



# **ANNUAL REPORT**

## **2020-2021**

**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 2021

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## 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 Innovative Education 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 Specialists who 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 2020-21 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.

- Doty School Teacher, Victoria Arosteguy 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. Due to COVID-19 the Masonic Lodge decided not to recognize any teachers this year.
- Ward Elementary School was recognized as a National Blue Ribbon School for 2020 by the U.S. Department of Education.
- Downey and Warren high schools were named 2021 U.S. Best High Schools in the nation according to *U.S. News and World Report*.
- Griffiths and Stauffer Middle Schools were redesignated as high-performing California schools under the Schools to Watch-Taking Center Stage program.

## 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:

- Waivers to Board Policy Administrative Regulation due to the COVID 19 Pandemic, were approved through August 2021 on the following items:
  - AR 3126, Graduation
  - AR 3210, Continuing Education
- Changes to Board Policies (BP) and Administrative Regulations (AR) were approved on the following items:
  - AR 2105, Attendance Boundaries
  - 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.
- Monitoring of Physical Education minutes at the elementary schools was not required for the 2020-2021 school year by California Education Code due to COVID 19.
- 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. Eleven (11) flyers were approved for distribution throughout the year, this number dropped due to the COVID 19 pandemic.
- 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 2020 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

- Elementary Education continued to facilitate academic success for TK-5th grade students by primarily focusing on refining our Distance and Hybrid Learning programs.
- 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 was to support our teachers and students throughout Distance and Hybrid Learning.

- Designed, planned, and delivered PD on online instruction delivery through TOSA Chats
- Created grade level Distance Learning slide decks, lesson plans, and resources to support instruction
- Planning of Elementary Principal Meetings including administrator professional development and support

### MIDDLE AND HIGH SCHOOLS

- Secondary Education continued to facilitate academic success for middle and high school students by primarily focusing on refining our Distance and Hybrid Learning programs.
  - Created one consistent DL schedule that offered both synchronous and asynchronous learning opportunities
  - Created one consistent hybrid schedule chosen by our teachers that offered maximum flexibility for students to access instruction in-person or at home
  - Professional Development in Technology Integration to foster learning during DL and Hybrid learning
  - Implemented Interventions that included academic, social emotional and mental health.
  - Continued to support diversity and inclusion within our work in HRC.

### ELEMENTARY RECOMMENDATIONS FOR FUTURE PLANNING

- Continue to build professional learning opportunities for our teachers to help accelerate student learning
- Continue to provide resources to support our teachers and administrators
- Continue to build and support the ELA and Math units and provide teachers with necessary resources.
- Support First Best Instruction and Professional Learning Communities
- Expand Apple Distinguished School recognition to 4 more schools
- 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
- Expand diversity in our classroom libraries and shared reading/interactive read aloud
- Expand Innovation Labs at elementary sites
- Expand robotics clubs to primary grades across all sites
- Continue to build an exemplary English Language Development (ELD) program across all sites

### SECONDARY RECOMMENDATIONS FOR FUTURE PLANNING

- Implement a robust technology integration model that utilizes one to one device instruction to facilitate engagement and provide opportunities for small group interventions.
- Support Professional Learning Communities (PLCs) in aligning essential standards for all core areas providing a guaranteed and viable curriculum to ensure equity for all students.

- Implement a multi-faceted approach of Academic Interventions that would include Tier 1 (during the period strategies from the classroom teacher) and Tier 2 strategies (intensive intervention strategies that occur outside of the classroom period).
- Implement social emotional learning (SEL) approaches that would continue to utilize PBIS and Capturing Kids Hearts Strategies as well as select curriculum resources to support students' social competencies necessary for academic and life success such as resiliency, self-management, and responsible decision-making.
- Support the middle school categorical teachers, high school PD site coaches and Technology Teacher Leaders (TTLs) by providing training to enable them to coach their staff on technology integration best practices that will further foster the PLC process.
- Utilize an in-depth curriculum adoption process for a new 6-12 ELA digital curriculum that would reflect literature that is comprehensive of diversity, equity and inclusion.
- Continue building capacity within our schools to provide co-teaching classes that will ensure success for all students in the new graduation requirements.
- Support the HRC in developing an equity plan that supports and provides resources to improve our practices in acknowledging and addressing issues of safety, inequality, discrimination, accountability and systemic racism with our school system and community.
- Support the schools in the implementation of the ELD program in regard to the ELPAC testing, curriculum, instruction, scheduling of students, and Federal Program Monitoring (FPM).
- Ensure successful rollout of virtual school and position for WASC accreditation and grade expansion.
- By spring, identify a middle school location for IB MYP expansion.
- Move forward with Academies at Old River/Stauffer and Price/Griffiths
- Wellness Centers – fully staff and finalize physical space at all secondary sites. Train all staff on assessing student need and educate all stakeholders on expanded services.
- Assess a-g completion rates of all sub groups and evaluate possible need to adjust graduation requirements for class of 2022
- Institute new and pending CTE pathways while assessing existing CTE pathways for completion rates and relevancy.
- Work with Cerritos college to identify and take next steps in establishing Early College Program at high schools.

## COLLEGE AND CAREER READINESS

John M. Harris, Director

### GENERAL OVERVIEW

In the 2020-21 school year, the College and Career Readiness Department (CCR) supported Board Goal 4 and continued its implementation of CCR Program sustainability. This annual report summarizes the department's work in an unprecedented pandemic year.

### SUPPORTING BOARD GOAL 4:

- Board Goal 4: 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 sustainability through further development and implementation of essential pathway elements in the Elementary, Middle School, and High School segments.

Downey Unified's CCR Department has been implementing best practices that strengthen sustainability through further development and implementation of essential pathway elements in the Elementary, Middle School, and High School segments. In 2020-21, we secured the following grant funding for the CTEIG funding from the California Department of Education and Perkins federal funding. DUSD received \$781,402 for 2020-21 in CTEIG and applied for \$2.5 million for 2021-22 (due date June 9, 2021). We applied for \$158,237 for 2021-22 in federal Perkins funding. We were awarded 3 Round 3 K12 Strong Workforce Program (K12 SWP) grants from the California Community Colleges Chancellor's Office for the following: Business & Entrepreneurship-- DowneyMADE \$1,728,373; Downey Career Ecosystems \$1,730,462; Open Source – Downey \$1,757,094 for a combined total of \$5,215,929 for 30 months from January 1, 2021 to June 30, 2023. CCR is finishing implementation of the Round 1 K12 SWP Downey MADE Stronger (\$4,341,733) which ends December 31, 2021 and existing 2019-20 CTEIG (\$785,481) and 2020 Perkins (\$150,755) CTE funding with the goal of supporting students' growth and development from K through grade 12.

### DISTRICTWIDE ARTICULATION

With the vision of providing rich opportunities for all DUSD students, the CCR department applies for and utilizes grant funding to bring programs for students from elementary to secondary sites. For elementary schools, K12 SWP grant funding paid for equipment and supplies for the elementary Innovation Labs such as recording equipment, microphones, iPads, AR/VR goggles, 3D printers, etc., for Innovation Labs at 7 elementary schools: Gauldin, Imperial, Lewis, Old River, Rio Hondo, Rio San Gabriel, and Unsworth.



## SECONDARY SCHOOL GRANT SUPPORT

### Middle Schools

CTEIG and K12 SWP grants supported supplies and equipment for engineering feeder pathways along with sponsoring students to participate in Femineers and FemineersRobotics registration fees for students and teachers to participate in virtual events and competitions.

### The Femineers Program

During the 2020-21 school year, DUSD continued to develop and maintain a robust Femineer program with 260 students participating between the middle and high school programs. Unfortunately, due to COVID-19, many of the Femineer events were canceled this year and therefore students were unable to showcase their projects and industry skills at our annual District Gala and the Femineer Summit at Cal Poly Pomona.

### Robotics Competition

Thanks to the 2020-21 Mary R. Stauffer grant, 165 secondary students participated in Robotics Programs this year and all 165 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, but unfortunately, they were not able to compete due to COVID-19 and school closures. At the high school level, teams from both sites 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.

### Career and Technical Education (CTE)

K12 SWP, CTEIG, and Perkins CTE grant funds supported the maintenance, conception, and development of a robust catalog of 20 CTE pathways in DUSD. Each of these pathways are designed to meet students' needs ensuring their coursework is relevant and tied to current local industry needs. DUSD programs are continually evolving to give students a competitive edge in top statewide workforce sectors, and to offer opportunities to test for industry-approved credentials and transition to postsecondary settings. The department will continue to align all CTE pathways to meet the 11 Essential Elements of High Quality CTE programs, including supporting all 22 CTE teachers in using the California Department of Education curriculum templates that address state CTE Model Curriculum Standards to be recognized as "high-quality CTE pathways" for all 20 DUSD pathways and also address industry standards while incorporating industry-recognized certification for students.

### Current CTE Pathways

CTE Pathways currently offered for CTE are: Animation; Biotechnology; Dance/Choreography; Engineering and Architecture; Education; Food Science, Dietetics, and

Nutrition; Food Science and Hospitality (Culinary Arts); Film/Video Production; Game Development - (Fall 2021); Graphic Design; Makeup Artistry; Media Arts; Multimedia Production; Patient Care (Sports Medicine); Residential and Commercial Construction; Software and Systems - Systems Programming (Computer Science); Systems Diagnostic, Service, and Repair (Auto Technology); Visual and Commercial Art (Photography)

### New CTE Pathways

- Welding:
  - Welding begins Fall 2021 at Columbus High School with students attending from Columbus HS and Adult Ed in phase 1 of implementation, adding Warren HS, and Downey HS in phase 2. Completed efforts include articulation with Cerritos College, priority registration at Cerritos for DUSD completers, identification and planning for an outdoor Welding Lab at Columbus, equipment and supply ordering, and DUSD Facilities leadership in lab set up. The goal for Welding is to complete the renovation, support teachers, and launch a full Welding Pathway toward supporting high-demand livable wage jobs.
  
- Advanced Manufacturing:
  - Advanced Manufacturing begins Fall 2021 at Downey High school. Completed efforts include articulation with Cerritos College, priority registration at Cerritos for DUSD completers, planning for the remodel of the Advanced Manufacturing lab at Downey HS to include installing industry equipment students will use at Cerritos and in the workplace. The goal for Advanced Manufacturing is to support teachers and student careers or education opportunities, in partnership with industry and Cerritos College, toward supporting high-demand livable wage jobs.
  
- Game Development:
  - Game Development begins Fall 2021 at Warren High School and Downey High School. Completed efforts include industry-developed Milestone projects by 2 Degree Shift and Akupara Games that reverse engineer a successful game development job applicant portfolio to the skillsets of students who are new to game development. In addition to the 12 Milestones over the two-year pathway, Open Education Resource (OER) supplemental materials incorporate learning high-level languages C# and C++, Math for Programmers, Visual Studio, Unity, and Unreal Engine. The goal for Game Development is to support teachers in teaching higher-level programming languages and engaging students with Game Development milestones as they develop industry-appropriate portfolios.
  
- Internet of Things and Cloud Computing Technologies:
  - Internet of Things and Cloud Computing begins Fall 2022. Preliminary work includes articulation planning with Cerritos College and the creation of Cloud Computing supplemental materials. Due to concerns over student engagement, the Internet of Things addition offers hands-on engaging projects that support emerging technologies alongside foundational learning in circuitry, electricity, and

connectivity. The goal for IoT and Cloud Computing is to create funding for supplies, write curriculum, coordinate industry-driven project-based learning, and support teachers.

### Pathways Under Development

- The following DUSD pathways are under development or on hold and coming soon: (1) Audiovisual Technologies in collaboration with Audiovisual and Integrated Experience Association (AVIXA); (2) Internet of Things (IoT) / Cloud Computing; (3) Legal Practices; (4) Law Enforcement; (5) Manufacturing/Production.

### CCR GRANT FUNDED PROGRAM SUPPORT

- Skills USA: Grant funds supported 1,804 DHS and WHS students' California SkillsUSA membership fees along with 37 DUSD teachers. In addition, 41 qualified for national competition and grant funds paid for the registration fees for participation in national championships. A total of 28 students earned gold medals, 6 silver, and 6 bronze at the 2021 national championships.
- eSports: eSports student engagement program is in its 3rd year. The Overwatch Downey Unified eSports High School Tournament was held virtually on December 7, 2020. A separate eSports competition was held exclusively online against Compton Unified in May 2021.

### COLLEGE ADMISSIONS GRANT SUPPORT

The CCR department is engaged in ongoing monitoring and evaluation of its processes and programs. As such, the department has a goal of continuing 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. As of May 28, 2021, a total of 1,685 seniors completed the 2021 Senior Survey (completion rate by school: Columbus HS = 67; Downey HS = 818; Warren HS = 800). Build capacity for multi-year follow-up opportunities by collecting personal email and cell phone numbers for graduates. The goal of this data collection is to better inform the types of support students require in order to attain college success. CCR grants funded the following college support programs:

- Internship: MADE Ready internship is in its 6th year: 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; 115 in Year 4; and 180 students participated in the virtual internship last year. Currently, there are 175 students set to participate in Year 6 from June 14 to July 30, 2021 working from home. Key partner is the Southeast Los Angeles County Workforce Development Board (SELACO WBD), who is responsible for liability insurance and timesheets/payroll for all 175 students.
- College Applications: The College Admissions Academy was offered to all 180 MADE Ready summer internship students meeting UC admissions guidelines in summer/fall 2020 and will be offered again in 2021. All 50 students who participated

in the College Admissions Academy were accepted into at least 1 UC. Besides the UCs, students were also accepted to private universities including: Cal Tech, Harvey Mudd College, Mt. Saint Mary's, University of Pennsylvania, Stanford, among others.

## CCR GRANT FUNDED WORKFORCE SUPPORT

- Tying students' CTE work to current labor market information is a critical component of continued progress for DUSD's programs. CCR in collaboration with 2 Degree Shift developed the *Downey CTE Pathways Workforce Roadmap*, incorporating labor market information with entry-level jobs data details (positions and salary potential). These are linked to levels of education for the District's career pathways students to include jobs, salaries, skill sets, and career opportunities with levels of education ranging from high school diplomas through bachelor's degrees.
- Open-Source Downey is creating content with DUSD as publisher, a DUSD repository for Open Education Resources (OER), and a GitHub repository for open-source access to all content. Current content development includes Game Development Milestones and supplemental materials, and Cloud Computing supplemental materials. The goal is to complete the DUSD repository, contribute a minimum of 150 content artifacts, and distribute OER content to national sites OERCommons, CTEOnline, Merlot, and two additional state or national repositories.

