

RESPONSES TO BOARD OF EDUCATION GOALS 2021 - 2022

- 1. Downey Unified will provide all students Early Child through Adult Transition with a comprehensive student support system that includes our ongoing commitment to student safety, wellness, and engagement via CHARACTER COUNTS! Positive Behavioral Interventions and Support (PBIS), and Social-Emotional Learning opportunities with a focus on student wellness and targeted mental health supports. Staff training will enhance our response to their social-emotional needs through utilization of available school resources and referral to appropriate mental health supports, including Mental Health and Wellness Centers located at each middle and high school.**

Downey Unified is committed to each student's safety, wellness, and engagement. Therefore, we have a comprehensive student support system in place that includes Character Counts! Positive Behavioral Interventions and Support (PBIS), and Social-Emotional Learning opportunities with a focus on student wellness and targeted mental health supports.

CHARACTER COUNTS!

Our ongoing pursuit of excellence with integrity is clearly exemplified with our commitment to CHARACTER COUNTS! (CC!). Even though DUSD has been recognized for years as having a strong district-wide program, coming out of COVID we continued to develop and implement plans to re-energize personnel and school teams with the most current CC! training, ideas, and strategies.

Working closely with the staff from the CHARACTER COUNTS! global headquarters, each year our plan is revisited and finalized to help us maintain our **National CHARACTER COUNTS! Exemplary School District** status. As a global initiative that transforms lives and strengthens communities, CHARACTER COUNTS! and the six pillars assist us in fulfilling our district's vision through character development.

In order to support our CC! program and ensure this Board Goal remains a top priority, each school site received double the funding amount from the previous year to promote their CHARACTER COUNTS! Week (October 18-25, 2022) activities and beyond. Schools received the following amounts:

- Our elementary schools received \$2,000 each
- Our middle schools, Columbus/WAS, Pace, and Downey Adult School received \$3,000 each
- Downey and Warren High School each received \$5,200

We continued with the practice started in the last few years where during the second semester each school again selected another week to highlight CHARACTER COUNTS! beyond their ongoing general CC! plans and activities throughout the

year. Many of the schools again tied it to their fun-filled school spirit week. We have found this second week-long focus increases awareness of CC! both district and community-wide for all to see.

SEL & PBIS

Beyond academics educating the Whole Child has certainly come to the forefront in education. Therefore, the ultimate goal remains to ensure that each child is knowledgeable, emotionally and physically healthy, civically inspired, engaged in the arts, prepared for work and economic self-sufficiency, and ready for the world beyond formal schooling. Our district's focus on Social Emotional Learning (SEL) and Positive Behavior Interventions & Supports (PBIS) is more important than ever. Having Social-Emotional Support Systems in place was a top priority as many more students returned to campus.

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

In Tier 1, MTSS ensures that all students (80-100% school/class-wide) receive PBIS supports at the universal/primary level; in Tier 2 some students (10-20% of all students) need supplemental targeted interventions through small group instruction, at this second level; and in Tier 3 a few students (1-10% of all) require intensive interventions through highly individualized supports at this tertiary level. Ultimately, the importance of supportive relationships between positive school and classroom-wide culture and individual student academic and social-emotional success is emphasized.

During the 2021-22 school year, all DUSD school PBIS Teams attended PBIS trainings provided by LACOE. These trainings were geared toward getting all school teams back up to speed as we returned to campus and in-person instruction. School teams re-established their PBIS systems which helped create school environments that were more predictable, effective, and proactive in achieving academic and social-emotional-behavioral goals, especially for our students who had been at home the previous year. Our LACOE Trainers provided resources, based on each school's needs and helped to coordinate, schedule, and ascertain successful and relevant support meetings.

Our LACOE Trainers also assisted schools in assessing their environment by utilizing data and surveys to track discipline and perceptions. The use of Data-Driven Decision Making (DDDM) allowed schools to correlate relevant behavioral data with academic data and triangulate information to establish ongoing goals to close gaps.

Both individual school and multiple school small group trainings/workshops were also provided by LACOE to build coherence with all schools and staff regarding definitions, best practices, data-related implications, and evidence of SEL. Expanding 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. All DUSD schools have learned the value and importance of SEL competencies: self-awareness, self-management, social awareness, responsible decision making, and relationship skills.

