites regarding staffing and site allocation of federal categorical and LCFF supplemental/concentration grant funds.
- Continue to assist schools with FPM regulations to ensure compliance with federal requirements.
- Support all school sites in the implementation of Interventions in all Tiers and the implementation of the Districtwide initiative – Systematic Process for Interventions.
- Provide assistance to schools to ensure compliance with English Learner state and federal requirements.
- Assist schools with writing updated school plans that reflect an analysis of local data and instructional services for continuous improvement.

- Support school sites with Distance Learning resources such as *Sports for Learning* that integrates physical education and social-emotional learning.
- Continue to train secondary teachers in *Capturing Kids' Hearts* through a virtual platform.
- Continue to support the elementary Physical Education program and add regular professional development.
- Begin to explore the secondary option for an IB programme and Dual Immersion program.
- Explore other support programs that can assist students and families with online learning.

SECONDARY EDUCATION

Rani Bertsch, Ed.D., Director

GENERAL OVERVIEW

In 2019-20, Secondary Education continued to facilitate academic success for middle and high school students by primarily focusing on three Board Goals:

6. Downey Unified will refine First Best Instruction (FBI) and continue to implement system-wide interventions to support student academic success.
7. Downey Unified will increase zero and seventh period options at the secondary schools and closely follow the progress of SB328 in order to proactively prepare for possible implementation.
8. Downey Unified will execute the Next Generation Science Standards (NGSS) plan that incorporates professional development and implementation: Elementary - Pilot NGSS curriculum; Middle School - Storyline Design and Common Formative Assessments; High School - Storyline Design, Lab and Rubrics and Common Formative Assessments.

In Secondary Education, Board Goal #6, Implementation of First Best Instruction, was the primary focus for all professional development in core subject trainings. Secondary Education continued to focus on the four Professional Learning Communities (PLC) questions:

1. What is it we want students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?

GOAL #6: REFINING FIRST BEST INSTRUCTION AND IMPLEMENT SYSTEM-WIDE INTERVENTION TO SUPPORT STUDENT ACADEMIC SUCCESS

Our secondary schools continue to focus on First Best Instruction (FBI) as defined in four components: **Culture and Environment, Engagement, Teaching and Learning and Assessment**. Our administrators and teachers have focused on learning the characteristics of the four components of FBI over the past two years through the PLC process, an ongoing process of collaboration in recurring cycles of collective inquiry and action research to achieve better results for the students we serve.

Based on the Local Control and Accountability Plan (LCAP) survey data from our students, we centered our work on the FBI Essential Attributes of **Culture and Environment** and **Engagement**. This data helped us focus our professional development (PD) for this year on student and adult Social Emotional Learning (SEL) and Mental Health to reinforce fostering relationships with students. We trained over

400 of our secondary teachers and administrators in Capturing Kids Hearts, a program that teaches us how to build productive relationships with students by creating high-performing teams in our classrooms. Additionally, our principal meetings included researching and learning about SEL strategies. Our administrators were able to take the information learned from our principal PD back to their staff to ensure that SEL becomes a part of our core values.

In addition to focusing on student and adult SEL and Mental Health, our secondary teams focused on **Assessment** practices, a component of FBI. With the a-j graduation requirement of a “C” or better in the Critical 15 courses beginning with the class of 2024, our secondary team needed common understandings of grading practices to ensure equity and accuracy. Our PD work was grounded in research and books by well-known researchers and practitioners in the field: Grading from the Inside Out by Tom Schimmer, Grading for Equity by Joe Feldman, and Get Set Go! By Thomas R. Guskey.

- September 2019 – Principal PD on Vertical Articulation on instructional practices including grading.
- October 2019 – Teams from Downey High, Warren High, and the District Office attended a Solution Tree workshop on Grading and Assessment presented by Tom Schimmer
- November 2019 – Principal PD on “a-g” Graduation Policy – defining a “C”
- January 2020 – Principal PD on Grading Solutions (primer to workshop by Tom Schimmer)
- February 2020 – Principal Workshop on Grading Practices presented by Tom Schimmer from Solution Tree
- March through May 2020 – Focus on Principal PD shifted to Distance Learning

Furthermore, as we continued to learn about equity and accuracy in relation to grading, we also focused on being data driven in our instructional decision making. Secondary Education created data notebooks (hardcopy and on-line) for both the middle schools and high schools with multiple data points to examine. We concentrated on one area of data at each of our principal meetings throughout the year.

Our PD work on FBI was reinforced throughout the year as outlined in the following sections:

1. PLC Process
2. Secondary Distance Learning
3. Multiple Tiers of Systemic Intervention
4. Other PD Related to FBI
 - a. Expository Ready and Writing Course (ERWC)
 - b. Co-teaching
 - c. Book Review Committee

The PLC Process

District-supported Professional Learning Communities (PLC) were organized through a variety of structures. These included: off-site whole day trainings, on-site whole day trainings and sessions on Wednesday early-out days at the middle school sites, PLC

meeting-period support, and personalized coaching sessions. Within these formats, our Instructional Technology Coaches (ITCs) engaged with PLC groups through the following structure:

- Common Core State Standards (CCSS) strategy expansion for CCSS implementation
- Data analysis with specific focus on creating formative assessments
- Structured time for reflection and collaborative planning
- Instructional leadership capacity building through PLC-led support at the small group and single teacher levels

The following table articulates each element of the Professional Development and Learning Structure:

English Language Arts and Mathematics	
Strategy Expansion	<p>In 2019-20, the term strategy expansion encapsulated the work of deepening teacher knowledge of the CCSS. ITCs worked with teachers to facilitate key essential standards in grade levels 6-9 in English Language Arts (ELA) and Math. Teachers collaborated as PLC grade level teams to create essential standards that ensure that their students are prepared to move to the next grade level. Their work included:</p> <ul style="list-style-type: none"> • Sequencing and emphasizing content to allow students to practice key skills and competencies in the CCSS. • Using Formative assessments to allow for student demonstration of content mastery. • Creating agreements and commitments within the PLCs about course scope and sequence tied to “essential learning questions.” <p>Additional work in mathematics focused on the structure of healthy functioning PLCs. This included developing a common commitment to a “Guaranteed Viable Curriculum” through the collaborative identification of essential standards.</p>

<p>Data Analysis and Implications</p>	<p>Secondary Education focused on creating standards-aligned and authentic common formative assessments (CFAs). The Department worked alongside teachers to provide tools and structures for effective data analysis to inform instruction. The following statements guided the Department's work:</p> <ul style="list-style-type: none"> ● PLC committed to terms of administering, scoring, and calibrating CFAs. ● Formative data and student work tell us about the effectiveness of instruction. ● Communicating feedback to students and involving/empowering students in conversations about assessment. ● Responding instructionally (differentiation) to student data results with collective PLC actions.
<p>Reflection & Collaborative Planning</p>	<p>Secondary Education continues to have teachers reflect on best practices and how the best practices tie into the site foci. Teachers collaborated as site PLCs to plan their common assessments and lessons. ITCs continue to provide collaboration time in each professional development training to allow teachers to work with their PLCs on the following:</p> <ul style="list-style-type: none"> ● Interventions ● PLC actions revolved around ILT foci and school-wide best-practices ● Technology integration in interventions
<p>Social Science</p>	
<p>In 2019-20, Professional Learning in social science focused on the new History Social Science Framework for California public schools. ITCs worked alongside teachers to breakdown the framework, identify essential standards and begin creating common assessments.</p> <ul style="list-style-type: none"> ● Key discussions revolved around the shifts in content between Grades 6, 7, and 8. ● Work on the shift from all standards to essential standards. ● Begin the creation of District Common Formative Assessments and discuss grading practices. 	

Technology Integration

The integration of technology in all professional development trainings enhanced and assisted with the delivery of First Best Instruction, thus, expanding student access to relevant and appropriate curriculum. Instructional Technology Coaches (ITCs) worked to ensure teacher mastery of technology as a tool for instruction. The ITCs worked to deliver a blended approach to curriculum, instruction, and assessment. Highlights of the ITC work included:

- Facilitated professional learning for all 21st Century Learning Communities (21 CLC) middle school teachers by sharing new tools for integrating technology in their classrooms and creating a 21st Century Learning Environment.
- Reinforced the innovative use of technology integration in our classrooms by organizing the first Techfest in October 2019 for every middle school teacher and administrator.
- Individualized collaboration with core middle school teachers specifically on creating a blended environment using a station rotation method.
- Utilized Illuminate to host and implement common assessments for each PLC.

Secondary Distance Learning Professional Development

On March 13, 2020, Secondary Education quickly transitioned to Distance Learning in response to the COVID-19 outbreak. Our continual focus on FBI helped us to transition within days to be completely digital on-line learning. We have implemented the following trainings this summer by partnering with the International Society of Technology in Education (ISTE). Please see a description below of each micro course.

Assessing Learning in Online Environments

Assessments and feedback are critical components of high-quality online learning – for students and teachers alike. This course focuses on:

- *Incorporating formative assessments into online teaching.*
- *Providing meaningful feedback to all students through digital tools.*

Creating Community in Online Classrooms

Building relationships and fostering connections with and between students are essential for learning. This course focuses on:

- *Establishing communication and build classroom community in an online or blended learning space.*
- *Facilitating collaborative learning experiences in digital learning environments.*

Designing Online Learning Experiences

Learning online looks different than learning in a traditional classroom, and it comes with its own unique opportunities and challenges. This course focuses on:

- *Designing and facilitating effective, engaging and impactful content and lessons for a digital or blended classroom.*
- *Incorporating student agency and autonomy into online lessons.*

Ensuring Equity and Inclusion in Online Learning

Ensuring your classroom is an inclusive learning environment can be a complex task – particularly in online environments. In order to promote equity, teachers are taking action to design and implement flexible, engaging lessons to support all learners, including learners with disabilities or limited English language proficiency. This course focuses on:

- *Understanding the importance of knowing your students and their needs to create a more equitable and engaging learning environment.*
- *Effectively planning engaging digital lessons that support the needs of students with disabilities, English language learners and the youngest learners.*

Our professional development work will center around ensuring our teachers are competent in Distance Learning Best Practices. We will continue to reinforce the topics learned in the ISTE micro courses as well as focus on the use of digital tools, Canvas (Learning Management System) and iReady for our middle schools.

Thus, our Secondary Education PD plan for 2020-21 will continue to work on the FBI. We will resume our work on **Assessment** with the focus on the new grading paradigm of shifting grades to a more accurate reflection of student learning. We will also renew our work on **Engagement/Culture and Environment** by continuing our focus on SEL and Equity and Inclusive Practices. Also, our work is on-going with **Teaching and Learning** with an emphasis now on the use of digital tools and best practices in Distance Learning (DL).

Multiple Tiers of Systematic Intervention

DUSD continues to work on the development of a structured framework that describes the universal access to First Best Instruction provided to all students. This framework clearly outlines what every student will receive as part of their whole child experience. This system is part of our core instruction and the base of our Tier I level intervention. Within this Tier I, students receive leveled intervention to support them in areas they are deficient in based on assessment data. This level also includes support on social-emotional needs in addition to academic needs. All teachers and administrators continue to receive training in Positive Behavioral Supports and Intervention (PBIS). In addition, secondary teachers are receiving training on the whole child through Capturing Kids' Hearts.

Students who continue to need support, receive a second opportunity through Tier II interventions. For 2019-20, school sites utilized supplemental funding to extend library hours, hire Interventionists and pay teachers extra to provide tutoring before/after school. Students in Tier II, work in smaller groups in order to receive more targeted support.

Students who are still experiencing challenges in academic and/or social emotional needs, receive more intensive support through Tier II and/or Tier III structures. Students at this level receive more one-on-one support. For 2019-20, this support included services through our Foster/McKinney-Vento program, counseling support, academic tutoring and support classes. Support classes offer help in academics and

SEL. Please see below for the number of academic support courses offered by segment in 2019-20 school year.

- Middle School 53
- High School 41

Intervention Advisory Task Force

Throughout the 2019-20 school year, the Intervention Advisory Task Force continued their work in creating a multi-faceted plan for redesigning and restructuring the intervention course at the middle school level. In meetings facilitated by the Secondary Education Director and TOSAs, Nanette Johnson and Karlin LaPorta, the Task Force agreed upon a consistent approach to the structure, content, and outcomes of the course for the purpose of supporting the whole child. Maintaining a focus on the social-emotional needs of the student, the District's middle school intervention teachers attended the training Capturing Kids' Hearts where they learned how to create high-achieving centers of learning by strengthening students' connectedness to others in a nurturing classroom environment. Additionally, they continued investigating academic and technology resources to be used in the academic support classes to intervene in areas of Mathematics and English Language Arts.

Diagnostic and Intervention Tool

In 2029-20, the secondary school sites utilized STAR 360 by Renaissance data in ELA and Math and content formative assessments to evaluate student progress of students. However, in response to SB 98 (Education Finance Bill) which outlines requirements for Distance Learning, we will strengthen our intervention program at the middle school level in 2020-21 by implementing iReady. SB 98 clearly states that we must offer a robust intervention program, "*Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.*" Our elementary students are currently using iReady and have had great success in targeting students' learning gaps by giving adapted reading and math lessons based on the students' levels. Our site administrators as well as teacher leaders met this summer and concluded that iReady would best fit the needs of our middle school students in the upcoming year.

ADDITIONAL PROFESSIONAL DEVELOPMENT RELATED TO FBI

Expository Ready and Writing Course (ERWC) i3 Grant

Teachers at both Downey High School and Warren High School participated in the California State University ERWC i3 Grant program where they worked to modify and improve the ERWC modules for Grades 11 and 12. They met twice with their PLC to work collaboratively on the ERWC curriculum.