## SUPPORTING COLLEGE READINESS

### Advanced Placement (AP)

Although the results of the 2020-21 Advanced Placement exams will not be available until after the annual report is due, we can report that this year, 1,628 students participated in the AP Program. However, we anticipate that the total percentage of students who achieve a "passing" score of 3 or higher, will be comparable to passing rates in the past. We hypothesize 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.

### College Equity and Access Support Programs

In the 2020-21 school year, the District-wide goals for AVID included: supporting sites in sustaining the implementation of the AVID program during distance learning through opportunities for professional learning and the utilization of student level data to inform school wide practices.

- At each site, AVID Teams attended and provided Professional Learning opportunities to support equity and instruction during distance learning.
- 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
- Because of an unprecedented school year due to the COVID-19 pandemic and ensuing distance learning mandates districtwide, AVID enrollment decreased from 1,649 total student enrollment in 2019-20 to 1,410 total student enrollment in 2020-21 in our AVID programs. As students return to in person learning, we anticipate enrollment increases and will be pursuing mitigation of our experienced enrollment declines.
- AVID Sites successfully completed certification processes and requirements.

### 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. For the 2020-21 school year, the CCR department supported secondary sites in aligning grading policies and college eligibility metrics to UC-CSU COVID-19 policies.

### 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. In the 2020-21 school year, the College and Career Centers continued their work of supporting students in gaining access to financial support, work experience, and required skills identification.

### Counseling and Guidance Support

The CCR Department continued to work with secondary counselors in DUSD with the purpose of facilitating coherence and clarity in communication between site and district levels. Highlights include:

- Continued implementation and established District support of middle and high school counseling teams through secondary combined counselor quarterly meetings with job-imbedded professional development.
- Coordinating with Student Services to inform and update DUSD secondary counselors with SEL practices and mental health supports for students.

### Librarians

In the 2020-21 school year, the CCR Department facilitated the secondary librarians in their work as an intra-district PLC. Within the scope of work, secondary librarians expanded their work in the areas of digital instruction, outreach, and support for students and staff.

### RECOMMENDATIONS FOR FUTURE PLANNING

In 2021-22, based on awarded grants and LCAP line 8 and 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
- Support AP examination for all students.
- 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.

### 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
- 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 core 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, including Balanced Literacy and Cognitively Guided Instruction, as well as continuing the process of implementing Next Generation Science Standards (NGSS) and building on our integration of technology through the elementary 21<sup>st</sup> Century Learning Communities (21 CLC) iPad Initiative and Elementary Robotics. Although suspended again 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 2020-21 school year, there were three Instructional Technology coaches, one Math Instructional coach, two English Language Arts Instructional coaches, and one Science, Technology, Engineering, Art and Mathematics (STEAM) coach in Elementary Education. The Elementary Instructional Coaches design and provide professional learning to all teachers, as well as resources, tools, and lesson plans.

### Distance Learning

Elementary has continued to focus on First Best Instruction (FBI) for both synchronous and asynchronous learning. Elementary is relentless in our commitment to provide our students meaningful, relevant, and rigorous first best instruction built on the foundation of critical thinking, creativity, collaboration, and communication. Our lessons are designed to give voice and choice to students and engage them as active learners. All support and programs were designed to support our students and staff during distance and hybrid learning.

### Elementary: Professional Development (PD) and Support

Elementary Education continues to focus on supporting teachers, their instructional practices, and FBI. These collective efforts help us ensure we are doing everything possible to provide ongoing and timely academic support to our students. Elementary teachers have had the opportunity to attend over 80 Professional Learning sessions since July 29, 2020. These sessions have included topics in all core content areas, as well as Student Engagement and SEL. The purpose of these sessions was to engage our teachers in deep learning, sharing various instructional strategies employed to meet the diverse instructional needs of ALL students. All PD sessions were designed and provided by the Elementary Ed. TOSA team. A TOSA Chat calendar was created and



shared with all staff to make it easy to access all PD and resources. Topics included but were not limited to: *Building Classroom Community, Getting the Year Started in Math and ELA, Student Engagement, Feedback and Assessments, Shared Reading, Engaging Asynchronous Work, and SEL*. Technology integration sessions included but were not limited to: *Zoom Training, Getting Started with Classkick, Google Classroom, Flipgrid, Jamboard, Using Minecraft as an Instructional Tool, and Notability*.

In addition to weekly TOSA Chat opportunities, formal TOSA office hours were provided two days a week, as well as the open access to TOSAs at all times. Other TOSA teacher support included modeling, planning, and creating lessons and resources for teachers. Collectively, over 200 teachers received requested individual support from the TOSAs. A Shared Google Drive with access to all tools was made available to all teachers. All TOSAs were a click away to provide immediate support and guidance.

Monthly SDC PLC meetings to support our special education teachers were also provided. Training was also provided by the TOSAs to special education support staff.

Grade level math collaborations were available for all teachers at the beginning of every math unit for every grade level.

## STUDENT INSTRUCTION, ENGAGEMENT, AND LEARNING OPPORTUNITIES

### Asynchronous Hybrid Wednesdays

During Hybrid instruction on Wednesdays when all students were in DL, Elementary Education was proud to support additional synchronous instruction with Math, STEAM, and PE Zooms. These thirty-minute instructional blocks provided additional live learning time to our TK-5 students. These thirty-minute blocks were divided into three grade-level bands-TK-1<sup>st</sup>, 2<sup>nd</sup>-3<sup>rd</sup>, 4<sup>th</sup>-5<sup>th</sup>.

Math focused on number routines, STEAM focused on art and STEAM-based activities, and PE focused on physical activity and nutrition. Each segment provided lessons for over three thousand students. STEAM and Math each had over one thousand students at a time on their Zooms.

Our TOSAs, Jennifer Toledo and Melissa Canham, led the Math and STEAM lessons. James Flores and Amber Johnson, PE teachers, led the PE lessons.

### Student Book Clubs

Our ELA TOSAs implemented student Book Clubs at 5 sites:

- 169 students in grades 2 & 3
- 132 students in grades 4 & 5
- Met with students weekly to discuss characters and discover what makes them unique and special. Group 1 met for 6 weeks; group 2 met with students for 3 weeks due to a hybrid teaching schedule
- Students self-selected a book to read. Each grade span had a choice of 5 titles. Books were mailed to students' homes and all students who participated were allowed to keep their books.



### Diversity Unit

Our ELA TOSAs developed a diversity unit to start off the beginning of the year. The goal of this unit was to bring awareness that each student in our school community is Valued, even though we have differences and similarities. A way to do this was by having conversations with students around building a positive classroom community where voice and choice matter and establishing routines. Another emphasis is on the six pillars of character that can be embedded throughout the school year. These lessons were built around beautiful books with diverse characters in a shared reading or interactive reading format. Lessons and books were provided for each teacher TK-5. Each teacher could adapt and/or make decisions that best met the needs of their students with the suggested titles.

The ELA TOSAs also worked with teachers on the ELA committee to continue to increase diversity in our shared reading and interactive read-aloud book choices for teachers. We want to make sure our students see themselves represented in the literature they are exposed to.

### STEAM Time with Mrs. Toledo

TK-5 students had the opportunity to participate in “STEAM Time with Mrs. Toledo” bi-weekly. STEAM Time lessons were purposefully designed to be grade-level appropriate and give children hands-on STEAM experiences. In addition to working through the engineering design process, children explored the science behind design challenges. Flyers were created and sent to families to notify them of materials that were needed. Lessons were designed so that most materials were found around the home.

### Virtual Days of Design STEM Challenges & Meet the Masters

This year we were able to provide engaging virtual learning opportunities for our TK-5 students. The first was our 5<sup>th</sup> DUSD Day of Design that took place the week of November 30. Students were able to enjoy the book *If I Built a Car* by Chris Van Dusen and then design and create their own dream cars! Part of the challenge was to be able to get their cars to move, and teachers were provided with lesson plans, extension activities, and ideas for students to share their designs.

We also designed art lessons based on Meet the Masters. Three master artists – one per trimester - were chosen for this school year with distance learning in mind.

### Coding Club

Coding Club was also offered to all TK-5 elementary students during the last year. The students met on Zoom with Mrs. Toledo twice a week for 6 weeks to learn to code. TK/K/1<sup>st</sup> focused on block programming using Scratch, 2<sup>nd</sup> and 3<sup>rd</sup> graders focused on block programming using Scratch Jr., and 4<sup>th</sup> and 5<sup>th</sup> graders focused on block programming using Scratch. This was a wonderful opportunity for our students and approximately 500 students participated.

### Intervention

Differentiated instruction is embedded into daily instruction. When students are identified as needing extra support, an intervention plan is implemented to address the targeted needs of each individual student. In addition to the core curriculum, elementary education supplements instruction by utilizing an interactive online instructional tool for English Language Arts (ELA) and Mathematics through i-Ready. Every student is administered an online diagnostic assessment in both content areas in order to determine their proficiency level. The i-Ready program utilizes these results to design and provide students with individualized instruction based on their unique needs in ELA and Math. Teachers can monitor progress and add lessons to support students who may need more targeted support in a certain area. Specialized reports provide teachers in-depth academic information for each student. Teachers can assign ELA and Math i-Ready online instruction while working with small groups of students. This program is free to every elementary student in our district.

### Family and Student Engagement

Connection and communication were more important than ever during the last school year. Administrators and school sites worked hard to deliberately provide opportunities for engagement throughout the year. Sites communicated through Zoom meetings, Blackboard, websites, email, phone calls home, apps like Dojo, and more. Virtual family nights, parent education, spirit weeks, virtual student clubs, and field trips were just a few ways schools stayed connected with their families.

### 21 CLC Initiative

The elementary 21 CLC initiative is in its sixth year of implementation. This year, Technology and Elementary Education distributed over 9000 brand new iPads to all TK-5<sup>th</sup> grade students at the beginning of the school year. This allowed all of our students to be 1:1. 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.

Elementary is also proud to announce that five of our exemplary elementary schools have been nominated for Apple Distinguished School (ADS). These schools are Gauldin, Imperial, Lewis, Old River, and Rio San Gabriel. It is extremely prestigious to be nominated for this recognition, as the Apple Distinguished Schools program is by invitation only. This is a global program, and there are currently only about 500 schools worldwide that have qualified to receive this recognition. Apple states, "We believe Apple Distinguished Schools are some of the most innovative schools in the world. They demonstrate Apple's vision for learning with technology-using Apple products to connect students to the world, fuel creativity, deepen collaboration, and make learning personal." Apple focuses on three areas: Vision, Learning, and Success. Our schools, with tremendous support provided by our Instructional Technology Coaches, Jennifer

Gamero, Marnie Luevano, and Leslie Neill, and the technology department, have been relentless in ensuring we have embedded meaningful and relevant integration of technology into all of our classrooms. The focus has been on building student confidence in “voice and choice” on a foundation of learning assembled to encourage critical thinking, creativity, collaboration, and communication. Our schools continue to be committed to providing educational opportunities that inspire and prepare our students to become flexible and innovative thinkers and action-oriented problem-solvers. These schools have spent over 100 hours going through the ADS process. The final applications were submitted on June 30, 2021. Our schools will then be notified by Fall.

Under the 21 CLC model, many sites continued their implementation of Student Technology Squads virtually. These student tech squads helped make videos to support parents, teachers, and students as well as provide virtual parent ed. and engaging video presentations.

### Elementary Robotics

Each of the 13 elementary schools typically has 3<sup>rd</sup>-5<sup>th</sup> 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. Unfortunately, due to COVID, Robolympics was postponed this school year.

### STEAMworks

Elementary offered STEAMworks, a 20-day elementary summer academic program, at the close of this school year to continue student learning. This engaging and rigorous learning opportunity was provided to TK-4<sup>th</sup> grade students during the 2021 summer. Elementary offered both in-person only and a distance learning only track. The in-person summer schools were hosted at four sites: Gauldin, Lewis, Rio Hondo, and Unsworth. All thirteen schools fed into these five options.

STEAMworks ran June 7 through July 2 from 8:30-12:00, five days a week. The theme this year was “A Journey Through the Solar System”. The focus was on English Language Arts (shared reading, interactive read-aloud, phonics, mentor sentences, writing), math, and STEAM. Students who are English Learners, Foster, McKinney-Vento, RSP, and on free/reduced lunch received priority registration. There were approximately 1500 students who participated. Breakfast and lunch were “Grab and Go” at the end of the day.

### True Lasting Connections (TLC) Family Resource Center Program

TLC has built partnerships with a variety of agencies to provide free health & human services to students. A total of \$128,748.04 was raised through donations, grants, and fundraisers this school year. The main fundraiser was the 9<sup>th</sup> Annual (Virtual) 5K for TLC, with nearly 1,000 participants, and raised over \$45,000. In addition, TLC received in-kind contributions in the amount of \$33,511.92. TLC processed 1,021 District-wide referrals this school year.

TLC supported families with: Counseling, crisis intervention, parenting, advocacy, Department of Public and Social Services, food, clothing, and nutrition for children, dental, glasses, transitional youth programs, grandparent support, bereavement counseling, drug and alcohol programs, health insurance enrollment, legal aid, domestic abuse counseling, low income Metro passes, Thanksgiving dinners, Christmas gifts and dinners, backpacks and school supplies, special needs resources, suicide prevention, low-cost immunizations, adult education, child care, Head Start, pre-school, utility assistance, homeless assistance, renter's rights, adult low-cost health care, and child abuse prevention/intervention.