CAPTURING KIDS HEARTS

In recent years, hundreds of DUSD teachers have completed the *Capturing Kids' Hearts* (CKH) training and over 120 more will complete it by the end of summer, bringing the total of secondary teachers trained to 430. CKH staff provides experiential training, expert coaching, a curriculum for students, and personalized support, that equips teachers to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness. CKH is our Tier 1 Intervention that focuses on SEL strategies to build relationships with ALL students.

STAFF TRAINING

DUSD has been proactive in looking for a combination of programs and supports to train staff to help our students and families address mental health issues. Nearly every employee of Downey Unified completed mental health first aid training at the start of the school year.

As of recent, the CDE was charged with selecting a vendor who could provide an evidence-based online training program that aligned with AB 2246, Pupil Suicide Prevention Policy. The CDE was also responsible for selecting a county office of education to be the lead on this initiative and make the training available to all school districts in the state. LivingWorks was the vendor selected and the San Diego COE was the lead.

This past year we collaborated with LivingWorks and created an individual DUSD online portal in order to track the progress of staff (classified and certificated) as they completed the training at the start of the 2021-22 school year. The integrated training teaches staff to identify suicidal or at-risk behavior within students and their peers. In only 90 minutes of an online interactive training module, staff learns to recognize when students and/or peers are at-risk and connect them with the appropriate support personnel and/or agency.

We are proud to say that DUSD has been recognized by LACOE, LivingWorks, and the CDE as the district with the most trained staff with 2,037 certificates of completion at no cost to the district.

ADDITIONAL SCHOOL RESOURCES AND MENTAL HEALTH SUPPORTS

With a lot more students returning to campus, we expanded our already existing partnerships with community agencies to provide Outpatient Mental Health to our 22,000+ TK-12th grade students at our twenty schools (13 elementary, four middle, and three high schools).

DUSD increased the hours of services provided by Pacific Clinics, Community Family Guidance Center (CFGC) and Jewish Family and Children's Services (JFCS) of Long Beach in order to support students with school-based counseling and/or outpatient counseling services.

- CFGC is a referral counseling agency for students at all grade levels with Medi-Cal. CFGC specializes in children's mental health treatment and provides comprehensive short-term prevention and early intervention, non-intensive and intensive program services.
- CFGC Clinicians provided individual school-based counseling to 234 DUSD students through referrals from staff, and outside agencies, including DCFS.
- JFCS again provided services across all 20 school sites and TLC. Through small group or individual counseling, JFCS provided services to 371 students. Each elementary school received 4 hours of individual and group counseling services per week; middle schools 7 hours and high schools 16 hours. This equated to 133 weekly face-to-face clinical service hours for a total of 31 weeks. Due to a large number of referrals at the beginning of the school year, five service hours were added per week, for a total of 138 weekly clinical service hours.
- This year with the opening of Wellness Centers at each secondary school, Pacific Clinics provided the following mental health services to students and families who qualify for services:
 - Mental health services for youth and their families;
 - One-on-one counseling sessions with students;
 - Family counseling for program participants; and
 - Peer groups.

CLINICAL SCHOOL THERAPISTS

Throughout the 2021-2022 school year, Downey Unified has successfully onboarded 17 full-time Clinical School Therapists to ensure the most intensive social-emotional needs of our students are met. All Clinical School Therapists are licensed in either clinical social work, marriage and family therapy, or clinical counseling. All Clinical School Therapists have Pupil Personnel Services (PPS) credentials. The provision of support provided by our Clinical School Therapists includes individual and group counseling services, administering biopsychosocial assessments, conducting risk assessments, responding to psychiatric emergencies, and collaborating with various groups to assist our school sites proactively to prevent greater levels of need. Hundreds of students have received individual counseling support and numerous community agency referrals have been made over the course of the school year.