Co-Teaching

In order to support all students with the new graduation requirements, our secondary sites have implemented a co-teaching model to serve our general education and special education students. The co-teachers were provided with professional development and coaching with Debra Herburger, WestEd consultant, that provided Universal Design of Learning (UDL) strategies. The teachers were given feedback after coaching observations and instruction was tailored to the co-teachers' needs. Cohort 2 was formed in Spring 2019 that included ELA, Math, and Science teachers in Grade 10 and one grade level from each middle school. Cohort 2 received the introduction to co-teaching by Debra Herburger. The administrative teams that oversee the master schedule and special education from both high schools also participated in dialogue with Debra regarding co-teaching teams, master schedule implications, and plans for Grade 10. During the 2019-20 school year, Cohort 2 participated in professional development and coaching with Debra Herburger. The Cohorts will continue learning UDL strategies to facilitate differentiated lessons to successfully meet the needs of all students in "a-g" required courses in the upcoming year.

The Book Review Committee

Building on the foundational work that was done in the 2016-17 school year, The Book Review Committee (BRC) met each semester for the 2019-20 school year. Their scope of work included:

- Utilizing the book approval protocol to discuss literature that is relevant for Downey USD implementation of Standard-based curriculum
 - Recommending literature for Board approval
- The BRC continues to be comprised of representative English teachers and teacher librarians from DUSD's middle and high schools. Instructional Technology Coach, Joshua Roberson, facilitated a structured process wherein teacher and teacher librarians were able to complete their identified tasks.

GOAL #7: EXPANDING ZERO AND SEVENTH PERIOD OPTIONS AND SB 328

Our secondary schools have been committed to giving our students multiple opportunities for enrichment and acceleration by taking 0 or 7th period courses. Our goal is to give our students increased flexibility and course accessibility.

As a result of shifting schedules and providing more options to students and parents, all four middle schools have modified their schedules this year to include either Zero and/or 7th period classes. By doing so, more students had access to elective classes, especially AVID, ELD, and academic support. The following data reflects the changes the middle schools made for the 2018-19 and 2019-20 school years. The plan for the upcoming 2020-2021 school year is yet to be determined if it is feasible to offer zero or seventh period options in a Distance Learning Model.

Sussman Middle School

- 2018-2019: One section- Marching Band during Zero Period
- 2019-2020: One section- Marching Band during Zero Period

Griffiths Middle School

- 2018-2019: One section- Physical Education during 7th Period
- 2019-2020: Two sections- Physical Education during Zero Period

Stauffer Middle School

- 2018-2019: Three sections- Physical Education and Mock Trial during Zero Period; Marching Band during 7th Period
- 2019-2020: Six sections- 2 Physical Education and Mock Trial during Zero Period; Marching Band, Culinary Arts and Robotics during 7th Period

Doty Middle School

- 2018-2019: Two sections - Physical Education and GTT Robotics and Design during Zero Period
- 2019-2020: One section - Physical Education during Zero Period

In regard to late start times, administration is following the requirements of SB 328-Portino. All four middle schools will change their start times to begin after 8:00 a.m. beginning in school year 2020-21. Our two comprehensive high schools and one continuation high school will also change their start times as outlined by SB 328 to begin at 8:30 a.m. These new start times will be implemented in both a Distance Learning and Hybrid Learning Models.

GOAL #8: NEXT GENERATION SCIENCE STANDARDS (NGSS)

Secondary Education facilitated Professional Learning focused on implementing the NGSS. Recognizing that this implementation is a five to seven-year process, the department supported this collaborative work by providing time, space, and expertise for teachers to address the curriculum needs of their students.

The middle and high school science programs have made progress through the sequential steps necessary for successful classroom implementation of the Next Generation Science Standards (NGSS) as outlined below.

Middle School

- 3 optional planning days offered during the 2019 summer break
- 3 meetings with Michael Butler and Michael McGregory during the school year
 - Focus on larger storyline
 - Unit planning
 - Incorporation of Claim, Evidence, Reasoning
 - Early stages of assessment
 - One meeting with 2 publishing vendors to “window shop” potential adoption materials

High School Bio (Living Earth)

- 5 meetings with Michael Butler and Michael McGregory
 - Continuing work on storyline
 - Trying out proposed sequencing of material
 - Sharing of sample units and lessons

- Incorporation of Claim, Evidence, Reasoning
- Creation of common labs and rubrics to use as assessments

High School Chemistry & Physics

- 2 optional planning days were offered during the 2019 summer break
- 5 meetings with Michael Butler
 - Continuing work on storyline
 - Sequencing of instructional segments
 - Incorporation of Claim, Evidence, Reasoning
 - Creation of common labs and rubrics to use as assessments

The COVID-19 school closure impacted all levels with regard to missing additional professional development and further exploring materials for adoption at the middle school level.

RECOMMENDATIONS FOR FUTURE PLANNING

In 2020-21, Secondary Education proposes to:

- Expand our technology program to include a one-to-one take-home device model. Continue to integrate technology into all professional development meetings.
- Implement a new Learning Management System (Canvas).
- Implement a new diagnostic and intervention tool (iReady) at the middle school level.
- Strengthen our Distance Learning Model in all secondary schools.
- Focus on Equitable and Inclusive Practices.
- Continue building capacity within our schools to provide co-teaching classes that will ensure success for all students in the new graduation requirements.
- Continue work to involve all middle school and high school teachers in the development and refinement of curriculum maps, essential standards, formative assessments and instructional practices to address the complexity and rigor of the state standards in core disciplines.
- Provide more learning opportunities to secondary administrators in the area of data and how to use the data to make instructional decisions.
- Continue to partner with the California State University to implement the i3 Grant for the Expository Ready and Writing Course curriculum in Grades 11-12.
- Support the high school PD site coaches by providing trainings to enable them to coach their staff through the PLC process.

SPECIAL EDUCATION

Patricia G. Sandoval, Ed.D., Director

GENERAL OVERVIEW

The Special Education Department serves approximately 3,400 students. Each eligible student is provided with an Individualized Educational Program (IEP) with annual goals and objectives. Students may receive support services such as Occupational Therapy, Speech and Language, Adaptive Physical Education, Physical Therapy, and Assistive Technology based on need. The Department staff continually works to provide quality programs and services while maintaining legal compliance and fiscal responsibility.

The District's vision is to create citizens who are of good character, are globally competitive, and are college and career ready. Our Department focused on staying true to our mission:

To meet the unique needs of the whole child and in alignment with the District's initiatives, DUSD's Special Education Department will increase staff capacity through a focus on community engagement, continuous improvement, professional learning, and child/family centered inclusionary practices.

The 2019-20 school year proved to be an interesting year for all schools. Until March 2020, all work continued as planned. In March 2020, the COVID-19 closures led to our transition to online education. The Department focused on providing basic supports and guidance to our Special Education staffs and administrators. The Department continued to foster collaboration with schools and ensured we supported their needs. Routine work became complex in the online platform and all staff diligently did their best ensure we continued to provide high quality Special Education programs.

Three of our Department goals were to foster consistency in Special Education processes, continue with transparent communication, and provide training and support to our staff. Our team focused on responding to school, student, and parent needs. In addition to our continued Department work, the first portion of the school year was spent transitioning the Deaf and Hard of Hearing (DHH) program to Downey Unified. Significant work and collaboration were spent in the following areas:

- SEIS Records Management
- Fiscal reporting, records, and establishment of a billing system
- Providing the staff and students with materials and support
- Collaboration with Purchasing, Human Resources, Technology, Maintenance, Business, and Education Services departments to coordinate, when needed, and support the transition of the DHH staff and programs to DUSD.

During the 2019-20 school year, the Special Education Department staff engaged in the following:

- Attended IEP meetings.
- Met the California Department of Education (CDE) compliance and reporting requirements.
- Consulted with school staff to make recommendations for student placements and programmatic changes.
- Attended and participated in legal proceedings, which include hearings, resolution sessions, and mediations.
- Attended meetings with various Special Education stakeholders.
- Planned for and supported Special Education programs.
- Managed contracts and service agreements.
- Maintained accurate Special Education databases and records.
- Collaborated with various District departments to ensure compliance and functioning of the various Special Education programs.

2019-20 PROGRAM HIGHLIGHTS

The following program highlights are in addition to the routine tasks of the Special Education Department.

Reorganization of the Special Education Department

The Special Education Department went through two transitions due to staffing changes.

- Hired two new Program Administrators: Dr. Tamara Quinn and Ms. Danielle Duncan.
- Added the position of Program Specialist: Educationally Related Intensive Counseling Services (ERICS)-Behavior to meet the increased need for Tier 1 Behavioral and Mental Health support in the elementary and middle schools.
- Due to staffing changes, reorganized the duties of the Department to increase efficiency and support to schools.
- Return of the School-Based Medi-Cal Administrative Activities (SMAA)/Medical Billing to the Department. Dr. Rey Vargas was delegated the coordinator responsibilities. Under his leadership, this program brought in approximately \$500,000 in SMAA funds to the District.
- Restructured Augmentative Alternative Communication (AAC) to increase the District's ability to provide services to all students who need it. Established a team of three Speech and Language Pathologists to provide AAC.
- Early Childhood Programmatic changes were implemented to increase the collaboration of the staff:
 - ◆ Monthly Professional Learning Community (PLC) Meetings
 - ◆ Allocated support staff to increase support to EC classrooms
 - ◆ Reorganized the Intensive Behavioral Intervention (IBI) program to provide increased behavioral support to students.

“a-g” Graduation Requirements

- Ongoing collaboration and work with the high school administrators and the Secondary Education Department to discuss the implementation of the “a-g” graduation requirements for Special Education students.
- Participated in the “a-g” graduation requirements committee to discuss and plan for next steps for implementing this Board initiative for students with disabilities.
- Supported the development of the draft documents for the “a-g” timeline waiver to allow time to develop necessary interventions and supports for students.

Mental Health Services

- Reorganized the Mental Health Team (ERICS) and hired three additional School Based Therapists for a total of ten to support schools.
- Hired four SBT interns to provide additional individual and group counseling support to the schools.
- The School Based Therapists increased their support as follows: two days at the elementary schools; three days at the middle schools; and five days at the high schools.
- Coordinated the implementation of a mental health project with the Diagnostic Center, Southern California to provide professional learning opportunities/training for general education and special education staff at the middle schools around best practices in mental health. The project included general education and special education teachers from each middle school in addition to counselors, school psychologists and mental health support staff from all levels.
 - ◆ Do This, Not That! The Educator’s Guide to Working with Mental Health Conditions
 - ◆ Cognitive Behavioral Techniques for Educator’s
 - ◆ Game Plan: Putting the Mental Health Treatment Plan into Action

Moderate-Severe Programs

- Coordinated and facilitated collaborative K-12 articulation groups with the Social Behavior Communication (SBC) and Life Skills teachers to discuss the programs, develop consistent program descriptions, and increase consistency and understanding of the two programs.
- Planning and coordination for a ninth SBC elementary classroom that will be housed at Gauldin Elementary School during the 2020-21 school year.

Pandemic Period (March 20, 2020-June 30, 2020)

- Supported the transitioned all Special Education Programs to remote/online instruction.
- Developed implementation guidelines to support Special Education services.
- Supported the creation of DUSD’s Distance Learning Portal. Developed a Special Education webpage with various curated resources for families and staff.

- Facilitated support and training to special education staff:
 - ◆ Moderate-Severe Teacher PLCs
 - ◆ Mild-Moderate Teacher Collaboration Meetings
 - ◆ Speech-Language Pathologists trained to provide teletherapy and tele-assessments
 - ◆ Related Services Providers regularly met to collaborate and develop online lessons and resources
- School Based Therapists collaborated with school counselors and teams to provide needed mental health supports and resources for students in need.

The Special Education Department staff focused on continuing our visibility and collaboration with staff by:

- Engaging in continuous dialogues with senior leadership staff to ensure alignment with District goals.
- Consistent attendance and participation in the Combined Principal's Meetings, Elementary and Secondary Principals' Meetings.
- The Director's attendance at Instructional Cabinet Meetings.
- Regular attendance at union meetings to discuss Special Education staff concerns.
- Participation in the Certificated Union Negotiations Team in Spring/Summer 2020.

Other Accomplishments

- Continued development of District programs has allowed students to transition from Residence Treatment Centers (RTC) to step down Non-Public School (NPS) programs.
- Coordinated with Human Resources in the Spring/Summer 2020 to hire needed staff, (teachers and service providers).
- Workability Grant transitioned to DUSD from Los Angeles County Office of Education. This grant provides opportunities for Special Education students to develop skills that enhance their post-secondary opportunities. This grant provides job skills training and employment to students.
- Provided Teaching our Paraprofessionals for Success (TOPS) and Nonviolent Crisis Intervention (NCI) Training to our classified and certificated staff.
- Inaugural year for the Special Education Academy where first year Special Education teachers meet monthly to discuss pertinent topics and problem solve their everyday situations.
- Collaborated with the Special Education Local Plan Area (SELPA) to develop a Transition Training for all high school and adult transition teachers.
- Coordinated with the SELPA Office to provide a two-day Facilitated IEP Training to DUSD and Montebello Unified School District (MUSD) staff.

RECOMMENDATIONS FOR 2020-21

In the new school year, our Department goals will be to:

1. Continue to collaborate with the SELPA Director to increase the support and services the SELPA office offers to DUSD and MUSD.
2. Continue to strengthen the collaboration and visibility of our Department with the school sites.
3. Develop consistent practices and processes that will increase our efficiency, specifically in placement and assessment practices.
4. Continue to support inclusive practices and collaborate on the expansion of co-teaching programs in the school sites.
5. Develop and support the instructional program through articulation meetings with our moderate to Social, Communication, Behavior (SBC) program.
6. Establish consistent modes of communication to disseminate information to all Special Education staff.

STUDENT SERVICES

Dr. Robert Jagielski, Senior Director
Student Safety, Wellness, and Engagement

GENERAL OVERVIEW

The Student Services Department is a multi-functional team of highly trained and dedicated individuals who place student academic and social-emotional achievement as our top priority. We operate under the belief that, “Without Safety, Nothing Else Matters.” Our goal is to provide specialized services necessary for each student to meet his or her academic potential, which strongly reflects the District’s Shared Values and supports the Vision of having:

all students graduate with a 21st Century education that ensures they are college and career ready, globally competitive, and citizens of strong character.