### 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:
  - Teacher Grant Program
- Principal Grant Program in honor of Linda Kennedy
- Conducted a parent meeting to review the Family Life Films

### Elementary Education Responsibilities 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 was to support our teachers and students throughout Distance and Hybrid Learning
- Designed, planned, and delivered PD on online instruction delivery through TOSA Chats
- Created grade level Distance Learning slide decks, lesson plans, and resources to support instruction
- Planning of Elementary Principal Meetings including administrator professional development and support
- Stauffer Teacher and Principal Grants
- Coordinate the Dale Lostetter Carnival of Champions-Suspended 2021
- Oversee the Elementary Robotics Clubs/Program and Robolympics-Suspended 2021
- Oversee the 21 CLC initiative, including the professional learning and Instructional Technology Coaches (ITCs)
- Oversee the Elementary STEAMworks Summer Program
- 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 2021
- Coordinated and provided the training and administration for the District testing in science on CAST for Grades 5, 8,11, and 12-Suspended 2021
- 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-Suspended 2021

- Served as the District's CAASPP Coordinator
- Coordinated GATE 4th-8th Grade
- Directed the Elementary Teacher on Special Assignment (TOSA) Instructional Coach staff which consists of two ELA, one math, three ITCs, and one STEAM TOSA
- Facilitated SDC teacher Professional Learning Community (PLC) to be able to collaborate on a regular 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
- Provided District leadership and coordination for Improving Teacher Quality (ITQ - Title II). Also, providing leadership and assistance in working with the elementary and secondary private schools for ITQ - Title II
- Oversaw the Elementary Report Card process to evaluate and update the elementary report card to align with DL expectations. Coordinated the schedule for the online completion of the report cards and worked with the District's programmer to troubleshoot the online completion and uploading 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
- 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
- Continued the implementation of the elementary NGSS committee
- Assisted school sites in analyzing data to improve instruction
- Prepared District and Site Test Data Result Tables for the i-Ready assessments
- Provided resources and tools to administrators to assist them during DL
- Utilized social media (Twitter-@DowneyTeacher) to highlight PD, events, and site celebrations

## FUTURE PLANS AND RECOMMENDATIONS

- Continue to build professional learning opportunities for our teachers to help accelerate student learning
- Continue to provide resources to support our teachers and administrators
- Continue to build and support the ELA and Math units and provide teachers with necessary resources
- Support First Best Instruction and Professional Learning Communities
- Expand Apple Distinguished School recognition to four more schools
- 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
- Expand diversity in our classroom libraries and shared reading/interactive read aloud
- Expand Innovation Labs at elementary sites
- Expand robotics clubs to primary grades across all sites

- Continue to build an exemplary English Language Development (ELD) program across all sites

## INNOVATIVE EDUCATION PROGRAMS

Veronica Lizardi, Ed.D., Director

### GENERAL OVERVIEW

As of February 1, 2021, the Department of Instructional Support Programs was modified and renamed as the Innovative Education Programs Department. In 2018-19, the Enrollment Committee was established, and as a result of survey results, stakeholder input, and team collaboration, new innovative programs were recommended to the school Board of Education. The Innovative Education Programs Department began researching, collaborating, and planning to launch elementary and secondary programs by the 2022-23 school year. The Innovative Education Programs office encompasses specially funded programs through State and Federal funding.

Programs administered by this office are:

- Downey Unified Virtual Academy
- Early Education Program (Leap)
- Early College Program (Implementation Year 2022-23)
- Global Language Academies of Downey (GLAD)
- Dual Immersion Program (Middle School)
- International Baccalaureate (IB) Program (Primary through Diploma Program)
- Junior Reserve Officer Training Corp (JROTC)
- Before and After School Programs: Downey Foundation for Educational Opportunities (DFEO)
- Local Control and Accountability Plan (LCAP)
- Local Control and Accountability Federal Addendum
- Learning Continuity and Attendance Plan
- Budget Overview Plan for Parents
- Parent Advisory Committee (PAC)
- Parent Education (Districtwide Parent Academy)
- California School Dashboard (Local and State Indicators)
- Comprehensive Support & Intervention Programs and Funding (CSI)
- Additional Targeted Support and Improvement Program (ATSI)
- Title I (Improving Academic Achievement)
- Title III (Assistance for English Learners)
- Title IV (Student Enrichment Programs)
- Consolidated Application (Winter and Spring Submissions)
- Academic and Behavioral Intervention Support Tier I, Tier II, and Tier III
- Diagnostic Assessments and Program Monitoring (iReady, STAR 360)
- Low-Performing Student Block Grant
- District English Learner Advisory Committee (Elementary/Secondary Education as of 7/1/21)
- English Language Proficiency Assessments for California (ELPAC) (Elementary/Secondary Education as of 7/1/21)
- Federal Program Monitoring (FPM)



- Single School Plan for Student Achievement (SPSA)
- Annual Language Census (Elementary/Secondary Ed as of 7/1/21)
- Private School Liaison (Equitable Services)
- Downey Symphony Concert
- Professional Development
- CA Education Art Collective Liaison
- Elementary Physical Education Program (Elementary Education as of 7/1/21)
- Capturing Kids' Hearts
- VAPA (T.E.A.L. – Technology Enhanced Arts Learning)
- Social Emotional Learning

## SPECIAL PROJECTS, PROGRAMS AND ACCOMPLISHMENTS

- Implemented both in-person and virtual after school childcare programs for the return to school program from March 29, 2021 through May 28, 2021 for all elementary and middle school students. DUSD served a total of 730 students at the school sites and served a total of 418 students virtually. Downey Unified partnered with We Care, Sports for Learning, and ASPIRE.
- Accepted 149 new students out of 213 applications for the GLAD program for the 2021-22 school year.
- Added one 1st grade class and four 2nd grade classes for the 2021-22 school year.
- Supported Carpenter Elementary in the hiring of five new teachers for the 2021-22 school year.
- Supported Carpenter Elementary in the process of applying for candidacy as a Primary Year Program (PYP) International Baccalaureate (IB) program. Carpenter Elementary is a Candidate School and is in the process of becoming a designated IB PYP program.
- Coordinated the implementation and monitoring system of the District's model Local Control and Accountability Plan (LCAP) for 2021-22 for approximately \$40,727,188, which was adopted on June 15, 2021.
- Promoted over 500 DUSD parents with certificates of completion through the DUSD Parent Academies.
- 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), and Title IV Part A (Student Support) for approximately \$6,426,183.
- Administered and monitored District and site budgets for Title I, Title III, Title IV, 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 boundaries that are participating in federal programs (Title I – IV).
- Continued support with the implementation of Playworks at all 13 elementary school sites for Year 4.
- 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.
- Provided Distance Learning support for English Learners; EL Teachers on Special Assignment (TOSA) provided professional development through TOSA chats, created a resource folder with English Language Development (ELD) warm-ups and lessons, and provided individualized coaching to teachers who requested support with Designated ELD.
- Coordinated and facilitated planning for transitioning Pace School to Pace Education Center to house new programs to meet Board Goal #5: Utilize the Enrollment Growth Committee to generate and implement additional innovative programs at the elementary and secondary levels; including before and after school care and extended learning options for projected implementation upon students' physical return to schools.
- Coordinated and facilitated planning with our College and Career Readiness Department, Technology and Information Systems Department, Certificated Human Resources, Maintenance and Operations, and our Marketing and Public Communications Department to establish Downey Unified's Virtual Academy to begin in the Fall of 2021.
- Coordinated and facilitated planning with our Early Education Coordinator, Classified Human Resources, Technology and Information Systems, and Maintenance and Operations, and our Marketing and Public Relations Department to establish Downey Unified's Early Learning Program (Leap) to begin in the Fall of 2021.
- Revisited partnership with Cerritos College to establish an Early College program in Downey Unified to implement in the Fall of 2022.
- Began discussion with the International Baccalaureate committee to detail plans for establishing a Middle Year Program to start in the Fall of 2024.
- Implemented iReady for ELA and Math at all four middle schools.

#### DOWNEY UNIFIED VIRTUAL ACADEMY

- Researched and networked with current Independent Study programs in other districts.
- Partnered with the College and Career Department to plan for WASC/NCAA accreditation and course offerings.
- Partnered with Facilities and Purchasing Departments to plan for renovation of Pace Education Center to house the Virtual Academy.
- Facilitated marketing and communication plan as well as digital platform (webpage) and application with Public Relations, Creative Works Agency team, and district's Technology and Information Systems Department.
- Assisted Human Resources in creating of job descriptions and hiring of a program administrator, five teacher positions and one academic counselor.

#### EARLY LEARNING PROGRAM (LEAP)

- Researched and networked with existing preschool programs and Los Angeles County Office of Education (LACOE) to develop a plan for the District's early learning program.
- Researched and selected preschool curriculum.

- Facilitated marketing and communication plans as well as digital platform (webpage) and application with Public Relations, Creative Works Agency team, and District's Technology and Information Systems Department.
- Assisted Classified Human Resources in creating job descriptions and hiring of staff including teachers and aides.
- Partnered with Facilities and Purchasing Departments to plan for renovation of Pace Education Center to house the Leap program.

#### LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

- Coordinated, monitored, revised, and updated the District's (2021-22) Local Control and Accountability Plan. The LCAP was adopted on June 15, 2021.
- Engaged the Parent Advisory Committee during six meetings (no site visits this year due to COVID-19 restrictions) to build common understandings of District programs and services with our parent committee members. Due to COVID-19, all 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 seventh year to gather perception data from teachers, staff, parents, and students. The LCAP survey resulted in responses from 4,658 parents, 11,468 students, and 1,250 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.
- Implemented a modified PE program to accommodate TK-5 students during Distance Learning. PE teachers provided Workout Wednesdays for all elementary grade levels. Upon return to school and Hybrid instruction, PE teachers implemented a schedule to provide virtual PE during students' asynchronous learning time. PE teachers held six 30-minute virtual PE sessions every Monday, Tuesday, Thursday and Friday to accommodate all grade levels and those in Cohort A, B or full-time Distance Learning. On Wednesdays, they continued Workout Wednesdays and offered three sessions. Every day of the week had a specific focus: Cardio, Strengthening, Emotional Wellbeing/Nutrition/Stretching and Breathing/Yoga, and Fun Day Fridays.

## 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 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 a community service gift giving program in lieu of holiday banquets for socio-economically disadvantaged elementary students in December.
- Assisted all private schools with resources and supplemental materials and supplies to meet the needs of their at-risk DUSD students and COVID-19 needs.
- 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 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.
- Expanded the implementation of a diagnostic assessment and online instructional tool (iReady) in English Language Arts and Mathematics for middle school students to use during and after school.

### ENGLISH LEARNER (EL) PROGRAM (Elementary/Secondary as of 7/1/21)

- Provided leadership, technical assistance, and professional development for all site English Learner Program Coordinators in meetings held throughout the school year.
- EL TOSA created an ELD resource folder to be included in the District's Elementary Initiative Curriculum folder in DRIVE. This folder contains: Warm-Ups, ELD units for TK-2 and 3-5, an Image Gallery, an Assessment for Oral Language Production, and scenarios for Distance Learning.
- EL TOSA provided six professional development opportunities for Integrated and Designated ELD during Distance Learning at EL TOSA Chats held in September (2), October (2), and December (2).

- EL TOSA provided individualized coaching to elementary teachers requesting extra support with Designated ELD during Distance Learning.
- Coordinated and provided 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 oversaw the required 1 to 4-year monitoring process.
- Coordinated the administration of the ELPAC. Due to COVID-19, Summative ELPAC for 2019-20 was extended to the Fall of 2020; 1,693 assessments were administered. In the Spring of 2021, Summative ELPAC for 2020-21 began. A total of 1951 ELPAC assessments were completed and submitted for scoring. A total of 398 Initial ELPAC assessments were given. The state has given LEAs the option to complete assessments until July 30, 2021. DUSD will make every effort to complete as many ELPAC assessments as possible.
- Completed the annual Language Census Report. Three thousand, two hundred sixty-four (3,264) students in the District (15%) were identified as English Learners. Reclassified Fluent English Proficient (RFEP) students were 295 with a 9% rate. (Last Census Report as of 10/7/20)
- Continued to implement District-level English Learner progress monitoring form to track the progress of EL students and Reclassified Fluent English Proficient students.
- Purchased and provided updated curriculum for the middle school ELD program, English 3D, designed for long-term English learners.
- Provided online access to curriculum for middle school ELD teachers using English 3D.
- 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 implement the guidelines of our EL Master Plan to support IEP teams discussing our EL students with disabilities and their opportunity for reclassification.

#### GLOBAL LANGUAGE ACADEMIES OF DOWNEY (GLAD)

- Accepted 149 new students out of 213 applications for the GLAD program for the 2021-22 school year.
- Added one 1st grade class and four 2nd grade classes for the 2021-22 school year.
- Supported Carpenter Elementary in the hiring of five (5) new teachers for the 2021-22 school year.

- Continued the partnership with the Los Angeles County Office of Education to partner with the Los Angeles County Bilingual Teacher Consortium program.
- 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 five Dual Immersion teachers for the additional grade level.
- Managed the application process for the GLAD 2021-22 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 2021-22 school year for Cabinet to approve, including an additional grade level.
- Organized IB training for four new GLAD teachers to attend in January through Rocky Mountain Association of World IB Schools.
- Held meetings to discuss and plan future expansion of GLAD, pathway for students during middle school for both IB and Dual Immersion.
- Surveyed families for input on the implementation of a second language for GLAD. Results show the following top three languages: Mandarin (1070 responses), French (899 responses), Japanese (657 responses).

## 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 four 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.
- Gathered parent input on the District Parent Involvement Policy and on topics for parent workshops and academies. Top requested topics were Teaching Responsibility and Decision Making, Building Self-Esteem, and Preventing Bullying.

## PROFESSIONAL DEVELOPMENT

- Provided EL professional development to all elementary teachers during EL TOSA chats in the Fall of 2020 to support teachers previously trained in both Integrated and Designated ELD during Distance Learning, as well as supporting teachers who were unable to complete their Designated ELD training in the Spring of 2020 due to COVID-19.
- Coordinated ELPAC training to all EL coordinators and facilitated resources for all school sites to train teachers at their school sites.

- 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.
- Organized training for middle and high school teachers on Capturing Kids' Hearts and a total of 273 secondary teachers received training by attending a two-day in-person training. There were 22 virtual workshops that took place in February and March of 2021 to help teachers support students during the pandemic. Five hundred sixty-three (563) teachers attended a three-hour virtual session.
- Organized training for i-Ready Parent Workshops: K-8 Downey Family Information Sessions. There were four sessions offered in English and four sessions offered in Spanish in the AM and PM to accommodate parent schedules. All meetings were held online to help families engage with i-Ready to support their students at home. Families deepened their understanding of i-Ready and its core components and developed an understanding of how the diagnostic works and how their children will engage with the assessment. They explored the resources that are available to them to support their students during the diagnostic and beyond.
- Organized Elementary i-Ready professional development in October 2020. Teachers were able to choose among four options of support based on their experience with i-Ready and the support they needed: i-Ready 101 (Overview) - 93 participants, Planning for Differentiated Instruction (Beginners) - 117 participants, Planning for Differentiated Instruction (Advanced) - 40 participants, and Strategically Using Personalized Instruction Lessons (online lessons) - 111 participants.
- Coordinated and organized Secondary i-Ready site training in January 2021 to support their first-year implementation of diagnostic assessments for ELA and Math. Teachers could choose one of three sessions: i-Ready 101 (Overview), Planning for Differentiated Instruction, and Strategically Using Personalized Instruction Lessons (online lessons).

#### PHYSICAL EDUCATION (Elementary/Secondary as of 7/1/21)

- Continued to provide all PE teachers iPads to support efficiency in managing student data and providing virtual instruction.
- Elementary PE teachers provided Workout Wednesdays during Distance Learning for all elementary grade levels.
- In March 2021, elementary PE teachers created a schedule to provide lessons focused on Cardio, Strengthening, Emotional well-being/Nutrition/Stretching & Breathing/Yoga and Fun Fridays. PE teachers held six 30-minute virtual PE sessions every Monday, Tuesday, Thursday and Friday to accommodate all grade levels and those in Cohort A, B or full-time Distance Learning. On Wednesdays, they continued Workout Wednesdays and offered three sessions.
- Implemented regular monthly meetings with the PE teacher leaders to collaborate on the continued growth of the PE program.

#### RECOMMENDATIONS FOR FUTURE PLANNING

- Continue to support and possibly expand the Early Learning Program (Leap) at Pace Education Center.



- Begin planning for a second language strand to be offered at GLAD.
- Continue to support the Virtual Academy (Independent Study) program for Grades 7-10 and support expansion for Grades 11-12 and K-6.
- Continue planning for the IB MYP program and Dual Immersion pathway in middle school.
- Continue planning for the Early College program to be offered at one or more of our comprehensive high schools.
- Begin exploration of a Junior Reserve Officer Training Corps (JROTC) program to be offered at one or more of our comprehensive high schools.
- 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 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 coordinate the effective implementation, monitoring, review, and revision of the Local Control and Accountability Plan 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) 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.
- Assist schools with Federal Program Monitoring regulations to ensure compliance with federal requirements for the in-person review scheduled April 2022.
- Assist schools with writing updated school plans that reflect an analysis of local data and instructional services for continuous improvement.
- Continue to train secondary teachers in Capturing Kids' Hearts through a virtual platform.
- Support the Implementation of a Social Emotional Learning curriculum and provide professional development to an effective implementation Districtwide.

## SECONDARY EDUCATION

Rani Bertsch, Ed.D., Director

### GENERAL OVERVIEW

In 2020-2021, Secondary Education continued to facilitate academic success for middle and high school students by primarily focusing on Board Goal #1 by refining our Distance and Hybrid Learning programs.

Board Goal #1: Implementation of a rigorous Distance Learning program that supports the academic and Social Emotional Learning (SEL) needs of all students.

### Distance Learning

Our secondary schools quickly adapted to a distance learning (DL) model last March 2020. Our administrators and Instructional Leadership Teams (ILTs) worked diligently to create a rigorous, flexible and long-term DL model that would support our students academically and social-emotionally.

The schools collectively created one consistent schedule amongst all 7 secondary sites that included the 240 instructional minutes requirement of both synchronous and asynchronous learning in 3 block periods per day (see below).

## Teacher DL Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>7:30-8:25 (55)</b>	<i>Prep Period</i>		<i>Please refer to your school's website for Wednesday schedule</i>	<i>Prep Period</i>	
<b>BLOCK 1 (86) 8:30-9:56</b>	Period 1	Period 2		Period 1	Period 2
<b>9:56-10:16 (20)</b>	<i>Break</i>			<i>Break</i>	
<b>BLOCK 2 (86) 10:16-11:42</b>	Period 3	Period 4		Period 3	Period 4
<b>11:42 - 12:30 (48)</b>	<i>Lunch</i>			<i>Lunch</i>	
<b>BLOCK 3 (86) 12:30-1:56</b>	Period 5	Period 6		Period 5	Period 6
<b>2:00-3:00 (60)</b>	Office Hours	Office Hours		Office Hours	Office Hours



Secondary teachers used Zoom to implement the live synchronous instruction. A minimum of 30 minutes of daily live instruction per period (90 total minutes) a day of synchronous learning was required, in addition to a 60-minute office hour block to provide additional support. The remaining minutes of learning were asynchronous.

### Technology Integration

Besides the use of Zoom, we adopted several technology tools to help our students and teachers thrive in DL. One of our biggest transitions was our adoption of Canvas as our new learning management system (LMS). Canvas is used by teachers and students to access and manage online course learning materials and communicate about skill development and learning achievement.

Our Secondary Instructional Technology Coaches (ITCs) have been supporting our teachers and students throughout DL by conducting Professional Development sessions on Zoom, Canvas, Screencasting, YouTube Channel, Edpuzzle, Flipgrid and Google Suite, as well as offering daily office hours for staff.

In order to increase our fluency in DL best practices, our secondary team trained and supported our Technology Teacher Leads (TTLs) so that they could then support teachers at their site.

During DL, we discovered that our students and parents needed different modes of communication. Our administrators and teachers continued to utilize communication tools that our parents were used to such as the DUSD parent app, Blackboard Connect (dialers and emails), and the Remind app. However, schools also created websites for students and families solely dedicated to distance learning resources and support. Our administrators and teachers also relied heavily on Canvas as a communication tool to connect with students and parents.

During the summer and fall of 2020, we continued to focus on technology access and connectivity. Each student in middle school was issued a cellular enabled new iPad to support remote learning and each high school student was issued a Chromebook/PC device upon request. Our high school students were issued a hot spot if needed for connectivity.

### Hybrid Learning

Secondary Schools transitioned to a Hybrid in-person instructional model on March 29, 2021. Families were given an option to return to school in-person or stay in DL.

## Secondary Hybrid Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TIME	Cohort A in-person Cohorts B & C Zoom in	Cohort B in-person Cohorts A & C Zoom in	Full Distance Learning	Cohort A in-person Cohorts B & C Zoom in	Cohort B in-person Cohorts A & C Zoom in
<b>7:30-8:20</b>	Prep	Prep	<b>DISTANCE LEARNING DAY</b>  <i>Please refer to your school's website for Wednesday schedule</i>	Prep	Prep
<b>8:30-9:44</b>	Period 1	Period 1		Period 2	Period 2
<b>9:54-11:07</b>	Period 3	Period 3		Period 4	Period 4
<b>11:17-12:30</b>	Period 5	Period 5		Period 6	Period 6
<b>12:30-1:15</b>	<i>Lunch</i>			<i>Lunch</i>	
<b>1:15-2:00</b>	Intervention & Enrichment	Intervention & Enrichment		Intervention & Enrichment	Intervention & Enrichment
<b>2:15-3:00</b>	Office Hours	Office Hours	Office Hours	Office Hours	

Students returning to school in-person hybrid instruction were divided into two groups (Cohort A and B). Due to safety protocols, students attended class in-person 2 days per week and in distance learning 3 days per week. Students wanting to stay in DL all five days went into Cohort C. Wednesday remained as a DL day for all students. All students in Cohorts A, B, and C participate in daily live instruction from their teachers during the first part of the day. The remainder of the school day, students are assigned asynchronous instruction so they can participate in Student Choice activities that include SEL and mental health supports.

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

Though this model allowed for maximum flexibility, it was a difficult transition for our teachers and students to learn to live stream instruction. In order to prepare for this transition, professional development and agreed upon best practices were put in place prior to the start of in-person hybrid instruction. Our teachers had to learn how to be proficient on the live stream equipment: camera, audio, cabling, and other AV equipment.

Starting on April 26th, we were able to offer in-person instruction 4-days per week to students in targeted subgroups who have been struggling with distance learning: McKinney-Vento, Foster Youth, ELD and SDC students. Many of our families took advantage of this choice.

## INTERVENTION PROGRAM

### Academic Intervention

As we continued in distance learning, student progress was continually monitored. Our data indicated a sharp increase in the number of students with D/Fs during the pandemic. Our ILTs enhanced our DL model to include academic, social emotional and mental health interventions. Each school's ILT created and implemented a school-wide intervention plan that included embedded interventions during the instructional day. In addition to the embedded interventions, students received additional support after school, during office hours and on designated Saturdays. The Intervention plans included extra support on our early release Wednesday schedules that include: Student Choice activities (academic tutoring, technology support, clubs, virtual activities, social emotional support, and college and career guidance).

We utilized diagnostic tools such as iReady at the middle schools and STAR at the high schools to help monitor our students' progress.

### Social Emotional Intervention

More than ever we recognized the importance of supporting students in their social emotional learning. This spring, every secondary teacher completed a 2-hour, interactive, virtual experience with Capturing Kids' Hearts! This session equipped teachers with the necessary tools to engage students in a distance learning setting.

Our Return to School Committee included an SEL subgroup to concentrate on a possible curriculum adoption. We had school sites pilot two different SEL curriculum: RethinkEd and Thrively. Both programs were piloted for three weeks with grades TK-12, general education and special education. Survey data indicated a preference for RethinkEd so we expanded to an additional 14-week pilot for Rethink at both comprehensive high schools and one middle school, general and special education. An expanded SEL committee will be formed, consisting of four teachers from both comprehensive high schools and two teachers from all elementary, middle schools and the alternative high school along with administrators to provide a recommendation of curriculum.

Mental health has also been a focus of our intervention plan. For the immediate needs of our students, we shifted schedules of school psychologists to accommodate times/hours of the day that students needed support. Our office of Student Safety, Wellness, and Engagement plans to open Wellness Centers at every secondary school that will be staffed with mental health support for students to easily access at school.

## EXPANDED SUMMER PROGRAMS

### Middle School

Due to the effects of the pandemic, many students have struggled academically. Downey Unified School District offered an expanded summer school program in 2021 in an effort to recover learning loss.

All four middle schools offered summer school from June 7 through July 9, 4 days per week for approximately 400 students per school. 5th grade students attended summer school at our middle school campus to help them with the transition to a new campus.

Each student took three classes (ELA, Math, and Elective) per day in-person with the option to be in Distance Learning. Students who needed additional support were offered time with their teachers in the afternoon in office hours.

In addition to our in-person and distance learning summer school, secondary education also offered self-paced on-line elective courses that students could take and earn badges for completion. Some of the courses included Robotics, Culinary Arts, Drawing, Photograph and many more. Prizes will be given to students who earn the most badges this summer.

### High School

The high school summer program focused on credit recovery, credit repair, and original credit and ran from June 7- July 15, 4 days per week in-person with the option to be in Distance Learning. Over 3500 students attended our high school summer programs this year. We expanded the high school schedule to include 3 blocks instead of two in order to give students more opportunities for classes during the summer. Students could also take an optional 4th period block, if needed. Students who needed additional academic support were offered time with their teachers in the afternoon in office hours.

We had the largest summer program at the secondary level that we have ever had with over 5000 students utilizing the opportunities for remediation, credit recovery and repair, and original credit. It was our goal to help our students overcome any barriers to grade level competencies in our expanded and extensive course offerings.

### 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. Our co-teaching model completed the training of its third cohort this past school year in distance/hybrid learning. Due to the different nature of teaching and learning this year, our co-teaching consultant, Debra Herburger from WestEd, continued to support co-teaching specific to teaching in a distance learning environment. The co-teachers were provided with virtual professional development and coaching with Ms. Herburger. Additionally, teachers were given feedback after coaching observations.

Cohort 3 (new to co-teaching) was formed in Spring 2020 that included ELA, Math, and Science teachers in Grade 11 and one grade level from each middle school. Cohort 3

received the introduction to co-teaching by Ms. Herburger. The administrative teams that oversee the master schedule and special education from both high schools also participated in dialogue with Ms. Herberger regarding co-teaching teams, master schedule implications, and plans for Grade 11. During the 2020-2021 school year, Cohort 3 participated in professional development and coaching with Debra Herburger. Cohorts 1 and 2 teachers and instructional assistants were also given support with virtual co-teaching professional development throughout the year specific to distance learning.

All cohorts will continue learning 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) continued to meet each semester for the 2020-2021 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 composed 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. The BRC expanded to include administrators from both Downey and Warren High School.

The BRC was very deliberate in their choice of literature to review this year to ensure that our students have access to diversity. Our BRC members carefully read, reviewed and discussed possible diverse literature selections for use in the 2021-2022 school year. After much consideration, the BRC recommended books for approval to the Board of Education. These selections were put on public display and were ultimately approved by the Board of Education. The BRC will continue their review of literature this upcoming school year to ensure that our students have access to diverse literature selections that are age appropriate.

### SUMMARY

The pandemic precipitated many changes for our students and schools. We are still working to determine the full scale of the impact of this pandemic on our students with regard to unfinished learning. However, there were many positive outcomes that came out of the pandemic. We experienced new forms of innovation from our staff and students. The ability of our schools, staff and students to adapt to the continual changes throughout the past year have been encouraging and exciting. We look forward to the continued growth of innovation and resiliency our students and staff will undoubtedly demonstrate as we transition into our 2021-22 school year.

Our next school year will welcome back students and begin foundational work for creating change within our schools that will support our students academically and in their social emotional well-being. We have an opportunity to offer our students a reimagined education that fosters their growth and development in a learning environment that meets their needs.

## RECOMMENDATIONS FOR FUTURE PLANNING

In 2021-2022, Secondary Education proposes to:

- Implement a robust technology integration model that utilizes one-to-one device instruction to facilitate engagement and provide opportunities for small group interventions.
- Support Professional Learning Communities (PLCs) in aligning essential standards for all core areas providing a guaranteed and viable curriculum to ensure equity for all students.
- Implement a multi-faceted approach of Academic Interventions that would include Tier 1 (during the period strategies from the classroom teacher) and Tier 2 strategies (intensive intervention strategies that occur outside of the classroom period).
- Implement social emotional learning (SEL) approaches that would continue to utilize PBIS and Capturing Kids Hearts Strategies as well as select curriculum resources to support students' social competencies necessary for academic and life success such as resiliency, self-management, and responsible decision-making.
- Support the middle school categorical teachers, high school PD site coaches and Technology Teacher Leaders (TTLs) by providing training to enable them to coach their staff on technology integration best practices that will further foster the PLC process.
- Utilize an in-depth curriculum adoption process for a new 6-12 ELA digital curriculum that would reflect literature that is comprehensive of diversity, equity and inclusion.
- Continue building capacity within our schools to provide co-teaching classes that will ensure success for all students in the new graduation requirements.
- Support the HRC in developing an equity plan that supports and provides resources to improve our practices in acknowledging and addressing issues of safety, inequality, discrimination, accountability and systemic racism with our school system and community.
- Support the schools in the implementation of the ELD program in regard to the ELPAC testing, curriculum, instruction, scheduling of students, and Federal Program Monitoring (FPM).
- Ensure successful rollout of virtual school and position for WASC accreditation and grade expansion.
- By spring, identify a middle school location for IB MYP expansion.
- Move forward with Academies at Old River/Stauffer and Price/Griffiths.