The Department consists of a Senior Director, an Attendance Coordinator, four Foster Youth and McKinney-Vento program specialists, a probation officer, eight school nurses and staff, and others who work throughout the District to meet the needs of students, parents, and families who have been referred for services or demonstrate specific needs.

Student Services personnel oversee the administration, coordination and the implementation of programs to cover compliance with compulsory education laws related to student attendance, admission and enrollment procedures, student discipline cases, district Behavior Review and Interventions Team (BRIT) meetings to minimize expulsions and provide students with the support(s) needed to keep them on academic track, student transfers, emergency preparedness, school climate and safety, and 504 plans. They resolve complicated and serious situations in need of attention involving school enrollment, student discipline, campus safety, and alternative programs to support students.

As experienced professionals, the Student Services team not only provides care for the students, but also acts as a liaison to a wide array of community agencies that are involved with child welfare, attendance, after-school programs, and safety issues. The coordination of these services with other agencies as partners helps to facilitate a productive and positive environment for all stakeholders.

A description of the programs and services provided by the members of the Student Services Department along with statistical summary of student data as appropriate for the 2019-20 school year follows.

STUDENT DATA, PROGRAMS, AND SERVICES

Whole Child Support

Every program (PBIS, WEB, Link Crew, PVWH, AVID, etc.) that we implement across the District to meet the needs of the Whole Child through identified academic, social emotional, and behavioral areas does so under the umbrella of CHARACTER COUNTS! in order to focus, align, strengthen, and increase the impact of our efforts.

It is important to note that beyond academics, educating the Whole Child had come to the forefront in education and during this pandemic has been highlighted more than ever before. Therefore, the ultimate goal remains to ensure that each child is knowledgeable, emotionally and physically healthy, civically inspired, engaged in the arts, prepared for work and economic self-sufficiency, and ready for the world beyond formal schooling. Our District focus on Social Emotional Learning (SEL) and Positive Behavior Interventions & Supports (PBIS) is more important than ever. Having Social Emotional Support Systems was and will be a top priority for the re-opening of schools.

PBIS is a framework for educators to encourage and reinforce positive choices and actions. PBIS provides a process for schools to focus on school-wide behavior supports for all students, placing emphasis on implementation practices and systems. Through a Multi-Tiered System of Support (MTSS) approach, schools organize PBIS practices and systems into an integrated collection, known as three tiers of support where students experience supports based on their receptiveness to behavioral interventions.

In Tier 1, MTSS ensures that all students (80-100% school/class wide) receive PBIS supports at the universal/primary level; in Tier 2 some students (10-20% of all students) need supplemental targeted interventions through small group instruction, at this second level; and in Tier 3 a few students (1-10% of all) require intensive interventions through highly individualized supports at this tertiary level.

During the 2019-20 school year, in Downey Unified our PBIS program expanded to include the last group of three schools so that all DUSD schools were able to attend PBIS trainings and form their own school site PBIS teams. Trainings were customized to meet each school's needs. Our PBIS/SEL Coordinator provided appropriate resources based on each school's unique/cultural needs and helped to coordinate, schedule and ascertain successful and relevant trainings.

Our PBIS /SEL Coordinator:

- Assisted schools in assessing their environment by utilizing data and surveys to track discipline and perceptions. This use of Data Driven Decision Making has allowed schools to correlate relevant behavioral data with academic data and triangulate information to establish ongoing goals to close gaps relevant to each school.
- Provided multiple school, individual school and small group trainings/workshop to build coherence with all schools and District Office leaders regarding definitions, best practices and data-related implications and evidence of SEL.

- Expanded upon the solid foundation of CHARACTER COUNTS!, combined with PBIS tenets, these workshops provided training on SEL related practices specific to addressing the needs of the whole child, improving student behavior and building positive relationships.
- Presented professional development to set the groundwork for our administrators about the value and importance of SEL competencies: self-awareness, self-management, social-awareness, responsible decision making, and relationship skills.
- Distributed weekly emails to all schools and provided coaching and staff trainings/workshops on programs that targeted all three tiers of support.
- Tier 1 level of support trainings/information dissemination included CHARACTER COUNTS!, PBIS, Restorative Practices, Whole Child Instruction, Capturing Kids' Hearts, Zones of Regulation, Growth Mindset and Mindfulness.
- Tier 2 and Tier 3 workshops were also provided through individualized staff consultation and/or trainings on Trauma Informed Practices, such as Cognitive Behavioral Intervention for Trauma in Schools to address behaviors related to trauma, Diagnostic Center trainings for students with emotional/behavioral challenges and Capturing Kids Hearts. Here more intensive strategies were provided to reduce symptoms of distress, improve children's coping skills, build resilience, and increase peer and parent support.
- Also serving at the Tiers 2 and 3 levels, our PBIS/SEL Coordinator worked closely with the DUSD Mental Health Team, Griffiths Middle School administrators and Special Education Department and Diagnostic Center to coach, train, model and support teachers/staff members working with students with special needs. PBIS and SEL strategies were consistently implemented, yielding successful results.

Character Education

The ongoing pursuit of excellence with integrity in Downey Unified is clearly exemplified with our re-commitment to CHARACTER COUNTS! (CC!) that began in the fall of 2017. Even though DUSD has been recognized for years as having a strong district-wide program and also as having institutionalized CHARACTER COUNTS!, we developed and implemented a plan to re-energize personnel and school teams with the most current CC! training, ideas, and strategies.

Working closely with the staff from the new CHARACTER COUNTS! global headquarters, which is now housed on the campus of Drake University in Des Moines, Iowa, the plan was effectively carried out. Subsequently, on January 28, 2020 at our community-wide CC! Coalition Meeting, Downey Unified was named a *National CHARACTER COUNTS! Exemplary School District*. As a global initiative that transforms lives and strengthens communities, CHARACTER COUNTS! and the six pillars assist us in fulfilling our District's Vision through character development.

In order to ensure that Board Goal #3 remained a top priority the Board of Education again showed its commitment to character education by allocating \$75,000 to continue and expand character education activities at all school sites. Therefore, each school again received supplemental funds to support activities to promote their character

education efforts during the District-wide CHARACTER COUNTS! Week celebrations (October 21-25, 2019) and beyond. Schools received the following amounts:

- Our 13 elementary schools received \$1,000 each
- Our four middle schools, Spectrum School, Columbus High School, and Downey Adult School received \$1,500 each
- Downey and Warren High School each received \$2,800

Additionally, during the second semester each school again committed to select another week to focus on CHARACTER COUNTS! beyond their ongoing general CC! plans and activities. Many of the schools tied it to their fun-filled school spirit week. We have found this second week-long focus increases awareness of CC! both District and community-wide for all to see. This year the vice principals assigned to our 13 elementary schools collaborated to create a Kindness Campaign Drive by using the same book (A Little Spot of Kindness, Written and Illustrated by Diane Alber) in all of our approximately 350 TK-5th grade classrooms. The book provided a springboard to define and highlight kindness as well as provide the theme for our semester-long focus. This project was well-received and we believe we might try another book theme idea next school year.

Student Attendance Rates

The following chart shows the rate of attendance comparison by school for the previous six school years beginning with 2013-14 school year. The attendance rates listed below are for all programs at each school site.

Due to the school closures during COVID-19 pandemic and the Distance Learning model that initiated on March 13, 2020, attendance rates were calculated through the 8th month (March 2020). Per guidelines from the California Department of Education, attendance taken during Distance Learning was not for average daily attendance (ADA) purposes, but rather for monitoring student contact.

Furthermore, for the purpose of preventing losses of attendance-based funding as a result of reductions in ADA due to COVID-19, SB-117 provided that ADA used for both the second period and the annual period apportionment included only full school months from July 1, 2019 to February 29, 2020.

SCHOOL	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<i>Elementary</i>							
Alameda	94.67	94.64	94.66	94.76	95.13	95.39	95.29
Carpenter	96.54	96.20	95.96	95.64	95.60	96.03	95.72
Gallatin	96.73	96.41	96.54	96.00	96.29	96.35	96.17
Gauldin	96.14	95.97	95.58	95.54	95.54	95.58	95.35
Imperial	95.02	94.71	94.64	95.09	94.83	94.99	95.40
Lewis	95.37	95.24	95.12	95.43	95.31	95.66	95.13
Price	96.36	96.16	96.30	96.37	96.33	96.66	96.40
Old River	96.61	96.43	96.24	96.37	96.38	96.57	96.08
Rio Hondo	96.03	95.13	95.17	95.02	94.88	95.31	95.40
RSG	96.34	96.21	95.90	95.67	95.48	95.80	95.56
Unsworth	95.91	95.95	95.93	95.95	95.76	95.88	95.96
Ward	95.81	95.70	95.26	94.94	95.13	95.14	94.99
Williams	95.85	95.89	95.58	95.17	95.23	95.20	95.30
<i>Middle</i>							
Doty	96.29	96.04	95.74	95.90	95.83	96.57	96.84
Griffiths	96.40	96.10	96.30	96.38	96.24	96.57	96.59
Stauffer	97.51	97.10	96.72	96.38	96.25	96.32	96.36
Sussman	96.44	96.36	96.16	96.29	96.54	96.21	96.13
<i>High</i>							
Downey	95.68	95.62	95.43	94.97	95.53	96.06	96.22
Warren	96.93	95.66	95.43	95.05	95.56	95.22	95.80
<i>Continuation</i>							
Columbus	80.34	76.22	81.79	84.14	85.81	86.33	86.74

Saturday School Attendance Recovery Program

This year's Saturday School program ended earlier than its projected date of April 15, 2020 due to COVID-19 and the school closures. The last day of our attendance recovery program for students was on Saturday, March 7, 2020.

For the 2019-20 school year, DUSD schools recovered 6,169 absences via the Saturday School program. With a daily attendance rate of \$59.53 per student, the subtotal was recovered is that of \$367,240.57. School sites continued to receive a \$4 stipend per student absence that could be used towards the purchase of instructional supplies. All school sites combine will receive a total \$24,676.

ASPIRE: After-School Program

ASPIRE is an expanded learning program at nine elementary and three middle schools that runs from soon after school dismissal to 6:00 p.m. daily. It is funded through the After-School Education and Safety grant from the California State Department of Education and serves approximately 1,200 DUSD students each school day. The District and the City of Downey have collaborated to provide an academically enriching environment that is also fun and safe. ASPIRE personnel work closely with each school site's staff and are dedicated to developing youth voice and leadership, active and engaged learning opportunities and enhancing social-emotional growth of all program participants.

Suspensions from School

The total number of students who were suspended during the past school year was 803, which is a decrease of 230 students from the 2018-19 school year.

The chart below shows a comparison of total student suspensions and total days of suspension over a five-year period:

<u>School Year</u>	<u>Student Suspensions</u>	<u>Change From Previous Year</u>
2019-20	803	-230
2018-19	1,033	+146
2017-18	887	-89
2016-17	976	+171
2015-16	805	-101

The total number of suspension days for the 2019-20 school year decreased by 414 days to 1,564, compared to the previous school year.

<u>School Year</u>	<u>Suspension Days</u>	<u>Change From Previous Year</u>
2019-20	1,564	-414
2018-19	1,978	+255
2017-18	1,723	-336
2016-17	2,059	+491
2015-16	1,568	-53

Behavior Review and Intervention Team (BRIT) Referrals

Students who were in violation of Board Policies and the Education Code related to discipline matters were referred to the District for a BRIT meeting. During the 2019-20 school year, approximately 75 BRIT meetings were held. Meetings always included the student, parents/guardians, school site administrators, the District attendance counselor and director, and other support personnel as needed. During the meetings, the facts related to each incident were reviewed and a support plan was created and agreed upon by those in attendance. None of the BRIT meetings resulted in a referral for expulsion this year.

Alcohol and Other Drug (AOD) Intervention Agreements

AOD agreements have been used with students who violated Education Code 48900 (c, d, or j) which pertains to incidents involving Alcohol and Other Drugs. The chart below shows a comparison of total students who entered into an AOD agreement over a five-year period:

<u>School Year</u>	<u>AODs</u>	<u>Change from Previous Year</u>	<u>Percentage-Change from Previous Year</u>
2019-20	57	-73	-56%
2018-19	130	-44	+25%
2017-18	174	+28	+19%
2016-17	146	+47	+46%
2015-16	99	-42	-30%
2014-15	141	+42	+42%

The AOD intervention has helped our students and their families to address drug use by agreeing to certain conditions without applying the most severe penalty and label on a student's record associated with an expulsion. The AOD has significantly reduced the number of expulsion referrals, but still holds the student accountable for their actions while giving them an opportunity to get help, correct their behavior, make better choices, and successfully complete their education.

Permits

The implementation of an online application for an inter-district permit in Downey schools has continued to be an effective means of facilitating the process for parents and school administrators alike. For the 2019-20 school year, records indicate that 1,985 student inter-district permits were on an Inter District permit from other school districts, while 637 Downey Unified residents applied for permits to attend schools in other districts.

Peak Enrollment

The monthly enrollment reports for 2019-20 filed in the Student Services office indicated that a peak enrollment of 22,054 was recorded during Month 2 on September 2, 2019. Below is entire enrollment report for 2019-20 school year.

19-20 Enrollment Report Totals	Total Enrollment
Month 1	22,020
Month 2	22,054
Month 3	22,047
Month 4	22,042
Month 5	21,963
Month 6	22,015
Month 7	22,050
Month 8	22,049
Month 10	22,046
Month 11	22,050

Child Abuse Reports

The state mandate of reporting suspected child abuse cases to appropriate authorities resulted in 21 reported cases during the 2019-20 school year compared to 31 for the 2018-19 school year.

Independent Study Program

During the 2019-20 school year, the Independent Study Long-Term Program provided education for 116 students. This figure includes a special dropout prevention program at Columbus High School. The District also provided the Independent Study Short-Term Program to 264 students absent from school five to 15 days, therefore, retrieving ADA that would have normally been lost.