## SPECIAL EDUCATION

Patricia Sandoval, Ed.D., Director

### GENERAL OVERVIEW

The Special Education Department serves 3,321 students. Each eligible student is provided with an Individualized Educational Program with annual goals, services, and accommodations. Students may receive related services support such as Occupational Therapy, Speech and Language, Adaptive Physical Education, Physical Therapy, Assistive Technology, and Educationally Related Intensive Counseling Services 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.*

During the 2020-21 school year, the Department's focus was on advising and collaborating with District administrators and supporting the District teachers and related services staff as they navigated the COVID school closures. Our foci were to:

- Provide technical support to school sites to ensure compliance with IDEA mandates.
- Provide professional development to support implementation of best practices.
- Problem solve complex Special Education situations to ensure we addressed areas of need and provided a comparable education for students.

The overarching goal was to continue to develop and maintain positive relationships with all district, school, and community stakeholders. The Special Education staff fostered collaboration, consistency in implementing Special Education processes, and open communication.

The following highlights are in addition to the regular daily work of: attending IEP meetings; meeting CDE compliance requirements; consulting with school staff to make recommendations for student placements and programmatic changes; attendance and participation in legal proceedings, which include resolution sessions and mediations; and attending meetings with various Special Education stakeholders.

### PROGRAM HIGHLIGHTS



## School Closures

- Developed guidance documents and protocols to support the transition to virtual instruction. These documents covered instruction, service provision, IEP compliance, and IEP Meeting facilitation.
- Implemented weekly virtual Special Education Office Hours to disseminate current Los Angeles Department Public Health (LADPH) communication for all staff to discuss best practices and receive updated health and safety information.
- Transition to in-person assessments in October 2020: Developed all protocols for in-person assessments. Ordered and distributed the required PPE to all providers.
- Closely collaborated with Student Services to ensure protocols aligned with requirements from LADPH.

## Instruction

- Moderate-severe Special Education students returned to in-person instruction, 4 days per week beginning on March 29, 2021.
- Special Education Providers expanded their knowledge base to provide services and meet the needs of students in a virtual environment.
- Facilitated monthly PLCs for moderate-severe teachers to provide ongoing support with virtual learning and the eventual transition to in-person instruction.
- Developed all protocols and procedures and disseminated the information for a return to in-person instruction for Special Education students across all levels.

## Assessments

- Transitioned to in-person assessments in October 2020. Provided all guidance, protocols, and training for Special Education staff.
- Special Education staff conducted assessments in-person and virtual assessments to alleviate the backlog of assessments.
- Coordinated summer assessments for School Psychologists and Speech and Language Pathologists to alleviate the backlog of overdue assessments.

## 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 during the school closures.

## Mental Health Services & Social Emotional Learning Support

- Provided consistent support and services to students and families during the school closures.
- School Based Therapists successfully collaborated with school teams to provide targeted support and resources to students, staff, and families in need.



- Program Specialist and School Based Therapists collaborated and presented Positive Behavior Intervention Supports and Social Emotional Learning training to elementary and middle school staff.
- Increased mental health reimbursements by \$30,000 through Medical Billing.

#### Alternative Programs & Non-Public Schools

- Five students received their high school diploma from our NPS program
- Nine students transitioned back from Non-Public schools, which amounts to an estimated annual savings of \$450,000
- Transitioned 33% of the Woodruff students back to comprehensive schools
- 21 adult students culminated from the Downey Adult Transition Program during the 2020-21 school year

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

- Participating in the Certificated and Classified Union Negotiations Team and the Classified Negotiations Team during the 2020-21 school year. The Negotiations Team developed MOUs with the three bargaining units for working conditions during school closures.
- Engaging in continuous dialogues with senior leadership staff to ensure alignment with District goals.
- Consistent attendance and participation in the Principals' Segment Meetings.
- The Director's attendance at Instructional Cabinet Meetings.
- Regular attendance at union meetings to discuss Special Education staff concerns.

#### Other Accomplishments

- Development of district process has allowed students to transition from Residence Treatment Centers (RTC) to step down Non-Public School (NPS) programs.
- Coordinated with Human Resources in the Summer 2021 to hire Clinical School Therapists to expand our Mental Health supports for students and families.
- Supported and collaborated with Student Services to establish Wellness Centers in all secondary schools.
- Re-designed the mental health program to provide increased supports for students and families.
- Supported a successful ESY program at all schools. The Elementary ESY program embedded Social Emotional Learning into the student day. An anecdotal analysis indicates that these strategies reduced the number of behavioral incidents and helped students better self-regulate during transitions.
- Hosted four District Advisory Committee Meetings for Special Education families. One hundred families participated in these bi-monthly meetings.
- Three Occupational Therapists became certified in Assistive Technology, increasing our ability to provide AT services. This will eliminate the cost of contracting this service out to a private agency.

- All School Psychologists and School Based Therapists received the PREPaRE Training during the 2020-21 school year. PREPaRE ensures our Mental Health Team members are equipped with the knowledge and strategies to respond to a school crisis.
- The Special Education Plan was successfully submitted and approved by the California Department of Education.

### RECOMMENDATIONS FOR 2021-22

In the new school year, it is recommended the Special Education Department:

1. Continue to strengthen the collaboration and communication of our Department with the school sites.
2. Collaborate and support school sites and providers to complete the backlog of overdue assessments.
3. Revisit and review assessment procedures with all providers to ensure they complete legally defensible assessments.
4. Provide professional development to teachers and all providers on developing legally compliant IEP documents with a focus on Present Levels of Performance, baselines, and measurable goals.
5. Continue to develop consistent practices and processes that will increase our efficiency, specifically in placement and assessment practices.
6. Continue to support inclusive practices and support the expansion of co-teaching programs in the school sites.
7. Develop and support the instructional programs through articulation meetings with our moderate to severe programs.

## STUDENT SERVICES

Robert Jagielski, Ed.D., 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 and more, 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.

Due to the ever-changing conditions of the pandemic this past 2020-21 school year, teachers and schools were continuously forced to adapt in order to safely educate our students. Again and again students showed how they wanted to connect, grow, and learn while teachers, staff, and administrators showed up each day to lead and create innovative, ever-evolving plans that enabled students to receive meaningful learning experiences. In response, our department’s work this year focused on supporting families and school staff in a mostly distance learning setting with the resources to plan events which helped students experience activities reflective of the rhythm of a traditional school year.

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.

The Student Services team resolves complicated and serious situations in need of attention involving school enrollment, student discipline, campus safety, and alternative programs to support students. Team members also act as liaisons 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 a statistical summary of associated data for the 2020-21 school year, follows.

## STUDENT DATA, PROGRAMS, AND SERVICES

### Whole Child Support

Every program (PBIS, WEB, Link Crew, PVWH, AVID, etc.) implemented to meet the identified academic, social emotional, and behavioral needs of the Whole Child 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 has been at 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 focus on Social Emotional Learning (SEL) and Positive Behavior Interventions & Supports (PBIS) is a necessity and top priority for the re-opening of schools.

PBIS is a framework for educators to encourage and reinforce positive choices and actions. PBIS continued to provide 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, school teams organized PBIS practices and systems into an integrated three tiers where students experience supports based on their receptiveness to behavioral interventions.

In Tier 1 of PBIS, we strive to reach 80-100% of students; in Tier 2 some students (10-20% of all students) need supplemental targeted interventions through small group instruction; and in Tier 3 a few students (1-10% of all) require intensive interventions through highly individualized supports.

During the 2020-21 school year, our PBIS trainings expanded via Zoom to all DUSD school site PBIS teams. Trainings were customized to meet each school's needs. Our PBIS/SEL Leadership Team 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 Leadership Team:

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

- 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 Leadership Team worked closely with the DUSD Mental Health Team, 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

Even though DUSD has been recognized for years as having a strong district-wide program and also as having institutionalized CHARACTER COUNTS!, the pandemic resulted with our school teams developing new ideas and strategies to incorporate the six pillars of character in both distance learning and hybrid settings.

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 received supplemental funds to support activities to promote their character education efforts during the District-wide CHARACTER COUNTS! Week celebrations (October 19-23, 2020) 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

Schools continued with the recently established tradition of selecting an additional week during the second semester to focus on CHARACTER COUNTS! beyond their ongoing general CC! plans and activities. Many of the schools tied it to a 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.

For the second year in a row, the vice principals assigned to our 13 elementary schools collaborated to create a Kindness-related Campaign Drive by using the same book (BE YOU, Written and Illustrated by Peter H Reynolds) in all of our approximately 350 TK-5<sup>th</sup> grade classrooms. This book highlighted kindness to not just each other, but also oneself and encouraged each person to be the best version of themselves. The book

and activities were again very well-received, and we look forward to continuing this book event next year.

### Student Attendance Rates

The following chart shows the rate of attendance comparison by school for the previous five school years. The attendance rates listed below are for all programs at each school site.

The attendance rates for the 2020-21 are a combination of attendance rates for distance learning during school closures and the hybrid model upon our return on March 29, 2021.

<b><u>SCHOOL</u></b>	<b><u>2016-17</u></b>	<b><u>2017-18</u></b>	<b><u>2018-19</u></b>	<b><u>2019-20</u></b>	<b><u>2020-21</u></b>
<b><u>Elementary</u></b>					
Alameda	94.76	95.13	95.39	95.29	<b>93.88</b>
Carpenter	95.64	95.60	96.03	95.72	<b>96.57</b>
Gallatin	96.00	96.29	96.35	96.17	<b>95.97</b>
Gauldin	95.54	95.54	95.58	95.35	<b>93.02</b>
Imperial	95.09	94.83	94.99	95.40	<b>94.17</b>
Lewis	95.43	95.31	95.66	95.13	<b>94.76</b>
Price	96.37	96.33	96.66	96.40	<b>95.83</b>
Old River	96.37	96.38	96.57	96.08	<b>93.96</b>
Rio Hondo	95.02	94.88	95.31	95.40	<b>92.30</b>
RSG	95.67	95.48	95.80	95.56	<b>94.60</b>
Unsworth	95.95	95.76	95.88	95.96	<b>95.43</b>
Ward	94.94	95.13	95.14	94.99	<b>92.55</b>
Williams	95.17	95.23	95.20	95.30	<b>94.84</b>
<b><u>Middle</u></b>					
Doty	95.90	95.83	96.57	96.84	<b>96.73</b>
Griffiths	96.38	96.24	96.57	96.59	<b>97.74</b>
Stauffer	96.38	96.25	96.32	96.36	<b>97.30</b>
Sussman	96.29	96.54	96.21	96.13	<b>96.85</b>
<b><u>High</u></b>					
Downey	94.97	95.53	96.06	96.22	<b>96.10</b>
Warren	95.05	95.56	95.22	95.80	<b>94.92</b>
<b><u>Continuation</u></b>					
Columbus	84.14	85.81	86.33	86.74	<b>84.89</b>

### Suspensions from School

The total number of students who were suspended during the past school year was 13, which is a decrease of 790 students from the 2019-20 school year, due in part to school closures.

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>
2020-21	13	-790
2019-20	803	-230
2018-19	1,033	+146
2017-18	887	-89
2016-17	976	+171

The total number of suspension days for the 2020-21 school year decreased by 1538 days to 26, compared to the previous school year.

<u>School Year</u>	<u>Suspension Days</u>	<u>Change From Previous Year</u>
2020-21	26	-1538
2019-20	1,564	-414
2018-19	1,978	+255
2017-18	1,723	-336
2016-17	2,059	+491

#### 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 2020-21 school year, 16 BRIT meetings were held. Meetings always included the student, parents/guardians, school site administrators, Student Services Program Administrator, the Senior Director Student Safety, Wellness and Engagement, 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>
2020-21	0	-57	-100%
2019-20	57	-73	-56%
2018-19	130	-44	-25%
2017-18	174	+28	+19%
2016-17	146	+47	+46%



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 2020-21 school year, records indicate that 2,359 student inter-district permits were on an Inter-District permit from other school districts, while 244 Downey Unified residents applied for permits to attend schools in other districts.

### Peak Enrollment

The monthly enrollment reports for 2020-21 filed with Student Services indicated that a peak enrollment of 22,173 was recorded during Month 2 on October 2, 2020 – An increase of 119 students compared to the 2019-20's peak enrollment. Below is the enrollment report for the last two school years.

Month	2019-20 Total Enrollment	2020-21 Total Enrollment
1	22,020	22,156
2	22,054	22,173
3	22,047	22,143
4	22,042	22,118
5	21,963	22,117
6	22,015	22,092
7	22,050	22,074
8	22,049	22,064
9	22,041	22,036
10	22,046	22,043
11	22,050	22,045

### Child Abuse Reports

The state mandate of reporting suspected child abuse cases to appropriate authorities resulted in 5 reported cases during the 2020-21 school year, compared to 21 for the 2019-20 school year. Note: Across the nation child abuse reports significantly dropped, most likely due to schools being closed.

## Independent Study Program

During the 2020-21 school year, the Independent Study Long-Term Program provided education for 70 students. This figure includes a special dropout prevention program at Columbus High School. The District also provided the Independent Study Short-Term Program to 1 student absent from school five to 15 days.

## Program Administrator, Student Services

### Mental Health:

- Supported the district leadership team, site administrators and staff with mental health program and implementation.
- Oversaw the MOU's with partnership agencies, Pacific Clinics, Community Family Guidance, Jewish Family Counseling Services and Care Solace.
- Provided direct short-term individual/group counseling and case management to students at all school sites.
- Participated in school site intervention teams and conducted threat/suicidal/homicidal risk assessments to promote student safety.
- Assisted parents and families in accessing and utilizing community resources; made referrals for students to appropriate community resources and social services, partnership agencies and health providers.
- Provided mental health education to parents of students with mental health needs and school staff.
- Attended and participated in SST, 504, IEP's and related meetings to support students.

### Student Services:

- 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 (BRIT).
- Headed the 504 plans and procedures.
- Supervise Beyond Student Study Team (SST), the district's web-based 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.
- Supported the District's Emergency Operations Center (EOC) and Safety Committee.

## Probation Officer

The Los Angeles County Probation Department assigned a new 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 via Zoom or telephone call meetings

- Acted as a liaison between probation department and school officials
- Collaborated with the local 10-20 Club and other community-based organizations
- Assisted with Teen Court
- Assisted with referrals for employment and college and Downey Adult School enrollment

### Student Services Program Specialists

During 2020-21, our Foster Youth and McKinney-Vento Advocacy Specialists provided the following to the identified students and families:

- Identified and met with middle and high school aged Foster/McKinney-Vento students via zoom
- Collaborated with district and school site to identify families who were in need of electronic devices and/or wi-fi connectivity
- Provided/delivered laptops and/or electronic devices to families so that students could have access to remote learning
- Worked with LACOE Homeless Program Coordinator to acquire school supplies for our families experiencing homelessness
- Attended Zoom meetings to address student issues regarding Distance Learning
- Ensured educational records were obtained from prior schools to ensure appropriate placements (i.e. special education, GATE, core classes)
- Worked with students to identify academic, post-secondary college and career goals, and personal goals
- Provided support to 12<sup>th</sup> grade students in need of filing the Free Application for Federal Student Aid (FAFSA)
- Collaborated and facilitated zoom meeting with LACOE Foster Youth Services Program to host FAFSA challenge, a platform where we matched LACOE/DCFS/DUSD staff with students to complete the FAFSA and other pertinent scholarship/grant opportunities (ex. Webgrants, Chaffey Grant, etc.)
- Worked closely with Cerritos College's LINQ program to ensure our students had a smooth transition to their post-secondary choice
- Identified 50 families in need to be adopted through Operation Happy Child, consisting of agencies who presented families with gifts before Christmas
- Held 1<sup>st</sup> Annual Thrift Shop for our McKinney-Vento families
- Worked with our Food Services Department to identify and deliver food to our families with food insecurities. In addition, worked with food services staff, during summer school to distribute weekly meals to our neediest families by having two designated spots for families to come to, that were near their motels. At times, this food was also directly delivered to the families at their homes and/or motels.
- Developed a program for McKinney and Foster Youth with the support of Operation Jump Start and Downey Care Collaborative (MOU signed in May)
- Participated in a variety of meetings (Individualized Educational Program, Student Study Team, parent conference, monthly contact with social worker, meeting at social services, etc.)
- Connected students to community college/university Extended Opportunity Programs and Services, foster youth liaison, support programs and transition plans

- Worked in collaboration with DCFS to ensure our 12<sup>th</sup> grade students in Foster Care were aware of AB 12 services (extended foster care)
- Connected Foster Youth to the Independent Living Program (ILP) through DCFS
- Specialists served as: TLC Advisory Board Member, Advisory Board members on LACOE's Foster Youth Services Program, Downey Cares Collaborative members
- 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 students and their families of Downey Unified School District. Darrell is the Founder/ President of the 10-20 Club Inc. and has completed his 25th year of service with DUSD, respectively. During the 2020-21 school year, the Program provided the following services.

- Provided diversion programs for drugs/alcohol, anger management and parenting
- Provided support 7-days a week for DUSD students and families as needed
- Hired a licensed clinical social worker for the 2021-22 school year
- Served as 1st V.P. for Gangs Out of Downey
- Provided a 10-week Zoom motivational speaker program for Columbus High School featuring community members, as well as Downey Mayor Frometa and Mayor Pro-Tem Blanca Pacheco
- Mentored five middle school students
- Provided mentoring program for eight high school females
- Completed SARB re-certification training
- Provided \$200 scholarships to 7 former DUSD students in support of their college education

### HEALTH APPRAISALS AND SERVICES

Due to California school closures, mandated screening requirements by the state were modified and/or completed as needed.

- State Mandated Hearing and Vision Screenings  
Hearing tests were performed on 711 students in Grades TK-12 & SDC, and 27 students referred by school staff. Vision screenings were performed on 678 students in Grades TK-12 and 152 students referred by school staff.
- State Mandated Scoliosis Screening  
Due to school closures, the State Mandated Scoliosis Screenings were not fully completed.
- Contagious Diseases  
No data to report for this year related to Pediculosis or Whooping Cough.
- Immunization Review and Compliance with State Immunization Requirements

Reviewed 2,122 immunizations in Grades TK-12, reviewed 1,475 students advancing from 6<sup>th</sup> to 7<sup>th</sup> grade for Varicella and T-dap immunization cards for verification on students entering 7<sup>th</sup> grade, attended kindergarten registration events and reviewed immunizations of 1,656 prospective students enrolling for the new school year.

- Employee In-Service Training

Provided training to 39 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 4,500 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 avoid the formal court system and have their case reviewed by a jury of their peers. This process utilizes innovative sentencing and rehabilitation plans through restorative justice practices. This year, because of the school closure and the lack of cases provided by the court system, we only heard one case. However, this allowed for monthly presentations and virtual field trips to courts and other institutions where the students were able to meet and hear from Judges, Attorneys and other professionals in the criminal justice profession.

# TECHNOLOGY AND INFORMATION SYSTEMS

Chris Nezzar, Chief Technology Officer

## GENERAL OVERVIEW

The Technology and Information Systems Department is made up of the Technology Department, the Student Information Systems Department (SIS) and administrative support. Though the two departments differ in tasks, they work seamlessly to support our staff and students with everything technology related. They handle 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' everyday activities. This year we also added supporting hybrid instruction to our list of services. 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 21<sup>st</sup> 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

The 2020-21 school year brought many challenges to the Technology and Information Systems Department, but with the support of the Board of Education and District

Leadership, we were able to turn those challenges into positive outcomes for our students. This year was a shining example of collaboration between the Technology Department, Student Information Systems and all departments and school sites to provide our teachers, staff and students with what they needed to be successful in unprecedented times.

The Technology and Information Systems Department staff worked harder than ever this past year to support our more than two thousand employees, twenty-three thousand students and thirty-eight thousand parents and guardians. They came in early, stayed late and did what was needed to support everyone during this difficult year. At the same time, the Technology and Information Systems staff is grateful for the partnerships we formed with everyone this year to accomplish our shared goal of helping our students during this unprecedented period. Everyone in the District was supporting staff, students and parents and guardians with technology at some point during the year, and we are grateful for the help.

### Connecting our Students to the Internet

The first hurdle coming into the 2020 school year was the need to get our students Internet connectivity to access their classes. We were able to meet the limited needs during the spring, but as the pandemic affected more families, Internet access became an extra expense many could not afford. In an ambitious plan that could not have been possible without the support of the Board of Education and District leadership, we were able to secure fourteen thousand cellular enabled iPads over the summer. These devices would be for our elementary and middle school students. With the help of Secondary Education, Elementary Education and school staff we were able to prepare and distribute the iPads to students before the start of school. This was a huge undertaking and required collaboration with Apple, the District warehouse staff, and all elementary and middle school sites. District staff and teachers and staff from the school sites came together to inventory, label and setup each iPad before sending them back to the warehouse for delivery to the school sites. School sites then coordinated the distribution of the iPads to students. Cellular Internet access was enabled as needed to support student learning. For our high school students using Chromebooks and laptops, we issued cellular hotspots to get them connected. Overall, we provided cellular connectivity to over two thousand students during the school year.

### Learning Management System

A challenge that our secondary schools needed to address was how to manage online classes more efficiently. A typical secondary student has six classes and teachers were using a variety of online tools to assign work and communicate. With the lack of a central point of contact, many students struggled to manage all this information effectively. The high school administrators were asking for a learning management system. While the District had not formally adopted a learning management system, the Technology Department and Secondary Education has several teachers using the top learning management systems each year to keep us up on the ever-changing landscape. We were able to leverage that knowledge to select Canvas as our learning management system.



Selecting a learning management system is only the first step. A typical rollout of a learning management system usually takes three months or more. The Canvas team condensed that down to a six-week process if everything went as planned. The Canvas implementation team told us that it typically takes 8-10 weeks to get the system fully up and running. The only problem was that we had to get a contract in place before we could start and by the time we were able to get our kickoff started, we had less than 5 weeks before school started. We also had to get teachers into the learning management system before school to setup their classes or it wouldn't do much good. To say this would be a herculean effort does not do justice to the amount of work needed to make this happen.

The Technology Department, Student Information Systems and the Instructional Technology Coaches in Secondary Education committed to implementing Canvas and helping our teachers be successful. The implementation progressed day and night through July so the Instructional Technology Coaches could train teachers in August. To the amazement of the staff at Canvas, we were able to get our teachers, students and supporting staff in Canvas within four weeks, configure all the needed technical interfaces needed for login, and connect to our external tools such as Google classroom. Our first training was for the selected Teacher Technology Leads on July 30<sup>th</sup>.

Canvas brought all the information students needed into one place. They could now access their Zoom links, assignments, messages from teachers, and school announcements in one place. This was transformative for distance learning. Without the hard work of everyone including our teachers who also committed to using Canvas and putting in the time to learn the new system, it would have not been possible.

### Online Enrollment and Registration

One of the lasting positive impacts of the pandemic will be the transition to online enrollment and registration for all grade levels. Enrollment is the one-time process for families new to the District where they provide all their initial information and required documents. Registration is the process where families update contact information, emergency cards and other information required to be updated annually. Our High Schools have been completing the registration process online for the past three years. This year all schools had families complete the registration process online.

Last spring our Student Information Systems (SIS) Department did much of the hard work of configuring Q, our student information system, for online enrollment and the process was a great success. Families are now able to complete the enrollment forms online and submit needed documents electronically. School sites then process the enrollments and contact the families to complete the registration process online.

This year, the SIS department continued to work with school sites and the Student Safety, Wellness, and Engagement Department to help streamline the process and make enrollment easier for our families. This paved the way for the start of our first year of school with students attending virtually.

## Virtual and Hybrid Instruction

Virtual instruction required that our teachers have access to the online tools they needed to be successful. At our elementary schools, the 21st Century Learning Communities Initiative (21 CLC) had laid the foundation for strong virtual instruction. Teachers had experience with the tools, and many were looking to take their classroom technology experience to the next level with a one-to-one technology initiative. Adding Zoom to the mix for video conferencing was a challenge for sure, but with the help of our elementary Instructional Technology Coaches, teachers were well supported. At our secondary schools, having multiple teachers and less prior technology experience made it a bit more complicated. Canvas was a big help in streamlining the complex schedule for students and we continued to support our teachers and sites by continuing to purchase the tools we brought on in the spring such as Remind, Screencastify, and EdPuzzle. Our secondary teachers were also well supported by the secondary Instructional Technology Coaches.

When the conversation started about hybrid instruction, we knew that it was going to present challenges from a technology viewpoint. The technology tools were there for video conferencing where everyone was remote or groups tables, but not with participants spread throughout an almost one thousand square foot room and virtually. Then consider masks, shields and social distancing for the in-person groups, and we had quite the problem to solve.

Working with our Maintenance Electronic Technicians and building on the work we did in prior years installing voice reinforcement systems, we were able to come up with solutions. Teachers were provided with tripods, webcams, and an assortment of cables to facilitate this instructional model. It was not easy for anyone. Purchasing struggled to find the equipment we needed, over 500 classrooms needed additional cabling, teachers needed training on how to setup and use the equipment, and everyone had to figure out how to support all the new ways things could go wrong. Once again, we had help from site staff and the Instructional Technology Coaches who all stepped up to support our teachers, and our teachers did an amazing job of making it work.

## Student Information Systems

Our Student Information Systems Department (SIS) has always done an amazing job supporting administration, teachers and students in the use of Q, our student information system, but this year they showed that although a small department, they are mighty.

This year required adapting our student information system in new ways. We are fortunate that we have the best student information system support in the world from our partner Aequitas Solutions. Working with Aequitas to extend our student information systems capabilities was no small task. We used the parent portal of Q, our student Information system, to gather needed information from parents and guardians. We then turned to our Programmer Analyst to make this process even easier by programming a quick and easy way for parents and guardians to provide information by simply clicking links in emails. Aequitas added attendance groups to differentiate Distance Learning

and in person students and then Student Information Systems built on that work to balance classes, so that when we returned to in class instruction, we could maintain social distancing requirements without the need to change student schedules. Student Information Systems was also able to build tools to help our secondary teachers track student engagement as required by the state. These tools saved our teachers thousands of hours during the school year.

In addition to all the support SIS provided to school sites to make the student information system adapt to ever changing needs, the SIS Department continued with the 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; students can access online resources and we meet all the state and federal data collection requirements. 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.

## OBSERVATIONS AND RECOMMENDATIONS

The Technology and Information Systems Department will continue to focus on how to better support our teachers, students and families now that technology tools are embedded in every class. Student Information Systems will continue to adapt our student information system to prepare for the unknown. As we plan for next year, the expertise in SIS will continue to guide what is possible for scheduling, reporting and identifying students' needs.

While the past year 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 wherever they are more now than ever. 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.

This year was more challenging than most from a technology support perspective, but we were able to accomplish so many great things. 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 building on what we have learned this past year.

## BUSINESS SERVICES

Christina Aragon, Associate Superintendent

### GENERAL OVERVIEW

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

The 2020-21 fiscal year saw an increase in enrollment over 2019-20 of about 165, now totaling 22,151 students. The District had projected a decline of 139 students. As in the past, staff will be working hard to increase and/or maintain enrollment to lessen any negative impact, including increasing attendance rates across all grade levels, and managing cost while tightly controlling staffing levels in all areas to offset negative impacts of potential decline.

The 2020-21 fiscal year State Budget went from a slight increase in funding (COLA) to Local Control Funding Formula (LCFF) in the Governor's January 2020-21 Proposal prior to the pandemic to a final State Budget adoption that included flat funding and substantial deferrals. Even with flat funding, there were still increases in expenses, salaries, retirement, health and welfare benefits and special education, and reductions projected to the District's budget in future years. Over each quarter in 2020-21, state revenue exceeded expectations and the Governor's January 2021-22 Proposal included an elimination of the deferrals and a 3.84% COLA increase. The final State Budget Adoption of 5.07% COLA included a 2.31% COLA compounded with the 2020-21 COLA of 1.70%, plus an additional 1.00%.

While it was hoped the 2020-21 school year would begin with in-person instruction at least at some level, that was not to be since COVID-19 cases did not decrease at a rate to allow this to occur. Therefore, since Distance Learning continued to be the norm, access to technology, professional development and connecting with students continued to be a priority. In late March 2021, due to a decrease in COVID-19 cases in Los Angeles County, the District did offer in-person instruction on a limited scale, following all health and safety guidance.

One-time state and federal funding have been allocated to school districts to address COVID-19 related items, potential learning gaps and enhanced social and emotional well-being of our students. These funds have various spending deadlines between March 2020 and September 2024 to address the short and long-term needs that have been caused by this pandemic. Purchasing and spending for COVID-19 related items has increased significantly and as of June 30, 2021, approximately \$26 million of the \$101 million allocated has been spent for these purposes. The impact of the pandemic has and will likely continue to impact both state and district resources over the next few

years, and it is uncertain what that will look like. With that said, Downey Unified has positioned itself to weather this uncertainty in the short term, while still providing quality education for our students.