Coordinator, Student Services and Attendance

Listed below are several goals accomplished this past year:

- Collaborated with staff to implement programs intended to reduce the numbers of students who are chronically absent and habitually truant.
- Conducted home visits or other recognized methods to verify absence in order to support school sites and student attendance.
- Participated in the District's student suspension and expulsion process and District Behavior Review Intervention Team.
- Served as the District's School Attendance and Review Board chairperson and liaison with the Los Angeles County District Attorney Office Abolish Chronic Truancy Program.
- Headed the 504 plans and procedures.
- Unfolded the implementation of Beyond Student Study Team (SST), a new Web Base platform where SST and 504 plans are created in concurrence with the District's Multi-Tiered System of Supports practices and procedures.
- Collaborated with the Probation Department and Superior Court and oversaw DUSD Teen Court Program.
- In collaboration with the Maintenance, Operations and Transportation Department, supported the District's Emergency Operations Center (EOC) and Safety Committee.

Probation Officer

The Los Angeles County Probation Department assigned one school-based juvenile probation officer to the community of Downey. This probation officer monitored and supported local youth who were under the jurisdiction of the court system. The probation officer was involved in the following:

- Supervised minors on informal/formal probation
- Acted as a liaison between probation department and school officials
- Collaborated with the local 10-20 Club and other community based organizations
- Attended monthly Gangs Out Of Downey (GOOD) meetings

- Was a member for the Student Attendance Review Board
- Assisted with Teen Court
- Assisted with referrals for employment and college and Downey Adult School enrollment
- Coordinated a Young Women Leadership workshop
- Coordinated a seminar focused on Commercial Sexual of Children for Columbus High School students

Student Services Program Specialists

Over the course of the 2019-20 school year, the Student Services-Foster Youth, McKinney-Vento, and Probation Advocacy Program provided the following to their caseloads:

- Gathered educational records from prior schools to ensure appropriate placements (i.e. special education, GATE, core classes)
- Identified and met with middle and high school aged foster/probation youth students every four to six weeks
- Worked with students to identify academic, post-secondary college and career goals, and personal goals
- Provided support to 12th grade students in need of filing the Free Application for Federal Student Aid (FAFSA)
- Referred to various scholarship opportunities
- Participated in a variety of meetings (Individualized Educational Program, Student Study Team, parent conference, monthly contact with social worker, meeting at social services, etc.)
- Provided worksheets on organization, study skills, conflict resolution, etc.
- Connected students to community college and university Extended Opportunity Programs and Services, foster youth liaison, and programs for support and transition plans
- Connected students with extracurricular resources to agencies in the community
- Communicated with parents and foster parents regarding educational updates as well as educated them on the educational process when it came to seeking academic supports and various programs to enhance their students' ability to be academically successful
- Supported school sites when McKinney-Vento and foster students and families were having academic, social emotional and/or behavioral issues
- Facilitated ongoing Bounceback, Cognitive Behavioral Intervention for Trauma in Schools, at-risk support groups for students and Restorative Circles (for both parents and students)
- Provided psychoeducational training to teachers
- Provided presentations for school staff and parents on the foster youth/McKinney-Vento programs
- Collaborated with outside agencies for resources
- Served as Crisis Team Members
- Served as TLC Advisory Board Member

- Served as Downey Cares Collaborative members: a partnership between the City of Downey, Department of Child and Family Services (DCFS) Santa Fe Springs Office, DUSD and other stakeholders

During the COVID-19 Pandemic (in addition to above mentioned items that were continued via Zoom or phone):

- Provided families with laptops and/or electronic devices at their homes so that students could have access to remote learning
- Attended Zoom meetings with our respective school sites to address issues regarding Distance Learning
- Identified students who were not participating in Distance Learning and provided guidance, resources and supplies to support their online learning platform
- Coordinated services with School Based Therapists to ensure that our students' social emotional needs were being met (i.e. ensuring safety plans were in place when necessary)
- Collaborated with PTA HELPS and Board Member Martha Sodemani to provide families with much needed groceries and grocery gift cards
- Collaborated with Warren High School to purchase and deliver food and basic need items for struggling families
- Distributed hot spots and instructional materials to families who lacked appropriate internet connectivity that had limited transportation options
- Worked with Housing agency HOPICS to distribute masks to families living in motels
- Collaborated with LA County Department of Mental Health to ensure that families residing in motels had access to their mental health services via Zoom or Skype

At-Risk (Outreach) Consultant

Darrell Jackson serves as an Outreach Consultant for DUSD youth and their families. Mr. Jackson is the Director of the 10-20 Club, Inc. and has just completed his 24th year of service with Downey Unified. During the course of the 2019-20 school year, he was involved in the following activities:

- Member and Co-Chairperson for School Attendance and Review Board #20
- Member of Gangs Out of Downey (GOOD)
- Provided outreach services, drug and alcohol services, anger management classes, individual and group counseling, community service and tutoring to DUSD students as well as parenting classes and mentoring female students
- Provided outreach service to middle school students
- Provided outreach services via Zoom meetings during COVID-19 closure

Health Appraisals and Services

- State Mandated Hearing and Vision Screenings
Hearing tests were performed on 7,341 students in Grades K, 2, 5, 8, 10, SDC, all new students, and 127 students referred by school staff. Vision screenings were performed on 7,491 students in Grades K-12 and 1,295 students referred by school staff.

- State Mandated Scoliosis Screening
Scoliosis screenings were given to 1,609 students, all 7th grade girls and 8th grade boys. Referred 34 students requiring follow-up care to their personal physician.
- Contagious Diseases
One thousand one hundred sixty-eight (1,168) Pediculosis and 186 Whooping Cough students were assessed or excluded in 2019-20.
- Immunization Review and Compliance with State Immunization Requirements
Reviewed 5,128 immunizations in Grades K-12, reviewed 1,590 students advancing from 6th to 7th grade, for Varicella and T-dap immunization cards for verification on students entering 7th grade, attended kindergarten registration events and reviewed immunizations for 1,677 prospective students enrolling for the new school year.
- Employee In-Service Training
Provided training to 513 staff members on education policy, medication administration, strategies on how to recognize and respond to asthma incidents, diabetes, seizures, and head injuries. Gave instruction on the use of the Epi-pen for severe allergic reactions (Anaphylaxis) and provided professional development on immunization requirements for school entry. Provided 3,000 educational pamphlets to school sites and families and were available for questions/concerns regarding Blood-Borne Pathogens to all employees in the District (required by occupational safety and hazard authority).

Teen Court

Teen Court is an intervention program which provides selected juvenile offenders with the opportunity to be questioned, judged, and sentenced by a jury of their peers. The program diverts young people from the formal court system and promotes restorative justice through innovative sentencing. The Los Angeles Superior Court's Teen Court program operates at over 20 County schools and is the largest and fastest growing network of teen juror justice in the country. This year, with the support of the Teen Court proctors and judges, we were able to re-organize the program in order to raise the number of participants and have more fluid session while respecting the privacy of the defendant.

STUDENT SERVICES ACCOMPLISHMENTS

- Assisted and supported the transition of all DUSD students and families to 100% Distance Learning during the spring semester that began on March 13, 2020.
- The submitting of on-line inter-district permit applications was successfully transitioned to a new web-based platform. This streamlined the application process for both parents and District staff in regard to the monitoring of application status, communication, and enrollment for those accepted.
- Dr. Kling joined the Department team and served as the Independent Studies teacher for District level placement cases. She also served as the point person for the 18 DUSD school teams who attended PBIS trainings through LACOE and

helped them to develop and implement plans leading to a more positive school climate and culture.

- For the tenth consecutive year, we successfully supervised the District's comprehensive "Saturday School Attendance Recovery Program" at all the elementary schools, four middle schools and the two comprehensive high schools.
- Collaborated with Maintenance, Operations, and Transportation Department and other District personnel to develop new safety measures and upgrade the District's Emergency Operations Center (EOC) and communication system.
- Held monthly SARB meetings through March 2020 to support families of students who had significant attendance/behavior issues that impacted their academics. Panel members included an attendance coordinator, a probation officer, a representative from the District Attorney's office, a school nurse, a representative from True Lasting Connections (TLC) and the 10-20 Club, a DCFS social worker, a foster/McKinney-Vento program specialist, and other community members as appropriate.
- Due to the plans and supports put into place at our Behavior Review and Intervention Team (BRIT) meetings, the District had no referrals for expulsions this school year.
- Monthly co-administrator meetings were held to review and discuss District-wide guidelines on how to handle discipline, attendance, and other student safety issues. Assistant principals, vice principals, deans, program specialists, and other administrators attended these meetings. Professional development was provided on topics, such as, discipline procedures and protocols, permits process, Saturday School, vaping, PBIS, SEL, and more. Opportunities for Building Leadership Capacity were also provided by directors and other key administrators of the District.
- Collaborated with District Attorney's office to continue to support elementary schools via the Abolish Chronic Truancy (ACT) program.
- Collaborated with the District's Mental Health Unit to provide mental health services to students in need.
- Applied and received a Tobacco Use Prevention Education mini-grant from the Los Angeles County Office of Education. The funds were used to educate and increase student awareness at our secondary schools about the dangers and negative impact of tobacco, vape, and/or marijuana use.
- Once again CHARACTER COUNTS! Week (October 21-25, 2019) was celebrated District wide during the fall semester and then each school chose a week during second semester to celebrate CHARACTER COUNTS! on their own.
- Elementary vice principals collaborated to create a "Kindness Campaign Drive" at our 13 elementary schools using the same book (A Little Spot of Kindness, Written and Illustrated by Diane Alber) in all of our approximately 350 TK-5th grade classrooms.
- On January 28, 2020 at our community-wide CC! Coalition Meeting, Downey Unified was named a *National CHARACTER COUNTS! Exemplary School District*.

NEXT STEPS FOR 2020-21

- Lead the District committee's efforts responsible for the adoption of a comprehensive Pre-school through 12th grade Social Emotional Learning (SEL) curriculum.

- Dr. Kling will spear head and support the effort of all our schools with the implementation of their Positive Behavioral Interventions and Supports (PBIS) programs and School-wide Behavior Expectations to help all students reach their academic potential.
- As the newly appointed Program Administrator of Mental Health, Mr. Jayro Roman will collaborate with program specialists and school site personnel to coordinate our District's response to ongoing crisis intervention and further develop our overall mental health plan and support systems.
- Support all students, families, staff, schools, and departments as we plan for the transition back to on-campus instruction and activities.
- Especially during this pandemic time, continue to further develop our relationships with the City, Downey Police and Fire, LA County Probation, LA County Department of Public Health, and various other public agencies that will help us to best serve our students, families, and staff.
- Work directly with GOOD to coordinate events that support our students (i.e. Backpack/School Supplies Giveaway, Thanksgiving Meal program, Christmas "Shop With A Cop", etc.).
- Assist with supporting all school staff and students with attendance guidelines whether on campus or while in Distance Learning.
- Coordinate District-wide emergency drills related to fire, safety, active shooter, and intruders on campus.
- Support the foster/McKinney Vento program specialists to continue to seek grants that are available for their student population.
- Increase home welfare and safety checks via phone, tele-conference calls, and/or in person when safe to do so, to improve attendance and/or identify supports needed by the families.
- Work with elementary school vice principals to develop and implement another book themed idea related to social emotional learning for the second semester of the 2020-21 school year.
- Support secondary schools as they establish their on-campus Wellness Centers focusing on mental health and also explore new strategies and programs to communicate and respond to student needs and concerns.

TECHNOLOGY AND INFORMATION SYSTEMS

Chris Nezzar, Chief Technology Officer

GENERAL OVERVIEW

The Technology and Information Systems Department is comprised of the Technology Department, the Student Information Systems Department (SIS) and administrative support. While two departments, they work seamlessly to support our staff and students with everything technology related. They are responsible for a wide range of services that includes the student information system, email, state reporting, federal reporting, telephones, fire alarms, closed circuit television systems, paging, classroom voice reinforcement, classroom audio visual systems and many other systems that are integral to our classrooms every day activities. The departments work closely with principals, teachers, and other departments to provide the resources, data, and tools to help everyone achieve our District Vision. Our goal is to enable teachers and administrators to provide a 21st Century education that ensures our students are college and career ready, globally competitive, and citizens of strong character.

The Technology and Information Systems Department consists of the following departments and personnel:

Technology and Information Systems

- Chief Technology Officer
- Assistant Director

Student Information Systems Department

- Student Information Systems Manager
- Two Student Information Systems Operators
- Database Administrator

Technology Department

- Two Network Administrators
- Two Assistant Network Administrators
- Programmer Analyst
- Two Network Specialists
- Seven Computer/Network Support Technicians
- Two Maintenance Electronics Technicians

PROJECTS, PROGRAMS AND ACCOMPLISHMENTS

Last year the Technology and Information Systems Department continued to focus on getting ready for the future by completing our long-standing projects. Going into 2019-20 we were poised to make some significant changes to how the District would use technology. Little did we know what spring would bring. We successfully completed year five of the 21st Century Learning Communities initiative bringing all grades at our elementary and middle schools into the initiative. Going into this year we started planning for the next step, moving to a one-to-one model at those schools. In a one-to-one model, every student has their own device that they use throughout the day. Technology and Information Systems also continued to update teacher computers at all schools as needed, continued to work with facilities and maintenance to implement the updated standards for safety and security and ensuring our modernization projects incorporate the latest technology standards, completed the procurement of a new radio system, and deployed over 500 new digital radios, all while working behind the scenes to make our District technology work every day.

Technology and Information Systems

21st Century Learning Communities Initiative

To ensure all students graduate with a 21st Century education we continue to expand the 21st Century Learning Communities Initiative (21 CLC). At the heart of the 21 CLC initiative is the enhancement of our Professional Learning Communities by embedding an Instructional Technology Coach for three years. Over this time, the coaches help teachers learn and explore to gain the confidence and skills needed to continue enhancing their students learning with ever changing technology. To foster collaboration and communication with their peers while working on projects that focus on critical thinking and creativity, participating classrooms receive technology devices at a 2:1 student to device ratio. Teachers are supported in their learning and exploration with supplemental materials, accessories, conferences, and collaboration time with other participating schools. These teachers have created 21st Century learning environments where students are eager to work and excited to share their learning in amazing ways.

As part of the 21 CLC initiative the Technology Department deployed 1,250 devices for students this year. With most of our teachers doing amazing work in a shared model, the District was ready to make the leap to one-to-one at the elementary and middle school levels. To make that possible, with the Board of Education's support, the District purchased 11,000 of the latest generation of iPads for Grades TK through 6th. Our plans were for TK through 5th grade to remain at school and 6th grade students would take them home.

Technology Department

Safety and Security

This year, the Technology Department has continued to lead in many safety and security projects. We continue to install additional video cameras at every school and

will continue the deployment of video cameras with additional entrances and campus locations completed this year.

Digital Radios

The Technology Department led the project to replace the aging radio system in the District. The old analog system was no longer working well District-wide due to frequency crowding and lack of available channels. After two rounds of request for proposals, the selection committee consisting of management from Technology, MOT, Transportation and Purchasing selected a digital radio system from Kenwood. This marked a dramatic change from our previous analog system in that we would be leasing the radio channels from MRA Raycom. There were no channels available for purchase in our area and the one channel we were licensed for would not provide nearly enough capacity for our system.

We deployed over 500 radios in September. The new system was a great improvement in our Transportation Department. Providing advanced capabilities and coverage in all southern California. At the sites we noticed some issues that needed to be addressed. We worked over the next four months with our vendor and Kenwood to remedy those issues. MRA Raycom has proven to be a strong partner and takes immense pride in providing excellent service. They owned the issues and worked with us until we were satisfied. We accepted the new radio system in February with the expectation that one additional radio site would be installed as soon as possible to provide even better coverage. That additional radio site went online at the end of the year. We now have a reliable radio system we can count on during day-to-day operations and emergencies.

Response to Distance Learning

March 16, 2020 brought a swift and significant shift in education as over 100 years of traditional educational practices were suddenly turned upside down. No longer were the brick and mortar buildings of a school where education took place. Students would be using technology to learn from their homes. No longer were all our devices in our network but spread across the city of Downey and beyond.

Years of slow and steady upgrades with an eye towards the future when students would take devices home enabled the Technology Department to transition thousands of devices from onsite use to at home use in less than two weeks. Upgrading our Internet last year meant we had the bandwidth to support students and staff at home. Upgrading our firewall with advanced virtual private network functions allowed teachers to connect securely to the District network to access their work that otherwise would have not been available. Keeping teacher computers up to date with current operating system software meant that we could use modern software to support student learning from home. Our work with Microsoft Teams allowed us to route phone calls to office staff at home to continue to support our families when schools were closed.

All our plans in the 21 CLC initiative for a slow and steady rollout of one-to-one with only sixth grade students taking devices home was quickly adapted to every student who needed a device taking home a District device in all grades. With the help of

administrators and staff across the District, the Technology Department deployed over 8,000 devices in two weeks to students so they could continue their learning at home. Our support model shifted to directly supporting families and students at home. The Technology help desk became a lifeline for families who would call for just about anything knowing we would answer the phone and do what we could to help.

The entire Downey Unified family stepped up to make the transition to Distance Learning possible. Everyone supported the Technology Department any way they could, and our families continue to benefit from the strong sense of teamwork between the schools and the Technology Department. We had laid a solid foundation for the work in the spring but did not have the staff needed to transition so quickly. The saying goes “many hands make light work” and while no one would say the transition was easy, Downey Unified was able to accomplish something everyone would have said was impossible just months earlier.

Student Information Systems

The Student Information Systems Department (SIS) works supporting administration, teachers and students in the use of Q, our student information system. The SIS Department does a tremendous amount of work behind the scenes to help our District and schools run smoothly. Their work in CALPADs ensures we receive the funding we are entitled to, our students can take the Smarter Balanced Assessments, students can access online resources and we meet all the state and federal data collection requirements. The State continues to consolidate more reporting into CALPADS, and even the Office of Civil Rights and Department of Education is now using CALPADs data to support federal reporting. The Department continues to work closely with Educational Services, Certificated Human Resources, and Financial Services to ensure the accuracy of State data collections. Keeping up-to-date and accurate counts of English learners, socio-economically disadvantaged, and foster youth are vital to receiving the funding needed to address the unique needs of each group.

Improved Parent Communications

This year we moved all schools to the new Blackboard Communication platform, BBComms. We had been using the classic communication platform from Blackboard. The new platform allows schools to communicate with text messages, email, push notifications to the DUSD App, phone calls, and social media. This new platform allows schools to communicate with parents in all the ways parents have been asking for.

The District also licensed Remind for all our teachers in the spring. Remind is a text messaging platform for teachers to safely communicate with students and parents. Many of our teachers had been using the free version of Remind for years sending about 2.5 million messages a year. When we went to Distance Learning in March, we sent over three million messages in March alone. Overall last year, we sent more than ten million messages on Remind. Our teachers were so happy to have this upgraded tool in the spring to communicate with students and families.

OBSERVATIONS AND RECOMMENDATIONS

The Technology and Information Systems Department was on course for a major shift in moving to a one-to-one model, but we could have never expected the accelerated rate at which it happened. The entire staff rose to the occasion and worked as hard as possible to make the transition. Our singular focus for the foreseeable future is to continue to evolve to support our teachers, students and families in Distance Learning. Student Information Systems has been invaluable in reconfiguring our systems to account for Distance Learning. As we plan for next year, the expertise in that Department will guide what is possible for scheduling and reporting.

While the shift to Distance Learning has changed how we view support, we will continue to stay the course in improving each department's Hedgehog Concept. At the heart of the Hedgehog Concept is "what we can be the best at in the world." These concepts align with our focus of supporting teachers, students and families in Distance Learning. Our teams will continue to work in the following areas: the network administrator team will focus on proactive support, solving problems before our users are affected; technical support staff will continue to focus on solving problems on the first call or visit; and Student Information Systems will continue to focus on making student data available for decision-making. Each of these areas is aligned with the District's Vision and Mission Statement and build on the Shared Values of Downey Unified.

Working with the other departments in the District, I am confident we will continue to move our District toward its "Vision" of all students graduating with a 21st Century education that ensures they are college and career ready, globally competitive, and citizens of strong character. The Technology and Information Systems Department is looking forward to meeting the challenges the future may bring.

BUSINESS SERVICES

Christina Aragon, Associate Superintendent

GENERAL OVERVIEW

Business Services oversees business functions and works collaboratively with stakeholders to support teaching and learning. This includes, Budget, Fiscal Services, Purchasing/Warehouse, Maintenance, Operations (Custodial), Transportation, Risk Management, Facilities and Food Services.

The 2019-20 fiscal year saw a decrease of about 21 in enrollment from 2018-19; this is less than one quarter of 1% of the District's enrollment. The District had projected a decline of 170. As in the past, staff will be working hard to lessen any negative fiscal impact, including increasing rates of attendance across all grade levels, and cutting costs and tightly controlling staffing levels in all areas as we project further declining enrollment.

The 2019-20 fiscal year began like most others and in January 2020, the Governor released his 2020-21 proposal, funding Local Control Funding Formula (LCFF) with a COLA, slightly increasing special education funding and adding early childhood education programs. In March 2020, COVID-19 caused schools to close for what was projected to be two weeks but has lasted into the 2020-21 school year. With stay-at-home orders in place for months, the state economy suffered, turning what was to be a growth year into a plummeting decline. The Governor's May Revision and final state budget adoption were far worse than the January proposal and eventually landed on flat funding (no COLA) and substantial deferrals to schools.

With Distance Learning being the new norm, access to technology and professional development became new priorities. Even with a flat funding increase, expenses in salaries, retirement and health and welfare benefits, special education and now new COVID-19 related supplies and costs have increased expenditures.

The promise of one-time federal funding that must be spent between March and December 2020 on COVID-19 and learning mitigation loss related expenses has assisted in offsetting some of the one-time costs. However, the District moved into planning for and reducing the ongoing District budget by over 6 million dollars when building the 2020-21 budget. These circumstances have and will continue to impact both the state and District budget for the next few years, likely requiring further reductions in future years. With that said, DUSD has positioned itself to weather this uncertainty in the short term, while still providing a quality education to our students.

Purchasing and spending were slowed during the last months of the 2019-20 school year to reduce expenses and increase both cash and the ending fund balance, in order to have one-time funds to slow budget reductions in future years to offset projected flat (no COLA) and/or reductions in state funding. The management team will continue to

monitor this closely and, as always, the projections will be updated at least twice during the year ahead as conditions may change.

PROJECTS, PROGRAMS, AND ACCOMPLISHMENTS

Fiscal stabilization efforts included the following:

- Strict staffing and monitoring for both certificated and classified employee positions
- Maximization of flexibility in the use of specific categorical fund sources through the year 2019-20
- Ongoing salary increase of 1.75% for all Units in 2019-20
- Reduce spending in late 2019-20
- Strategic use of one-time federal ESSER funds, one-time Senate Bill 98 - Learning Loss Mitigation funds

Business Services staff participated in a variety of workshops, seminars and issue-oriented meetings that allowed managers and other employees to stay current on legal and technical issues in various disciplines, to stay abreast of the volatile financial twists and turns, and to improve individual knowledge and skills. Some of these activities included:

- California Association of School Business Officials (CASBO) meetings, conferences, or workshops
- Los Angeles County School Business Officials meetings
- Schools Services of California professional seminars and workshops
- Los Angeles County Office of Education meetings and workshops
- Alliance of Schools for Cooperative Insurance Program meetings and workshops for both liability/property insurance programs and Owner Controlled Insurance Program for bond construction projects
- Coalition for Adequate School Housing (CASH) meetings and workshops
- California Statewide Delinquent Tax Finance Authority Board

OBSERVATIONS AND RECOMMENDATIONS

In 2013-14, the Local Control Funding Formula (LCFF) funding model in California replaced the revenue limit system that had been in place for the past 40 years. The LCFF funding replaced the revenue limit and the categorical programs. Before a budget can be adopted, the Local Control Accountability Plan (LCAP) is required to be presented and adopted before the budget is presented and adopted. This deadline, however, was revised by the State to later in 2020-21 due to COVID-19.

The Business Office will continue to work in conjunction with the Educational Services Department to develop the LCAP. The 2019-20 budget was adopted in June 2019.

Other areas of focus for the District in the next three to five years include the following:

- Continued close attention to projections in pupil enrollments, state and federal COLAs, and the current LCFF model
- Continue to develop and revise LCAP based on input from all areas
- Closely track, monitor and record all COVID-19 and learning loss mitigation related expenses
- Design, obtain DSA approval and be prepared for construction of the Stauffer Middle School two-story classroom building
- Continue to plan, prepare and pursue funding to implement the Facilities Master Plan for all sites
- Completion of Stauffer Middle School, monitor construction of Sussman and Griffiths Middle Schools for scheduled completion in 2021, and Doty Middle School for scheduled completion in 2022
- Apply for State funding for eligible projects
- Maximize income and improve student outcomes by increasing attendance ratios at all levels
- Continuing collaboration with employee groups to develop cost control strategies in all areas
- Work closely with the Educational Services Department and Extended Cabinet to meet the ever-changing impact of COVID-19 to best meet the educational needs of our students

FACILITIES PLANNING AND DEVELOPMENT

Vince Madsen, Senior Director

GENERAL OVERVIEW

The Facilities Planning and Development Department includes a Senior Director (started in May), two Construction Managers (one vacant), one Senior Secretary (currently vacant), and one Labor Compliance Technician. We are responsible for management of the Measure O Bond funds and projects, as well as projects using other funding sources. We perform work on all 22 District sites including the District Office.

Below, you will find a list of projects completed during the 2019-20 school year, as well as many in development. We continue to work on communicating with all sites to assure that all needs and requests are being addressed as we plan and execute our projects. Comprehensive safety and security are our main priorities. We have included safety and security improvements on modernization projects being planned and in construction. We are incorporating security measures as part of the projects including intrusion alarm devices, cameras, and electronic door locking devices.

PROJECTS, PROGRAMS AND ACCOMPLISHMENTS

Projects completed in 2019-20:

- Lewis Elementary School Kitchen Hood Replacement
- Carpenter Elementary Kindergarten Playground
- Warren High School Sand Volleyball Courts

Projects currently in construction or bidding:

- Stauffer Middle School Modernization – in construction
- Griffiths Middle School Modernization – in construction
- Sussman Middle School Modernization – in construction
- District Office Freezer Replacement – in construction
- Williams Elementary School Kitchen Remodel – in construction
- Doty Middle School Modernization – in construction

DSA-approved projects – pending additional funding:

- Rio San Gabriel Elementary School Modernization
- Lewis Elementary School Modernization
- Williams Elementary School Modernization
- Unsworth Elementary School Modernization
- Stauffer Middle School Gymnasium – DSA Approved

Projects in Design Development – planned for DSA approval:

- Price Elementary School Modernization
- Rio San Gabriel Elementary Window Replacement
- Ward Elementary School Modernization

- Stauffer Middle School Classroom Building – currently requesting proposals from architectural firms for design services

The following Proposition 39 projects were executed independently of the District's other modernization projects:

- Energy Storage Projects – complete

Safety and security improvements continue as part of each modernization. Improvements include cameras, fire alarms, and electronic locks.

RECOMMENDATIONS FOR FUTURE PLANNING

The Facilities Planning and Development Department will continue to work with District leadership, Maintenance, Operations and Transportation, Technology and Information Systems departments, and our sites in order to provide the best quality of service as stated in the Facilities Master Plan. We will continue to work on communicating well with all involved parties to resolve any issues that arise and getting a solution as quickly as possible. We will continue to work together to provide a safe environment for the students and staff of Downey Unified School District. We will continue working with our Proposition 39 Energy Conservation partners to move forward with Energy Savings Projects. Using Measure O and all available funding sources, we plan to continue to provide successful and efficient projects for the students, staff, and community we serve.

FINANCIAL SERVICES

Michael Martinez, Senior Director, Budget and Finance

GENERAL OVERVIEW

The Financial Services Department includes the functions of accounts payable, accounts receivable, payroll, voluntary deductions, budget and general accounting.