## 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 2020-21
- One time off-schedule stipend for additional work during the pandemic for all units in 2020-21
- Reduced spending in general operating expenditures during 2020-21
- Strategic planning and use of one-time federal ESSER funds, one-time Senate Bill 98 – Learning Loss Mitigation funds and other federal and state COVID-19 relief related 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 the 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. While the LCFF and LCAP was designed to provide more local control and flexibility to school districts and eliminate specific categorical funding to meet the unique needs of each district, the requirements within the LCAP have continued to increase in reporting and restricting use. The District continues to comply with all requirements while making a difference for our students.

The Business Office will continue to work in conjunction with the Educational Services Department to develop the LCAP. The 2020-21 budget was adopted in June 2021.

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 update the Facilities Master Plan and develop a short and long-term road map
- Completion of Doty and Griffiths Middle Schools, monitor construction of Doty Middle School which is scheduled for completion in 2022, and begin construction on the Stauffer Middle School gymnasium
- 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, Senior Secretary, Budget/Financial Analyst, Program Manager, and Construction Coordinator. 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 2020-21 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 2020-21:

- Stauffer Middle School Modernization
- Williams Elementary School Kitchen Remodel
- District Office Freezer Replacement

Projects currently in construction or bidding:

- Griffiths Middle School Modernization – in construction
- Sussman Middle School Modernization – in construction
- Doty Middle School Modernization – in construction
- Stauffer Middle School Gymnasium – bidding

Projects in Design Development – planned for DSA approval:

- Doty Middle School Upgraded Culinary Arts
- Sussman Middle School Upgraded Culinary Arts
- Rio San Gabriel Elementary Window Glass Replacement
- Ward Elementary Campuswide Fire Alarm
- Stauffer Middle School 2-Story Classroom Building

### FUTURE PLANNING

The Facilities Planning and Development Department will continue to work with District leadership; Maintenance, Operations and Transportation Services; Technology and Information Systems; and our sites in order to provide the highest 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 to develop a solution as



quickly as possible. We will continue to work together to provide a safe environment for the students and staff of the 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. In addition, we will begin updating the District Facilities Master Plan to determine short- and long-term facilities needs.

## 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.

The State economy continued strong through the 2020-21 fiscal year; the COVID-19 pandemic created State financial issues subjecting the District to Local Control Funding Formula (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 and support staff. Being able to provide a “quality” education to all students supports our District Vision that all Downey Unified students graduate with a 21<sup>st</sup> Century education, are college and career ready, globally competitive, and citizens of strong character. From March 16, 2020 to March 24, 2021, the District implemented Distance Learning as required by local, State and Federal authorities. On March 29, 2021, students were provided the option to return to in-person education in a Hybrid Model.

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 (LACOE) training sessions. Senior staff members attended 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 2020-21. 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.

As a result of the COVID-19 pandemic, the Department was able to adapt to a new work schedule that included working from the office for the most essential activities and also working remotely for the non-essential activities, until a full return of all staff on March 26, 2021. The pandemic also resulted in additional one-time funding in the amount of \$101 million. This new funding came with significant spending and reporting requirements. The Department worked with all stakeholders to develop an initial spending plan and filed the corresponding quarterly reports for the first \$26 million. Spending plans continue to be developed for spending the remaining \$75 million over the next two years.

In 2020-21, the District negotiated with all bargaining groups for an additional one-time stipend. The second agreement was finalized with DEA and Unit II for a one-time off salary schedule increase of 3.0%. Unit I is currently in negotiations and not yet finalized.

In November 2014, Downey residents passed the Measure O schools' construction bond 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. A second issuance in the amount of \$135 million was deposited in February 2019, followed by a third and final issuance in the amount of \$63 million which was deposited in May 2021. In addition, during the year the Department assisted to refund \$11.23 million in outstanding 2012 Measure "D" General Obligation Bonds, which resulted in savings to Downey residents in the amount of \$1.4 million. During the year, the Department continued to provide financial reporting and project updates to the Citizens Bond Oversight Committee. In conjunction with the Facilities Department, we worked to obtain \$24.7 million in State Facilities Matching funds from the Office of Public School Construction.

In 2020-21, the District continued with the implementation of 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 20 years. The financial part of the system was completely implemented and the HRS system is still in process by LACOE with a projected implementation during the 2021-22 school year.

In the 2020-21 school year, the Department continued to provide Administrative Unit responsibilities for all Special Education students educated by the Downey-Montebello Special Education Local Plan Area (SELPA). The Financial Services Department worked closely with our Special Education Department to provide training and support regarding budget and finance.

The District Local Control Accountability Plan (LCAP) is a collaborative effort of several stakeholder groups within the District and community, which includes administrators, staff members, students, parents, community and our Board members, who reviewed our 2020-21 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.

In 2020-21, 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 2020-21, the Financial Services staff processed 8,833 vendor payment checks for approximately \$208,997,769. The Department also processed 53,855 regular and 1,650 supplemental payroll checks for approximately \$179,783,057. In addition, the Department issued 3,301 W2 tax forms.

## FUTURE PLANNING

In 2021-22, the Department is planning to continue working with all stakeholders to finalize spending plans and file the corresponding quarterly reports for the remaining \$75 million of the COVID-19 pandemic funding. Tentatively, this process will continue over the next three years.

In 2021-22, the District along with LACOE is planning to finalize the full implementation and integration of the financial and human resources system known as BEST. The current HRS systems and 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 2021-22 fiscal year.

The ever-increasing complexity of compliance and reporting requirements of school district finances necessitates the retention of highly qualified employees, 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, California Association of School Business Officials, and School Services of California sponsored training sessions is always a priority. This past year cross training was a vital step towards maintaining functional stability within the Department and will continue to be encouraged and supported.

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 2021-22, 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>2019-20</u>	<u>2020-21</u>	<u>Change</u>
Total lunches	2,005,547	1,040,402	(48.1%)
Total breakfasts	1,384,000	1,033,208	(25.3%)
Total after school snacks	125,113	473,803	278.8%
Total after school meals (CACFP)	0	319,296	N/A (first year)
Free & Reduced eligibility	71.1%	66.7%	(6.2%)
Average daily sales	\$56,516	N/A	N/A
Total sites	21	21	0%
Budget	\$12,845,388	\$9,043,160	(29.6%)
Enrollment (DUSD & County Students)	22,101	22,151	---
Catering Revenues	\$26,672	\$419	(98.4%)
Unpaid Meal Balances	(\$33,764)	\$0	(100%)

The 2020-21 school year was once again like no other year we've seen. The year started with virtual learning for our students, then transitioned to a hybrid learning model at the end of March. The Food Service Department operated curbside service models at most school sites throughout the year providing free breakfast, lunch, and a variety of snack foods for every day of the week, including weekends and holidays. The USDA allowance of operating the Seamless Summer Option (SSO) throughout the year provided that any child under 18 or their parent/guardian to pick up this food at no cost to them.

However, even with the SSO allowance and flexibilities, breakfast and lunch participation was down considerably compared to the prior year due to limited or no students on campuses for most of the year. This pattern is consistent with local, regional, and national school meal participation trends during the pandemic. Also, conflicting guidance was issued by the CDE regarding the acceptance of meal applications, which contributed to the decrease in Districtwide Free & Reduced eligibility. Lastly, no a la carte offerings and minimal catering activity also contributed to a decrease in revenue.

On a positive note, the USDA flexibilities allowed for all students to receive free after school nutritional supplements, which are usually only allowed for those attending an enrichment program at school. This resulted in a significant increase in the number of snacks served and supported participation in the inaugural year of the Child and Adult Care Food Program (CACFP) that was established in January 2021. The CACFP also allowed a complete meal to be served to students in addition to the snack, providing additional food for families and increased reimbursement revenue for the Department.

Unpaid meal balances were zero because all kids could get meals for free, so no meal charges were accrued.

Some highlights included:

1. Food Service staff continually adapted to the needs of the community by responding immediately to any circumstance that was presented. Food was available every day for families regardless of extreme weather conditions or mandated COVID exposure staff quarantines, of which there were many. Even during the height of the pandemic, safety strategies and practices implemented for staff resulted in zero workplace transmissions and kept sites operating so our community consistently had access to food.
2. Various food service models were introduced to best respond to the needs of the community. Meals were provided through drive-through and walk-up curbside models daily, and multi-day meal kits and pantry style food items were served for weekend and holidays periods. Food Services collaborated with Transportation and other District departments for daily logistical support and to develop a delivery service model for the neediest families over the summer. These efforts resulted in our community having access to meals for almost every day of the year.
3. The Department successfully implemented the Child and Adult Care Food Program and completed a program audit conducted by the California Department of Education (CDE): the CACFP Administrative Review. This review consisted of a comprehensive audit of the CACFP service programs, policies and procedures. There were no findings resulting from the audit.
4. The Aequitas (Q) Food Service Point of Sale system was successfully implemented for all Department operations. Again, the collaborative process with the Technology and Information Systems Department was critical in the successful launch of this new system.
5. Facility and equipment improvements that were completed in 2020-21 included:
  - Installation of a new walk-in cooler/freezer at Griffiths Middle School
  - Construction of a new, larger warehouse cooler/freezer at the District Office to increase storage capacity and improve operational efficiency
  - New paint/wall coverings for the kitchen at Unsworth Elementary School
6. The Department secured a \$533,179 CARES grant from the California Community Foundation to help offset costs related to pandemic food service.

## STAFF DEVELOPMENT

Implemented a state-of-the-art digital learning platform with multiple bilingual resources and trainings available online and in traditional hard copy. This investment in staff professional development not only satisfies the USDA requirements for our program but also supports the development of critical skills needed to successfully navigate the new realities of the COVID-19 food service world.

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

- Southern California School Nutrition Association Supervisory Chapter 1 Meetings: 9/25/2020, 1/29/2021, 6/4/2021
- Super Co-Op training: February 2021
- California School Nutrition Association Annual Conference: October 2020

### FUTURE PLANNING

All students will again receive free meals in 2021-22

The USDA has extended the SSO program through June 2022, which means that all students will be provided free meals throughout the upcoming school year.

Food Services will continue to collaborate with our District partners to navigate through these new dynamics with students on campus and support the data collection process of critical information needed for District funding through LCFF.

The Department will continue to adapt to this new environment to provide meals to students returning to campuses and meal service returning to pre-pandemic methods, including three new programs (early education, LEAP and DFEO Access childcare) and the Downey Unified Virtual Academy. As always, the focus will be on keeping students and staff safe and healthy while providing the highest quality meals possible for our community.



## 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. Williams Law inspections are performed annually at all school sites. The Maintenance and Operations Departments review recommendations and follow up on any issues noted during these inspections.

### PROJECTS, PROGRAMS AND ACCOMPLISHMENTS

#### Maintenance

- Continue to collaborate with the Facilities Department on Measure O projects
- Continue to add SALTO lock installation to existing sites as well as new construction
- Due to COVID-19, created acrylic shields for the safety of our staff
- Supported the Innovation Labs at Rio San Gabriel and Rio Hondo Elementary
- Roofing replacement at Columbus High, Warren High gymnasium, and Downey Adult School Building-K
- Replacement of Warren High gymnasium floor and interior painting of gymnasium
- Stauffer Middle School drive lane temporary asphalt patch
- Designed and built two new offices in the Central Warehouse
- Replaced 30-year-old boiler and chiller and installed individual HVAC units in Downey High School R, S, and Y buildings
- Added new exterior canopy lighting to Gallatin Elementary
- Removed and replaced flooring in Rooms K-1 and K-2 at Williams Elementary
- Installed ionizers Districtwide in all HVAC units
- Removed and replaced the flooring in the Lewis Elementary administration office
- Replaced ground vaults at Old River Elementary to prevent tripping hazards
- Painting projects: Unsworth kitchen, Gauldin cafeteria, Griffiths kitchen interior painting, and interior hallways of Warren High Science Building
- Columbus High "dish room" converted into storage space for Food Services
- Addition of Wellness Centers at Columbus, Downey, and Warren High Schools
- Started Pace School remodel
- Collaborate with contractors for any outsourced projects
- Slurry coated north parking lot at Downey High School

## Operations

- Custodians and utility workers continue to work diligently keeping our campuses clean, safe and secure
- Throughout the COVID-19 pandemic, custodians and utility workers have consolidated their efforts to sanitize and disinfect common areas for everyone's safety
- Custodial and grounds crews were onsite as essential workers throughout the pandemic, working around the clock to keep our campuses in good condition for the students' return
- Custodians and utility workers were trained with electrostatic technology to fully sanitize classrooms and common areas on all campuses
- Custodial staff and utility workers were trained on proper chemical usage for sanitizing and disinfecting
- Custodial staff completed the Healthy Schools Act training
- Custodians were tasked with classroom setups, including desk shields and proper distancing of classroom furniture
- Custodial staff will thoroughly complete summer cleaning for all school campuses as well as the District Office
- Custodians thoroughly inspected classrooms, restrooms, and administration offices to comply with Williams Legislation
- Grounds staff completed the remodeling of the kindergarten field and play areas at Unsworth Elementary
- Grounds staff graded and completed the preparation work of all the wings in anticipation for the sod installation at Stauffer Middle School
- Grounds staff landscaped and trimmed all palms on Stauffer Middle School campus
- Grounds crew completed the grading and re-seeding of the northeast side of the field at Rio Hondo Elementary
- Grounds crew installed a large drain in the kindergarten driveway area at Gallatin Elementary
- Grounds staff landscaped and re-designed the island at Old River Elementary
- Grounds staff restored and landscaped the teachers' patio at Columbus high
- Irrigation staff completely redesigned and installed new irrigation systems in the kindergarten area at Unsworth Elementary with new sprinkler lines and sprinklers
- Irrigation staff redesigned and installed new irrigation systems in the front lawn of the office and the northeast side of the Rio Hondo Elementary field
- Irrigation staff successfully replaced the irrigation booster pump at Warren High School, coordinating with the District electricians and plumbers without disrupting regular school operations
- Irrigations and grounds crew collaborated to install a new French drain (also known as a drywell) to prevent flooding in the kindergarten area at Gallatin Elementary
- Redesigned and installed a new main line and irrigation system in the field at Stauffer Middle School
- Continue to provide weed control through weed whipping and various other methods
- Spray specialist continues to address the different pest-related issues, along with actively finding new products and methods that aid in weed control