In August 2013, the State introduced the Local Control Funding Formula (LCFF) to calculate funding appropriations distributed to public school districts, along with the Local Control Accountability Plan (LCAP) requirements to provide transparency in the use of those funds to educate our children. The LCFF funding replaced the previous finance system which had been in existence for roughly 40 years and it establishes base, supplemental, and concentration grants in place of the myriad of previously existing K-12 funding streams, including revenue limits, general purpose block grants, and most of the 50-plus state categorical programs that existed at the time. The State's goal in implementing the LCFF funding model is to provide equity to all students in K-12 education.

While the State economy continued strong through the 2019-20 fiscal year, the COVID-19 pandemic created State financial issues subjecting the District to LCFF cash deferral during the last month of the school year. Prior to March 2020, the steady economy and increased revenue allowed the District to continue supporting many valuable and innovative programs for our students and trainings for our teachers. Being able to provide a "quality" education to all students supports our District Vision that all Downey Unified students graduate with a 21st Century education, are college and career ready, globally competitive, and citizens of strong character. After March 2020, the District implemented distance learning as required by local, state and federal authorities.

Due to the complexity of changing rules and reporting requirements at Federal, State, and County levels, keeping our staff well informed was a priority. All employees attended a variety of Los Angeles County Office of Education training sessions. In addition, the senior staff members attended other staff development sessions offered by California Association of School Business Officials and School Services of California.

CURRENT YEAR ACCOMPLISHMENTS

Below are a few highlights from the Financial Services Department for 2019-20. Our mission is to provide the best service and support possible to the District in an efficient, transparent and cost-effective manner in all areas of payroll and accounting, budget and finance, fringe benefits and voluntary deductions. Our goal is to provide the best customer service to our peers, students, community and all stakeholders.

In 2019-20 the District implemented the new integrated financial and human resources system known as BEST. This collaborative project with LACOE was intended to replace

both the existing accounting system, PeopleSoft, and the Human Resources System (HRS) which have been in existence for over twenty years. The financial part of the system was fully implemented during the 2019-20 school year and users were trained. However, the HRS system is still in process by LACOE and the department continues to attend the corresponding trainings, with a projected implementation during the 2020-21 school year.

In the 2019-20 school year, all Special Education students educated by LACOE under the Special Education Local Plan Area (SELPA) were taken back by the District, and Downey assumed the Administrative Unit (AU) responsibilities. Instructional and administrative staff became employees of the District. The Financial Services Department worked closely with the Special Education Department to provide training and support regarding budget and finance.

The District LCAP is a collaborative effort of several stakeholder groups within the District and the community, including administrators, other staff, students, parents, community members and our Board members, who reviewed our 2019-20 LCAP throughout the school year. Financial Services worked closely with administrators and other educational staff to ensure proper administration of the LCAP for the benefit of our students. Stakeholder meetings were held to discuss progress and revisions to the LCAP. Financial Services continued to work with administrators to provide fiscal guidance. Because of the COVID-19 pandemic, the final LCAP update to LACOE has been postponed to December of 2020.

Downey residents passed the Measure O schools' construction bond in November 2014 in the amount of \$248 million. The proceeds from the first sale of bonds in the amount of \$50 million were deposited with the District in October 2015, followed by a second issuance in the amount of \$135 million which were deposited in February 2019. During the year, in conjunction with the Facilities Planning and Development Department, a system was improved to properly report financial reports and project updates to the Citizens Bond Oversight Committee (CBOC).

In 2019-20, the District negotiated with all bargaining groups and finalized agreements with each group in the same fiscal year. DEA and CSEA Units I and II negotiated and settled on a 1.75% salary increase. The District also filed AB 1200 forms with the Los Angeles County Office of Education that certified that the District is fiscally solvent with the salary increase over three years.

In 2019-20, the District filed "Positive" certifications in all interim reports, stating that the District is able to maintain the required reserves, as well as maintaining the projected expenditures for the current and the subsequent two years.

In 2019-20, the Financial Services staff processed 10,443 vendor payment checks for approximately \$153,757,503. The Department also processed 52,733 regular and 1,500 supplemental payroll checks for approximately \$176,291,442. In addition, the Department issued 3,619 W2 tax forms.

FUTURE PLANNING

In 2020-21, the District is planning to finalize the full implementation of the financial and human resources system known as BEST. The accounting and HRS systems, in addition to other third-party accounting and finance programs, will be eliminated. Users will continue to be trained until full implementation is potentially completed by the end of the 2020-21 fiscal year.

The ever-increasing complexity of compliance and reporting requirements of school district finances always continues the necessity to maintain adequate staffing and professional competency. Financial Services staff members will attend training sessions pertinent to their positions. Senior staff members will be encouraged to attend off-site offerings that are appropriate and will enhance their on-the-job knowledge. Attending LACOE sponsored training sessions is always a priority. Cross training is also a vital step towards maintaining functional stability within the Department.

The District's LCAP supports the mission of the District and, more specifically, the goals of the District. There are requirements to monitor and revise the LCAP, as necessary, to remain in compliance with LCFF, the District's LCAP and its stakeholders. In 2020-21, Financial Services will continue to work closely with the Educational Services Department to ensure the LCAP is implemented and funded as planned, at both the department and site levels.

In conclusion, the Financial Services staff anticipate and look forward to another productive and successful school year.

FOOD SERVICES

Marc Milton, Director

GENERAL OVERVIEW

<u>Department Statistics</u>	<u>2018-19</u>	<u>2019-20</u>	<u>Change</u>
Total lunches	2,426,407	2,005,547	(17.4%)
Total breakfasts	1,582,866	1,384,000	(12.6%)
Total after school snacks	185,240	125,113	(32.5%)
Free & Reduced eligibility	69.1%	71.1%	2.9%
Average daily sales	\$73,319	\$56,516	(22.9%)
Total sites	21	21	
Budget	\$12,286,000	\$12,845,388	4.6%
Enrollment <small>(DUSD & County Students)</small>	22,292	22,101	(0.1%)
Catering Revenues	\$32,433	\$26,672	(17.8%)
Unpaid Meal Balances	(\$4,282)	(\$33,764)	689.5%

The 2019-20 school year will be remembered as the year our world changed. After a transitional year for department leadership in 2018-19, Food Services was excited to explore new and exciting food options for students and adults, continue to improve our facilities to better serve students, and invest in our staff to support an excellent customer service experience for our community in 2019-20. Unfortunately, when the COVID-19 pandemic began at the beginning of the year and ultimately led to the dismissal of students in mid-March, our strategies and goals changed in the blink of an eye. Our overall budget for revenues increased and the percentage of students qualified for Free & Reduced meals increased by almost 3% over the prior year, which meant more supplemental and concentration in the LCFF for our kids. State regulations governing unpaid meal balances and proper staff training resulted in a dramatic increase in those figures. DUSD's unpaid meal balance is less than most districts our size but this liability will continue to be a focus moving forward. All other metrics were greatly impacted negatively by the COVID-19 closures.

Some positive highlights included:

1. The Department successfully completed two program audits conducted by the California Department of Education (CDE): the Administrative Review (AR) and the Local Agency Procurement Review (LAPR). These reviews consisted of comprehensive audits of our breakfast, lunch, snack, and summer service programs, policies and procedures, along with our procurement practices and procedures. There were no fiscal findings in either audit and corrective actions are being implemented according to the guidance received.
2. The Employee of the Month program continued with positive results. Staff members are nominated by their peers and supervisors for demonstrating positive behavior

related to their job description and teamwork. Winners are recognized through features in the quarterly department newsletter, photos posted at the site and in the Food Service Office, and names on a plaque displayed in the office.

3. Numerous facility and equipment improvements were implemented in 2019-20 including:
 - New serving lines were installed at Williams, Rio Hondo, Carpenter, and Gauldin
 - Completion of a new exhaust hood at Lewis
 - Installed new cooking equipment at Columbus to support catering program
 - New insulated food transport bags were provided to each site to help maintain food quality and safety during field trips
 - New cooking and refrigeration equipment at Imperial, Price, and Old River
 - Redesign of the Food Service Office to improve efficiency and staff work environment (ongoing)
 - Installation of a new walk-in cooler/freezer at Griffiths (ongoing)
 - Work began on the warehouse cooler/freezer replacement at the District Office (ongoing)
4. Collaborated with multiple DUSD departments to successfully transition from the traditional meal program service to a curbside model over the weekend of March 14 & 15 to provide our community access to food during the COVID-19 pandemic. By Wednesday, March 18, seven District sites were distributing meals, with an eighth added by March 31. The Department distributed almost 625,000 meals to our community from mid-March to mid-July.
5. Established an agreement with Creative Works Advertising Agency to promote the Food Service programs. This agreement is the first of its kind for a food service program in California and will provide consistency in our messaging and communication efforts, while aligning with global DUSD outreach strategies to maximize exposure and community reach.

STAFF DEVELOPMENT

Served on the Executive Board as Membership Chair for the Southern California School Nutrition Association Supervisory Chapter 1 for second year and fifth overall on the Board; recognized as the Bronze Star Club member with the School Nutrition Association for new member recruitment.

Served as an At-Large Member of the Public Policy & Legislation Committee for the California School Nutrition Association for third year.

Department administrators and staff attended a variety of the following conferences and professional development trainings throughout the year including:

- Southern California School Nutrition Association Summer Workshop: July 2019
- Southern California School Nutrition Association Supervisory Chapter 1 Meetings: 9/20/2019, 12/6/2019, 2/7/2020

- Emergency Preparedness/Active Shooter staff training: August 2019
- Super Co-Op training: October 2019, January 2020
- California School Nutrition Association Annual Conference: November 2019
- Classified Leadership Academy for Supervisors: 2019
- California School Nutrition Association Legislative Action Conference, Sacramento: January 2020

RECOMMENDATIONS FOR FUTURE PLANNING

Point of Sale (POS) Transition to Aequitas (Q)

The POS software system in the Food Services Department is a critical, comprehensive tool needed to operate our program with integrity. Data such as student eligibility and meal counts are used from the system to generate reimbursement claims and funding information for the LCFF. The Department has used the same POS system for over a decade without an update and after careful consideration of multiple software providers, Food Services will be transitioning to the same system other District departments use, Aequitas (Q) in 2020-21. This cohesion of technology will provide a marked improvement in customer service, efficiency and data integrity, while providing a simpler process for our community to access information.

Provide Meals in a New Education Environment

The Food Service Department will be flexible and ready to adapt to the ever-changing landscape of education in the new COVID world. Meals will be available to our students in a curbside model to start the school year and the department will be ready to pivot as needed as the year progresses. Our goal will be simple and consistent throughout the year: keep our staff safe and our students fed with high quality, nutritious, tasty food. We will work collaboratively with school sites and District administration to ensure this goal is met daily, regardless of the circumstances.

Establish a Comprehensive Digital Professional Development Program for Staff

Continuing professional development for Food Services staff is not only a mandated requirement of the National School Lunch Program, but also a critical investment in providing the best possible customer service experience to our community. The people in our department who interact with our students and families on a daily basis are our greatest asset, and we will establish a state-of-the-art digital learning platform to support our staff in their professional growth in the COVID-19 world. Multiple bilingual resources and trainings will be made available online and in traditional hard copy throughout the year, which will satisfy the USDA requirements and support the development of critical skills needed to successfully navigate the new realities of the COVID-19 world in food service.

MAINTENANCE, OPERATIONS AND TRANSPORTATION SERVICES

John Shook, Director

GENERAL OVERVIEW

The Maintenance, Operations and Transportation Departments include bus drivers, custodial, grounds, floor crew and maintenance workers. We encompass a team of over 150 employees and maintain 22 sites including the Gallegos Administration Center.

All Departments continue to work on communicating with sites and each other to assure that all needs and requests are being addressed in a timely manner. Comprehensive School Safety and Security Plans, as well as the Williams Law inspections are performed annually throughout the District. The Maintenance and Operations Departments review recommendations presented and follow up on any issues noted during these inspections.