## Transportation

- Our current fleet consists of 41 buses, 23 of which are CNG buses and the remaining are a combination of gasoline and diesel
- The operations of the Transportation Department were affected by the pandemic, therefore, the following data is below average:
  - A total of 27,122 miles were traveled in a CNG bus out of a grand total of 43,948 from July 1, 2020 through June 30, 2021
  - An average of 235 students were transported on a school bus this year – this count includes special education students with transportation on their IEP
  - An average of 76 students were transported daily for athletics
- During the pandemic, our school bus drivers redirected their efforts and assisted the Grounds Department, Food Services, school sites, and Warehouse
- The Transportation Department is continually applying for school bus grants to replace our older school bus models in our fleet
  - The Transportation Department applied for the California HVIP program, which can aid school districts in the acquisition of new electric school buses
    - DUSD was granted two new electric school buses through the California Energy Commission (CEC)
- Our mechanics have acquired the highest rating of “Satisfactory” from the California Highway Patrol (CHP) Terminal Inspection because of their diligent work in bus maintenance while adhering to CHP regulations and requirements

## Current and Upcoming Projects

- Pace School exterior painting, playground, and asphalt upgrades
- Downey and Warren High Schools are having their field lights re-lamped
- Asphalt paving at five sites (Price, Warren, Lewis, Rio San Gabriel, and Columbus)
- Five of our elementary schools (Price, Ward, Unsworth, Gallatin, and Unsworth) are in the process of having the exterior painted
- New roof for the R, S, and Y Buildings at Downey High School

## Personnel

- Jorge Torres, Custodian, retired after 23 years of service to the District
- Angel Brunet, Custodian, retired after 25 years of service to the District
- Sandra Throneberry, Custodian, retired after 20 years of service to the District
- Natalie Evans, School Bus Driver, retired after 30 years of service to the District

## White Fleet Replacement

- Ford F-250 truck for the Maintenance Department (replacing vehicle 161-A)
- Ford F-250 truck for the Maintenance Department (replacing vehicle 162-A)
- Ford F-250 truck for the Maintenance Department (replacing vehicle 163-A)

## FUTURE PLANNING

The Maintenance, Operations, and Transportation Services Department is committed to providing the best quality 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 and will continue to collaborate closely with the Facilities Department in all 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 2,652 purchase orders for an annual total of \$217,906,948.70 during the 2020-21 fiscal year. The Warehouse processed 3,996 warehouse stock requests for a total of \$772,583.21. Bids were received and contracts were awarded for various projects, materials, equipment and services, including exterior painting at five elementary schools, asphalt replacement work at five schools, preconstruction and lease-leaseback construction services for the construction of a new gymnasium building at Stauffer Middle School, and the replacement of roofs on Buildings R, S, and Y at Downey High School. The Department also processed approximately 362 contracts and agreements for a wide range of services.

### PROJECTS, PROGRAMS AND ACCOMPLISHMENTS

#### Purchasing

The Purchasing Office finished up its second 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, continue to learn more about the details of the system and have become somewhat comfortable with it.

The Purchasing Office also processed over 362 contracts and agreements during the year, in spite of the COVID-19 pandemic. Agreements and contracts varied from specialized consultants for K-12 and Special Education to software license agreements such as Canvas and Zoom, to iPad leases and online educational materials.

The Department also let to bid, Board approved, awarded and issued contracts against three bids, two requests for proposals, five requests for qualifications, and one request for qualifications and proposals this year. Bids covered such services as deferred maintenance, new construction of a gymnasium building at Stauffer Middle School, and workers' compensation claims administration managed care services. 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 a lease-leaseback contract for the Stauffer Middle School gym.

The Department finished up its second year under the California Uniform Public Construction Cost Accounting Act (CUPCCAA). The Act allows the District to use alternate bidding procedures for construction and maintenance contracts, which increases the bid threshold from \$15,000.00 to \$200,000.00. The District completed 81 projects using this method during the 2020-21 fiscal year, for a total contract value of

\$1,216,933.86, which allowed the District to complete these projects in a shorter time period.

### Warehouse

The Warehouse operations continued and remained a critical function during the pandemic. It added 85 new personal protective equipment (PPE) items into warehouse stock to accommodate school and office needs. Hundreds of PPE kits were assembled and delivered to all school sites for teachers, students, and staff to use in anticipation of the return of classroom instruction. The Warehouse completed its second inventory under the new BEST system through the Los Angeles County Office of Education. In spite of the addition of new items and the frenzy of activity related to the delivery of PPE items and other supplies, the ending inventory was well within acceptable inventory standards and ended with an overage of less than 1%.

The Warehouse Supervisor is currently working with the Maintenance Department to complete plans and begin work on the remodeling of the office area for the Warehouse Supervisor. Construction of a new mailroom and records clerk office has been completed.

The Warehouse refrigerator and freezer units are approximately 99% complete, and Warehouse personnel have begun moving frozen and refrigerated food into them. Both units will be ready for the storage of food items for the Food Services Department by the beginning of the school year. A new racking system has been purchased and installed, allowing for significantly better storage and access to all food items.

Two open warehouse worker positions have recently been filled. Erick Crisostomo, a long-term warehouseman from Frito Lay, La Mirada, and Kevin Quinones, a shipping and receiving clerk from ACME Auto Headlining, Long Beach, were selected based on their experience and qualifications. Prior to their hiring, the Department used the services of two Transportation Services bus drivers, Jorge Marquez and Sergio Ortiz, to assist with deliveries and other Warehouse-related needs. Their contributions in support of our mission were invaluable, and a special thanks goes to them and the Transportation Services Department for their service to our department.

In addition to processing over 3,996 warehouse stock orders for schools and offices during the year, the Warehouse received and processed 3,844 orders for delivery to schools and offices throughout the District. The Warehouse tagged and inventoried 24,174 new equipment items for a total value of \$12,048,105.77. The mailroom processed 177,179 pieces of metered mail.

### Records/Inventory

The Records/Inventory area successfully scanned and shredded 341 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 number of school records shredded were reduced significantly due to the pandemic. Surplus items which

were determined to be obsolete and no longer of use to the District were tagged and coordinated for pick up from Griffiths Middle School and the Alameda Warehouse by an auction company during the year. Relocation of records scanning equipment and the records clerk to the Warehouse main floor was completed in January of 2021. A reorganization of the records storage area was accomplished with the assistance of staff from the Transportation Services Department.

### FUTURE PLANNING

1. Work with the Maintenance Department to complete modifications to the Warehouse Supervisor office by the end of the calendar year.
2. Continue to work with the Technology Department to revitalize Department webpage and begin posting bids and proposals on District website.
3. Implement a new contract agreement form to replace two current agreement forms and simplify the contract agreement process.
4. Request permission to replace a District vehicle that was transferred to the Operations Department.

### BIDS AND REQUESTS FOR PROPOSALS FOR THE 2020-21 FISCAL YEAR

#### Bids

1. Bid #20/21-02 – Replacement of Roofs on Buildings R, S, and Y at Downey High School  
(Awarded and in progress)
2. Bid #20/21-04 – Exterior Painting of Carpenter, Gallatin, Price, Unsworth and Ward Elementary Schools  
(Awarded and in progress)
3. Bid #20/21-05 – Asphalt Replacement Work at Lewis, Price and Rio San Gabriel Elementary Schools, and Warren High School  
(Awarded and in progress)

#### Requests for Proposal

1. RFP #2021 – Workers' Compensation Claims Administration Managed Care Services  
(Awarded and in progress)

#### Requests for Qualifications and Proposals

1. RFQ/P #2020/2021-01 – Construction of New Gymnasium Building at Stauffer Middle School (Lease-Leaseback Project)  
(Awarded and in progress)



## RECAP OF YEARLY STATISTICS

<u>Fund</u>	<u>Total P.O. Amount</u>
1. General Fund #01.0	\$ 51,315,028.46
2. SELP Admin. Unit Fund #01.1	\$ 545,214.95
3. SELPA DHH Fund #01.2	\$ 637,951.43
4. Adult School Fund #11.0	\$ 1,404,500.12
5. Cafeteria Fund #13.0	\$ 8,558,916.85
6. Deferred Maintenance Fund #14.0	\$ 3,240,251.65
7. Bond Measure "O" Fund #21.0	\$149,540,533.27
8. Capital Facilities Fund #25.0	\$ 67,168.86
9. Special Reserve for Capital Outlay Fund #40.0	\$ 77,851.79
10. Special Reserve – Technology Fund \$40.2	\$ 171,728.43
11. Workers' Comp./Self-Ins. Fund #67.0-5	\$ 2,347,802.89
Total Purchase Orders Issued:	2,652
Total Warehouse Stock Requests Issued:	3,996

<u>Year</u>	<u>Purchase Orders</u>	<u>P.O. Amounts</u>
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
2020-21	2,652	\$ 217,906,948.70

## CERTIFICATED HUMAN RESOURCES

Alyda R. Mir, Assistant Superintendent

### GENERAL OVERVIEW

In the 2020-21 school year, we hired and rehired a total of 118 certificated employees, which included general education, special education, a school nurse, and five psychologists.

### 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 17 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 two nurses, five psychologists, one counselor, two Dean of Students, and 110 teachers.
2. Processed Summer School Credit Recover/Extended School Year teaching applications and site administrators for a Hybrid Learning Model at all levels and a full Distance Learning School at the elementary level. The Hybrid Model was also offered for Elementary ESY. (a total of five elementary sites, all four middle schools, and Downey High, Warren High, and Columbus High School)

## 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.
5. Worked with K-12 Informed to create a workflow for all certificated teacher evaluations to be completed on-line and incorporate Strengths and the new evaluation program.

## RECOMMENDATIONS FOR FUTURE PLANNING

- 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 in partnership with DEA 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.
- Pilot the new evaluation program on Informed K-12.
- Work with administrators and staff to inform them of the TIP program and assist administrators seeking assistance with TIP coaches.
- 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.
- Continue training and establishing an investigation team for UPC and Title IX complaints.
- Create norms and standards for negotiations to ensure a productive and collaborative atmosphere

## PERSONNEL COMMISSION

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

This is the 55<sup>th</sup> annual report of the Personnel Commission to the Board of Education, covering the period July 1, 2020, through June 30, 2021, 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 11 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 officials, 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 (July to September), Jaimie Valdez, Personnel Analyst (December to current); Sandra Carbajal, Senior Secretary; Senior Personnel Technicians: Jamioka Johnson, Blanca Martinez, and Eileen Mendoza; and Personnel Assistant, Linda Ratzlaff. During this time of the COVID-19 pandemic, the team has been quite innovative to create new examination processes to ensure the quantity and quality of the eligibility lists. 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 27 new positions. The Personnel Commission "classified" these positions, which included:

- Budget/Financial Analyst (1)
- Facilities Program Manager (1)
- Registered Behavior Technician (1)
- Senior Instructional Assistant (4)
- Senior Instructional Assistant - Behaviorally Challenged (2)
- Student Supervision Assistant (18)

Seven classification descriptions were revised:

- Assistant Director, Technology & Information Systems
- Budget/Financial Analyst
- Senior Instructional Assistant
- Senior Instructional Assistant - Behavior
- Senior Instructional Assistant - Medical
- Student Testing Technician
- TLC Resource Center Assistant

Six new classifications were established:

- Communications Specialist
- Early Learning Assistant
- Early Learning Instructor
- Facilities Construction Coordinator
- Facilities Program Manager
- Public Information Officer



## Recruitment & Testing

Classified Human Resources continues to strive to support the District goal of hiring the best staff. One of Downey Unified's Shared Values is "Best Staff and High Standards" and the Department strives to demonstrate this value. The challenges of 2020 continued into 2021. The goal to continually provide highly qualified candidates for the eligibility lists continues to be complicated by the COVID-19 pandemic. 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. This year we received approximately 6,093 applications for our recruitments. Over 1,982 candidates went through our examination process which resulted in 40 eligibility lists.

## Eligibility Lists Established & Certified

Forty eligibility lists were established this year with 459 candidates eligible for employment. The eligibility lists were for:

Administrative Secretary  
Assistant Director, Technology & Information Systems  
Attendance/Records Clerk - Bilingual/Bi-Literate  
Budget/Financial Analyst  
Communications Specialist  
Computer/Network Support Technician  
Custodial Services Coordinator  
Custodian  
Database Administrator  
Early Learning Instructor  
Facilities Construction Coordinator  
Facilities Program Manager  
Financial Aid Technician  
General Maintenance Worker  
Groundskeeper  
Instructional Assistant - Massage Therapy  
Instructional Assistant - Nursing  
Instructional Media Technician  
Intermediate Clerical Assistant (Bilingual Oral)  
Intermediate Clerical Assistant (Bilingual/Bi-literate)  
Intermediate Clerical Assistant (Monolingual)  
Intermediate School Office Manager  
Occupational Therapist  
Payroll Technician  
Personnel Analyst  
Registered Behavior Technician  
School Office Manager  
Senior Accounting Assistant  
Senior Accounting Technician  
Senior Clerical Assistant (Bilingual/Bi-Literate)  
Senior Clerical Assistant (Monolingual)

Senior Instructional Assistant  
Senior Instructional Assistant - Behavior  
Senior Instructional Assistant - Medical  
Senior Instructional Assistant - Sign Language  
Senior Secretary  
Skilled Trades Assistant  
Student Supervision Assistant  
TLC Resource Center Assistant - Bilingual  
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 2,287 assignment transactions completed by staff in the 2020-21 school year, which is a 5% increase from 2019-20 school year (2,169).

### HIGHLIGHTS AND ACCOMPLISHMENTS

The year 2021 will be remembered as the year that innovation and technology moved to the forefront in accomplishing our work. From March 2020 through the end of the 2021 fiscal year, there were literally hundreds of hours spent utilizing the online platforms of Zoom, Microsoft Teams, and Google Hangouts. The constantly changing health guidelines required us to change our work practices and staff worked hard to provide excellent eligibility lists along with strong customer service.

Due to the pandemic, our annual Pin Ceremony that we celebrate at the May Personnel Commission meeting had to be postponed another year. Once the limitations for large gatherings are lifted we will reschedule the annual celebration that will recognize 183 classified employees for their 5 to 35 years of service, equaling a combined total of 2,445 years of assistance to our students and community. The Commission will also honor 16 retiring classified employees, acknowledging their more than 312 years of service to the District.

The 2021 Professional Growth Saturday took on a different look due to the pandemic. A full day of enrichment opportunity was offered to the group of 125 employees. Another modified day was created for the group of employees that needed an additional Saturday class to complete their programs. These programs were offered via the Zoom platform.

### 2021-22 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, and 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.