PROJECTS, PROGRAMS AND ACCOMPLISHMENTS

Maintenance

- Continue to collaborate with Facilities Department on Measure O projects
- Continue to add SALTO lock installation to existing sites as well as new construction
- Supported the Innovation Labs at Gauldin, Rio San Gabriel, and Imperial schools by performing electrical and ceiling work, wall repairs, furniture removal, flooring work, and installation of SALTO locks
- Replaced carpet at Warren High Library
- Completed re-lamp at Warren High library
- Upgraded campus lighting to LED, at several campuses District-wide, replaced the old High-Pressure Sodium (HPS) lights with more efficient LED
- Installed new safety/security lighting at Price Elementary by main entrance
- New exterior breezeway lighting at Old River Elementary
- Complete re-pipe and water heater replacement at Warren High Stadium
- Replaced defective space heaters inside the Transportation garage
- Replaced 30-year-old air compressor at Transportation garage, including all electrical and air lines
- Warren and Downey High School running tracks were washed and restriped (painted)
- Gallatin kindergarten playground was upgraded and remodeled
- New grass and irrigation systems were installed at Warren High School "Wings"
- Pool filtration system at Downey High was upgraded (30+ years old)
- Added new HVAC for Downey and Warren training rooms
- Aided in the process of replacement of main water valve at Imperial Elementary as well as main sewer line repair/replacement at Downey High
- With our schools being student-free due to COVID-19, Maintenance Department has been able to complete several room upgrades across the District; upgrades include

carpet and flooring finishes, new lighting as well as lighting upgrades, wall repairs, painting, windows, and other items at the request of site administrators

- Collaborated with contractors and assisted in the upgrading of the Transportation Department offices
- Collaborated with the Food Services Department on the following projects:
 - Williams kitchen flooring and painting
 - Unsworth kitchen painting
 - New refrigeration project at District Office and Williams Elementary

Operations

- Custodians and utility workers continue to work diligently keeping our campuses clean, safe and secure
- Custodians and utility workers are making great strides in keeping our campuses cleaned, sanitized, and disinfected during the Covid-19 Pandemic
- Custodians are working diligently to prepare all areas on campus to welcome back staff and students
- Floor crew is tackling all schools, cleaning and sanitizing all hard surfaces and carpets
- Completed the installation of new lawn areas and landscaped planters on the north-east side of the campus at Gauldin
- Complete refurbish (aerate, reseed and topped) of the utility fields at both, Downey and Warren high schools
- Installed a new lawn in the new kindergarten area at Carpenter
- Installed a dry well (French drains) next to the library and a drain in the utility field at Warren High
- Installed dry wells to alleviate drain issues at Stauffer Middle School, Imperial Elementary and Rio San Gabriel Elementary Schools
- Maintained existing play equipment at all the elementary school sites and replaced broken equipment at Gauldin and Rio Hondo Elementary Schools
- Installed wood chips in the playground areas at Rio Hondo, Ward, Unsworth, Rio San Gabriel, Price and Williams Elementary Schools
- Our Irrigation Department continues to maintain, and update, outdated irrigation systems at all District sites
- Our irrigation specialists have been actively working with different contractors overseeing the work being done at all the sites undergoing modernization
- Irrigation department designed and installed all-new irrigation systems in the kindergarten area at Gallatin Elementary and the northeast side of Gauldin Elementary; they used special water-efficient sprinklers to ensure even coverage without run-off
- Irrigation Department installed a new irrigation booster pump at Unsworth Elementary with assistance from the Grounds Department, plumbers, and electricians
- Replaced irrigation booster pump at Williams Elementary with the assistance of Maintenance Department, electricians and welder

- Spray specialist continues to address the different pest-related issues, along with actively finding new products and methods that aid in weed control
 - The Operations Department has ceased the use of “Round-Up Weed Control” as we introduce new ways of controlling the growth of unwanted vegetation
 - In lieu of Round-Up, the Department purchased a Steamer Unit to help in the control of weeds

Transportation

- Fleet acquisition – purchased one new gasoline-powered school bus, 45 passenger capacity
- Current fleet consists of 40 buses, 23 of which are Compressed Natural Gas (CNG) buses, the remaining are a combination of gasoline and diesel
- A total of 139,979 miles were traveled in a CNG bus out of a grand total of 219,417 from 07/01/2019 through 03/13/2020
- Approximately 1,400 students were transported on a school bus this year – this count includes special education students with transportation on their IEP, general education K-5 students, athletic teams, field trips, and music/band students
- The Transportation offices were remodeled with the support of contractors and the DUSD Maintenance Department
- Applied to AQMD for school bus grants to replace six diesel school buses with CNG or electric in an effort to reduce our carbon footprint – awaiting results of applications
- Our mechanics have, once again, acquired a rating of “Satisfactory” for the California Highway Patrol (CHP) Terminal Inspection because of their adequate bus maintenance and adhering to CHP regulations and requirements
- Our mechanics attended a CNG Certification Conference to stay current in their field and keep up with evolving CNG technologies and maintenance for the safety of our students and all other passengers

Personnel

- Maria Farfan, School Bus Driver, retired after 5 years of service to the District
- David Erb, Maintenance Electrician, retired after 17 years of service to the District
- Jonathan Johnston, General Maintenance Worker, retired after 24 years of service to the District
- Ruben Contreras, Custodian, retired after 10 years of service to the District

White Fleet Replacement

- New Ford F250 truck for the Grounds Department (replacing vehicle 219-A)
- New Ford F250 truck for the Maintenance Department (replacing vehicle 204-A)
- New Ford F250 truck for the Maintenance Department (replacing vehicle 208-A)

Current and Upcoming Projects

- Working with the Facilities Department on the modernization of Stauffer, Griffiths, and Sussman Middle Schools

- Middle Schools existing roofing was replaced in conjunction with the modernization
- Five of our elementary schools (Old River, Rio Hondo, Rio San Gabriel, Gauldin, and Lewis) are in the process of having the exterior painted
- R, S, and Y Buildings at Downey High School received new boiler and chiller HVAC units

FUTURE PLANNING

The Maintenance, Operations, and Transportation Services Department is committed to providing the best quality of service we can in the timeliest manner. We will continue to work on communicating with all involved parties to resolve any issues that arise and provide a solution as rapidly as possible. We are working with energy conservation partners to reduce our overall energy consumption. Furthermore, we are continually looking for ways to reduce our carbon footprint through outside funding and grant opportunities that can benefit the District. We will continue to collaborate closely with the Facilities Department in all the upcoming school renovation and modernization projects. We strive to assure our schools get all the repairs and upgrades they deserve, creating a modern and comfortable learning environment for all Downey Unified students.

PURCHASING AND WAREHOUSE

Darren Purseglove, C.P.M., Director

GENERAL OVERVIEW

The Purchasing and Warehouse Department processed 5,748 purchase orders for an annual total of \$102,021,140.54 during the 2019-20 fiscal year. The Warehouse processed 5,150 material stock requests for a total of \$705,105.45. Warehouse inventory turned about 2.82 times during the year. Bids were received and contracts were awarded for various projects, materials, equipment and services, including the construction of a new playground at Carpenter Elementary School, new sand volleyball courts at Warren High School, exterior painting at five elementary schools, preconstruction and lease-leaseback construction services at Doty Middle School, construction management services, project inspection services, surveying services, and energy efficiency and construction services for the HVAC system in designated buildings at Downey High School. The Department also processed approximately 377 contracts and agreements for a wide range of services.

PROJECTS, PROGRAMS AND ACCOMPLISHMENTS

Purchasing

The Purchasing Office finished up its first year of the new Business Enhancement System Transformation (BEST) financial program supported by the Los Angeles County Office of Education (LACOE). The Purchasing and Warehouse departments, along with Financial Services, spent a considerable amount of time learning about and working through the new program. Both the District and LACOE continue to learn from each other as we finish up the first year of implementation.

The Purchasing Office also processed over 377 contracts and agreements ranging from specialized consultants for K-12 and Special Education to software license agreements, iPad leases, and on-campus educational groups.

The Office also acquired two new members to its staff. Marcos Gutierrez, a Purchasing Assistant with the Long Beach Unified School District, was selected to replace Patty Flinn who retired in her position as Buyer, and assumed many of her responsibilities. In September, Lino Vallejo, Jr., a Buyer with the Montebello Unified School District, was hired to replace Florence Shih as the Assistant Buyer for the Department. Both have had considerable experience in procurement with larger school districts, and this experience has already helped to continue to move the Department forward.

The Department also let to bid, Board approved, awarded and issued contracts against eight bids, one request for proposals (RFP), five requests for qualifications (RFQ), and two requests for qualifications and proposals (RFQ/P) this year. Bids covered such services as modernization, new construction and cafeteria projects, as well as two E-Rate bids for technology-related items. The Department continues to devote a

significant amount of time and energy to the Facilities Department for all Measure O bond funded projects, from furniture purchases to agreements for specialized services to lease-leaseback contracts for Griffiths, Sussman and Doty Middle Schools.

The Department also completed its first year under the California Uniform Public Construction Cost Accounting Act (CUPCCAA). The acceptance of this Act by the Board allowed the District to use alternate bidding procedures for construction contracts, which increased the bid threshold from \$15,000.00 to \$200,000.00. The District completed 58 projects using this new method, which allowed the District to complete a larger number of projects in a shorter time period.

Warehouse

The Warehouse completed its first inventory under the new BEST system through the Los Angeles County Office of Education. Although the Warehouse had a rough beginning with the new system, working through a series of duplicate orders and a faulty backorder mechanism, the ending inventory was well within acceptable inventory standards and ended with an overage of only 3%.

The Warehouse Supervisor is currently working with the Maintenance Department to complete plans and begin work on construction of new office and work areas for the Warehouse Supervisor, Mailroom, and Records Clerk. The current work areas are antiquated and inefficient, and these new areas will improve efficiencies and keep mailroom equipment clean and free of dust and dirt.

The Warehouse refrigerator and freezer units are currently under reconstruction, and it is estimated that the work will be completed sometime in the fall. In the meantime, temporary refrigerators and freezers have been placed near the receiving dock area, creating new challenges for staging and off-loading of materials and supplies. In addition, surplus e-waste and items in nearby storage containers have been either moved into the Warehouse or relocated to the Alameda Warehouse. The new racking system purchased several years ago has proven beneficial in allowing more efficient storage of items during this interim period.

Two Warehouse Worker positions are currently open and await fulfillment. In the meantime, the Department will use the services of other departments to assist with deliveries and other Warehouse-related needs as they come up.

In addition to processing over 5,150 warehouse stock orders for schools and offices during the year, the Warehouse received and processed almost 72,000 packages and delivered 56,400 cartons to 30 school and office locations within the District. The Warehouse tagged and inventoried 5,077 capital equipment items for a total value of \$2,006,001.71. The mailroom picked up, sorted, and delivered over 60,000 intra district envelopes and pieces of mail, and processed 8 bulk mailings which resulted in a savings of \$32,130.01 compared to first class postage. It also processed 139,274 pieces of metered mail.

Records/Inventory

The Records/Inventory area successfully scanned and shredded 1,016 standard boxes, 165 large file boxes and 10 storage carts full of paper records from various departments, including Financial Services, Special Education, the Superintendent's Office, Student Services, Purchasing, and Human Resources. The Department also assisted with the receipt and storage of ASPIRE items in the Alameda Warehouse, which were previously being stored by the City of Downey. Surplus items which were determined to be obsolete and no longer of use to the District were tagged and coordinated for pick up by an auction company at five different times during the year. Relocation of records scanning equipment and the records clerk to the Warehouse main floor is expected to take place in the fall of the 2020-21 fiscal year.

RECOMMENDATIONS FOR FUTURE PLANNING

1. Work with the Maintenance Department to complete a new mailroom and office area to accommodate mailroom equipment and maintain equipment cleanliness, along with a work area for records scanning, by the end of the calendar year.
2. Recruit and fill the current vacancies for two Warehouse Worker positions.
3. Continue to work with the Technology Department to revitalize Department webpage and begin posting bids and proposals on District website.
4. Develop and implement a new contract agreement form with the help of a legal advisor to replace two current agreement forms and simplify the agreement process.

BIDS AND RFP'S FOR THE 2019-20 FISCAL YEAR

Bids

1. Bid #19/20-01 – Carpenter Elementary School Kindergarten Playground (complete)
2. Bid #19/20-02 – Warren High School New Volleyball Courts (complete)
3. Bid #19/20-03 – Stauffer Middle School Interim Housing Modifications (cancelled)
4. Bid #19/20-04 – Roofing Replacement at Warren and Columbus High Schools (awarded June 9, 2020)
5. Bid #19/20-05 – New Walk-In Refrigerator and Freezer at The Gallegos Admin. Center (awarded April 21, 2020)
6. Bid #19/20-06 – Basic Maintenance of Eligible Broadband Internal Connections (E-Rate) (awarded March 10, 2020)
7. Bid #19/20-07 – Uninterruptible Power Supply (UPS)/Battery Backup (E-Rate) (complete)

8. Bid #19/20-08 – Painting of Rio San Gabriel, Rio Hondo, Gauldin, Lewis, and Old River Schools
(awarded April 21, 2020)

Requests for Proposal

1. RFP #2019/2020-01 – Preconstruction and Lease-Leaseback Services for Doty Middle School
(awarded January 21, 2020 and May 5, 2020)

Requests for Qualifications

1. RFQ #2019/2020-02 – Project Inspection Services
(awarded January 21, 2020 and May 5, 2020)
2. RFQ #2019/2020-03 – Geotechnical/Lab of Record Services
(awarded January 21, 2020)
3. RFQ #2019/2020-04 – Hazmat Services
(awarded March 10, 2020)
4. RFQ #2019/2020-05 – CEQA Services
(awarded March 10, 2020)
5. RFQ #2019/2020-06 – Surveying Services
(awarded April 21, 2020)

Requests for Qualifications and Proposals

1. RFQ/P #2019/2020-01 – Energy Efficiency Design and Construction Services
(Govt. Code SS 4217.10 et seq.)
(awarded August 8, 2019)
2. RFQ/P #2019/2020-02 – Construction Management Services
(awarded April 7, 2020)

RECAP OF YEARLY STATISTICS

<u>Fund</u>	<u>Total P.O. Amount</u>
1. General Fund #01.0	\$33,381,611.78
2. Adult School Fund #11.0	\$ 807,048.94
3. Cafeteria Fund #13.0	\$ 8,717,687.64
4. Deferred Maintenance Fund #14.0	\$ 2,778,844.59
5. Bond Measure "O" Fund #21.0	\$53,058,384.36
6. Capital Facilities Fund #25.0	\$ 70,553.11
7. Special Reserve for Capital Outlay Fund #40.0-2	\$ 628,913.22
8. Workers' Comp./Self-Ins. Fund #67.0-5	\$ 2,578,096.90
 Total Purchase Orders Issued:	 5,748
Total Material Stock Requests (MSR's) Issued:	5,150

<u>Year</u>	<u>Purchase Orders</u>	<u>P.O. Amounts</u>
2010-11	4,348	\$ 36,927,785.36
2011-12	4,953	\$ 31,284,042.55
2012-13	5,280	\$ 55,171,902.37
2013-14	5,221	\$ 47,209,855.38
2014-15	5,806	\$ 52,467,907.55
2015-16	6,742	\$ 67,531,524.51
2016-17	6,765	\$ 69,167,649.86
2017-18	6,688	\$ 97,541,604.86
2018-19	6,292	\$ 112,152,764.91
2019-20	5,748	\$ 102,021,140.54

CERTIFICATED HUMAN RESOURCES

Alyda Mir, Assistant Superintendent

GENERAL OVERVIEW

In the 2019-20 school year, we hired and rehired a total of 122 certificated employees, which included general education, special education and Career Technology Education teachers, three Speech/Language Pathologists, and one psychologist.

ONGOING DEVELOPMENTS

1. Facilitated, in partnership with 30 different universities. This includes making sure that all Memorandums of Understanding with the universities are in place, communicating with the principals/assistant principals to find and confirm the placements, inform the university advisor of the placement confirmation/information and the invoicing, Board reporting, and tracking of all master teachers' stipends from the university.
2. Completed numerous Public Records Requests along with the Equal Employment Opportunity Commission, LACOE, Bureau of Labor Statistics, School Services J-90 and Department of Defense reports/surveys
3. Received 62 Early Retirement Insurance Petition and Insurance Continuance Petition requests from retired certificated employees.
4. Completed the Elementary and Secondary Education Act, Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and Principals audit.
5. Completed the Equitable Distribution Monitoring System Data Collection report.
6. Completed the annual J-90 Report.

MEETINGS AND WORKSHOPS ATTENDED

1. DUSD Personnel Commission and Board of Education meetings
2. May Revise workshop, Governor's Budget Workshop
3. DUSD Wellness Committee
4. Facilitated DUSD's Employee Benefit Committee (EBC) meetings
5. Coordinated and lead the Evaluation Committee Meetings with DEA President, Jim Mogan.
6. Instructional Cabinet, Extended Cabinet and all administrator meetings and activities.

SUBSTITUTES

1. Filled 27,816 days of substitute teacher requests, a decrease of 6,377 days from the previous year due to the COVID-19 pandemic starting March 16, 2020.
2. Recruited, interviewed and processed 120 new substitutes to add to the District's substitute pool.
3. Processed 419 reassurance letters (Day-to-Day Substitute Contracts) for returning substitute teachers.

EMPLOYMENT OPPORTUNITIES

1. Hired three Speech Language Pathologists, two nurses, one assistant principal, one vice principal, three principals, one director, three program specialists, three psychologists, one counselor, four audiologists, and 100 teachers. These numbers include the SELPA take-back of the Deaf and Hard of Hearing Program.
2. Processed Summer School Credit Recover/Extended School Year teaching applications and site administrators for a Full Distance Learning Model at Downey High, Warren High, Middle School ESY and Elementary ESY.

OTHER HUMAN RESOURCES PROJECTS

1. Facilitated the necessary paperwork for certificated employees to receive their required TB vaccination through the California Department of Public Health, California Tuberculosis Controllers Association's Risk Assessment process. This new process satisfies the California Education Code Section 49406 and Health and Safety Code Sections 121525-121555.
2. Worked with the Los Angeles County Office of Education BEST Project unit to supply needed data and information to ensure that the transition to the Human Capital Management (HCM) System goes smoothly and accurately.
3. Organized and led the Strength-Based Evaluation Committee alongside DEA, which ended early due to COVID-19 pandemic.
4. Trained almost 90% of the certificated teachers in Gallup Strengths with consultant Erin Bentley until COVID-19 canceled the remaining sessions.

RECOMMENDATIONS FOR FUTURE PLANNING

- Created and will continue to move all on-boarding documents to Informed K-12 to assist with an effective on-boarding package.
- Continue to update forms and contracts to be used with e-signatures.
- Continue the transition from manually tracking certificated university units to integration with an On-line Unit Manager tracker through the Q Student Information System to facilitate an on-line teacher interface to more accurately and efficiently maintain these records.
- Investigate electronic document storage and retrieval to reduce paper storage of employee personnel files.
- Continue the implementation of StrengthsFinder through multiple training opportunities including:
 - Leadership Team Meetings
 - Certificated and Classified Employees
 - DEA E-Board and site representatives
 - CSEA Unit I and II negotiations teams
- Use Frontline/Absence Management/AESOP districtwide for attendance and data analysis.
- Prepare for the BEST project regarding human resources.

- Continue Evaluation Committee to update and incorporate Strengths into the new evaluation form.
- Work with Informed K-12 to move the certificated evaluations to an on-line accessible resource and workflow.
- Pilot the evaluation form on Informed K-12 with administrators and teachers.
- Work with the Employee Benefit Committee in finding ways to provide high quality health care that is financially beneficial to employees and the District.
- Find more services and opportunities to provide to our employees regarding health and welfare benefits.
- Promote and publicize the DUSD Wellness Clinic.
- Train and establish an investigation team for UPC and Title IX complaints

PERSONNEL COMMISSION

Prepared by BethAnn Arko, Secretary to the Personnel Commission and
Director, Classified Human Resources

This is the 54th annual report of the Personnel Commission to the Board of Education, covering the period July 1, 2019, through June 30, 2020, in conformance with Education Code Section 45266, which states in part:

“The personnel director shall be responsible to the commission for carrying out all procedures in the administration of the classified personnel in conformity with this article and the rules of the commission . . . He or she shall also act as secretary of the commission and shall prepare, or cause to be prepared, an annual report which shall be sent by the commission to the governing board. . .”

MERIT SYSTEM AND PERSONNEL COMMISSION

As one of approximately 100 merit system districts in California, encompassing approximately 60% of all classified employees, Downey Unified School District is committed to the goal of fair and equitable employment practices in the administration of the classified personnel program. An effective merit system operation ensures fairness and equality in school district employee selection processes. The members of the Downey Unified School District Personnel Commission serve as an oversight board over the mandated functions outlined in the California Education Code. Each of the three members is appointed to the Commission by a different method. Ms. Angelita Rademaker is the appointee of the classified bargaining unit with the greatest number of represented employees, which is C.S.E.A. Chapter 248 (Unit I). Ms. Rademaker has been serving on the Personnel Commission since December 2013. Mr. John Kennedy is the appointee of the Governing Board. Mr. Kennedy has been with the Personnel Commission since December 2008. Ms. Dianne Lumsdaine is the joint appointee of the other two Personnel Commissioners. Ms. Lumsdaine has been serving on the Personnel Commission since May 1994. Ms. Lumsdaine serves as Chair, and Mr. Kennedy serves as Vice-Chair. The Commission held a total of 12 meetings this year.

The five principles of the merit system are: 1) Employment and promotion on the basis of merit as shown by competitive examination; 2) encouragement of career service in the classified service; 3) ensuring like pay for like service; 4) prohibition of discrimination in employment; and 5) impartial hearing of appeals from disciplinary actions.

MISSION, BELIEFS AND ETHICS

The Personnel Commission has formally articulated the mission, beliefs and ethics of the classified human resources activities of the District, in support of the educational mission of the District.

Mission Statement

“The Mission of the Personnel Commission of the Downey Unified School District is to ensure that, in support of the excellent education of the students of this District and through an effective and efficient merit system of employment, employees in the classified service are well-qualified, are properly classified and paid, are treated fairly, and are hired through processes that are objective and free from favoritism in compliance with federal and state laws.”

Beliefs Statement

“We, the Personnel Commissioners and staff of the Personnel Commission of the Downey Unified School District, shall honor and support the goals of the Board of Education;

We will enrich the educational program of this District by recruiting and providing to the District the most qualified classified employees possible;

We will strive to ensure diversity in the candidates available for selection, recognizing that equal employment opportunity is a keystone of the merit system principles, and a diverse workplace is important in fostering strong relationships among people of different cultures; and

We will fulfill our responsibility to the constituencies we serve (students, parents, community, District) to provide the best possible caring service.”

Ethics Statement

“We will implement the merit system with a blind eye to any particular group, reinforcing the principle that favoritism shall not enter into any decisions made by staff or the Personnel Commission;

We will safeguard the public confidence in the integrity of the merit system and public service by making all decisions impartially, free from prejudice or conflicts of interest, and use our positions to advance public interest, not for personal gain;

We will ensure the efficiency of the classified service through well-defined, impartial processes in recruiting, testing, selecting, promoting, and retaining qualified employees;

We will conduct all business openly so the public can make informed judgments and hold commissioners and staff accountable;

We will honor and respect democratic principles; observe the letter and spirit of the law, carry out in good faith all rules and regulations of the Personnel Commission and policies and administrative regulations of the Board of Education in the mutual interest of the employees, students, and the community we serve; and

We will treat all persons fairly, with respect and dignity; we will honor our responsibilities by behaving in a trustworthy and responsible manner; and we will conduct ourselves ethically and in a manner befitting public official, and public employees at all times.”

PERSONNEL COMMISSION STAFF AND ACTIVITIES

All functions related to administering the personnel program for classified employees are performed in the Personnel Commission/Classified Human Resources office. Serving the classified staff human resources needs of the District are BethAnn Arko, Director; Paul Deines, Personnel Analyst; Sandra Carbajal, Senior Secretary; Senior Personnel Technicians: Jamieka Johnson, Blanca Martinez, and Eileen Mendoza; and Personnel Assistant, Linda Ratzlaff. Staff continues their dedication to meeting the needs of the District and providing excellent customer service.

Classification of Positions

During this reporting period, the Board of Education established 39 new positions. Nine of the positions were established as limited-term. The Personnel Commission "classified" these positions, which included:

Intermediate Clerical Assistant (1)
Intermediate Clerical Assistant-Bilingual Oral (1)
Senior Instructional Assistant (4)
Senior Instructional Assistant - Behaviorally Challenged (27)
Senior Instructional Assistant - Severely/Multiply Handicapped (5)
Senior Secretary-Bilingual/Bi-Literate (1)

One classification description was revised:

Speech/Language Pathology Assistant

Four new classifications were established:

Financial Aid Technician
Instructional Media Technician
Senior Director, Facilities Planning & Development
Special Education Data & Compliance Specialist

Recruitment & Testing

Classified Human Resources continues to strive to effectively fill positions in a timely manner. One of Downey Unified's Shared Values is "Best Staff and High Standards" and the Department strives to demonstrate this value. The year 2020 will be remembered for the challenges that were identified and resolved with innovation, commitment, and a desire to serve all our stakeholders. The goal to continually provide highly qualified candidates for the eligibility lists was complicated by the COVID-19 pandemic and required doing things differently. Innovation and thinking "outside the box" became the new "norm." Our candidate pools continued to be large during this

time, creating strong competition at every level. Testing applicants for positions is a requirement of law in merit system school districts. This year we received approximately 6,699 applications for our recruitments. Over 3,533 candidates went through our examination process which resulted in 51 eligibility lists.

Eligibility Lists Established & Certified

Fifty-one eligibility lists were established this year with 687 candidates eligible for employment. The eligibility lists were for:

Assistant Buyer
Bus Driver
Campus Security Assistant
Computer/Network Support Technician
Custodian (2)
Database Administrator
Director, Facilities Planning & Development
Financial Operations Analyst
Floor Maintenance Worker
Food Service Assistant (2)
Food Service Supervisor I
Food Service Supervisor II
Grounds Equipment Operator
Groundskeeper
Instructional Assistant - Computer Applications
Instructional Assistant - Dental
Instructional Services Technician
Intermediate Clerical Assistant (Bilingual Oral)
Intermediate Clerical Assistant (Bilingual/Bi-literate)
Intermediate Clerical Assistant (Monolingual)
Intermediate School Office Manager (Bilingual Oral)
Intermediate School Office Manager (Bilingual/Bi-literate)
Intermediate School Office Manager (Monolingual)
Lead Food Service Assistant
Maintenance Electrician
P.E. & Athletic Equipment Attendant (Male)
Physical Education Assistant (2)
School Based Therapist
Senior Clerical Assistant (Bilingual Oral)
Senior Clerical Assistant (Bilingual/Bi-Literate)
Senior Clerical Assistant (Monolingual)
Senior Director, Facilities Planning & Development
Senior Instructional Assistant - Behaviorally Challenged (6)
Senior Instructional Assistant - Severely/Multiply Handicapped (3)
Senior Instructional Assistant - Sign Language
Speech/Language Pathology Assistant
Student Supervision Assistant (3)
Utility Worker
Warehouse Worker

Assignment Transactions

The Commission staff is tasked to ensure that all assignment transactions of all classified and unclassified staff are in compliance with Education Code provisions, Personnel Commission Rules and Regulations, collective bargaining agreements, and District policies and procedures. In total, there were 2,169 assignment transactions completed by staff in the 2019-20 school year, which is a 9% decrease from 2018-19 school year (2,389). The 2018-19 school year had seen a 7% increase from 2017-18 (2,236), which was an overall increase of 10% from the 2016-17 school year (2,177).

HIGHLIGHTS AND ACCOMPLISHMENTS

The year 2020 will be remembered as the year that innovation and technology moved to the forefront in accomplishing our work. From March through the end of the fiscal year, there were literally hundreds of hours spent utilizing the online platforms of Zoom, Microsoft Teams, and Google Hangouts. The “Shelter in Place Orders” that were declared in March required us to change our work practices.

Due to the pandemic, our annual Pin Ceremony that we celebrate at the May Personnel Commission meeting had to be postponed. Once the limitations for large gatherings are lifted we will reschedule the annual celebration that will recognize 157 classified employees for their 5 to 40 years of service, equaling a combined total of 2,115 years of assistance to our students and community. The Commission will also honor 12 retiring classified employees, acknowledging their more than 215 years of service to the District.

The 2020 Professional Growth Saturday took on a different look due to the pandemic. A much smaller enrichment opportunity was offered to the group of employees that needed that last Saturday class to complete their programs. The program was held via the Zoom platform.

In December, we completed the Classified Leadership Academy that offered two tracts. One tract was for our current Classified “Supervisors” and the second tract was for “Aspiring Leaders.” We had approximately 45 employees complete the program. We are looking forward to offering the program again in the future.

2020-21 GOALS OF THE PERSONNEL COMMISSION AND CLASSIFIED HUMAN RESOURCES DIVISION

1. Continue our work within the guidelines of the California Education Code, Board Policies and Administrative Regulations, and Personnel Commission Rules and Regulations of the Classified Service and state and federal laws, review and streamline classified human resources internal and external processes to maximize efficiencies to best serve the stakeholders of the Downey Unified School District Personnel Commission and Classified Human Resources.
2. Work in a collaborative manner with the Los Angeles County Office of Education (LACOE) to implement the LACOE Human Capital Management (HCM). It is

anticipated that this new software system will significantly streamline our human resource processes.

3. Continue to work with stakeholders to recognize and appreciate the work of Classified employees.
4. Develop and implement fully online recruitment, new hire onboarding and orientation programs.
5. Continue developing training and preparation workshops for Classified employees to work towards promotion.