WELLNESS CENTERS

Wellness Centers were opened at all secondary sites in 2021-2022. These spaces embody the whole child approach and provide and connect students with support and resources, free of judgment. They are a safe space that students utilize to cool down, talk to someone when they may be in need, access resources, and attend scheduled counseling appointments. Additionally, these spaces have been utilized to host numerous site-specific therapy groups and altogether, have assisted in the normalization of emotional well-being on our campuses.

These school Wellness Centers are a powerful investment in the health and academic potential of children and adolescents. They provide access to caring adults and services such as primary care, counseling, mentoring, and peer-to-peer support.

Every program mentioned above describes a part of our comprehensive student support system that upholds the belief that “Our kids deserve the best.”

- 2. Implement a robust technology integration model that utilizes one-to-one device instruction to facilitate engagement and provide opportunities for small group interventions.**

Technology

Technology Integration is more than devices in the hands of students. Downey Teachers are at the forefront of integrating technology in the classroom and with the support of our strong Instructional Technology Coaches (ITCs) have been able to continue to expand the use of technology in day-to-day instruction. Downey Unified has shown its commitment to technology-infused instruction by providing the tools and people to support teachers and students in implementing a robust integration model. Students need to have a wide variety of tools to provide personalized learning opportunities and to show their learning. For technology to facilitate engagement, teachers need to have confidence that the technology will work, and when problems arise, help is readily available to quickly resolve them. To enable opportunities for small group interventions all staff members need access to both technology devices and the tools to help students. This year we have raised the bar in all these areas.

One of the best ways to engage students is giving them choice in how they learn and show their learning. The District continues to provide a wide range of tools for all students TK – 12 including Green Screen by Do Ink for creating virtual sets that allow students to be on location anywhere in the world, Adobe Spark Video for creating engaging videos, Flipgrid to show their learning and share it with fellow students and their teachers, Kami for easy annotation, Badgr Pro so that students and staff can earn badges to show their learning progress, Canvas to organize student learning in grades 6 -12, Microsoft Office so students can learn industry-standard tools and earn certifications while in school, EdPuzzle to build interactive

lessons, and we continue to add to the tools with additions such as MasteryConnect to provide structured targeted intervention support to students.

Teachers need to have confidence in both the technology they use and the staff that supports them. Waiting two or three days for a technician to fix an issue that prevents a teacher from rolling out a lesson is reason enough to be hesitant to fully incorporate technology into their instruction. This year with the support of the Board of Education and Cabinet we have added two Computer Network Support Technicians, one Maintenance Electronics Technician, one Instructional Media Technician for our Online Elementary School and one Student Information Systems Operator. This additional support staff has reduced the average number of work orders at school sites by approximately 70%. This allows someone to help teachers and students with their technology issues promptly. When teachers have confidence like this, they are willing to stretch their use of technology where students are most engaged.

Small group interventions require all staff to have access to the data needed to help students and devices to engage with them in small groups. When we returned from the pandemic it was clear that while many support staff did not have technology devices before the pandemic, that was not going to be the case moving forward. The Technology Department continues to replace staff devices at an accelerated rate to replace older devices issued during the pandemic and to ensure all staff has devices that they can use to support students. Having access to an up-to-date device allows all staff access to diagnostic test data and the ability to see student work online in Canvas, Google Classroom or any one of the tools the District provides to collaborate and share feedback.

With continued support in these areas, we will only continue increasing the use of technology in the day-to-day instruction of our classrooms.

Secondary

In March 2020, our district quickly transitioned to a one-to-one device model in order to give students access to curriculum and instruction during the pandemic. Since then, we have worked with teachers on technology integration to facilitate engagement and provide interventions during the class period.

Our first priority in secondary education was to implement a technology tool that would allow for two-way ongoing communication with students and families. In August of 2020, we implemented Canvas as our learning management system (LMS) in a matter of weeks. Canvas is a web based LMS used by staff and students to access and manage course learning materials and communicate about skill development and learning achievement. The platform was instrumental in our efforts during distance learning, and it has continued to be the hub of digital learning for our students. Through extensive professional development and office hours with our ITCs, our teachers and students are familiar with the layout, navigation, and assignment offerings which allows for a seamless transition between in-class instruction and online learning.

In order to further our work in our Professional Learning Communities (PLCs), we are implementing Mastery Connect. Mastery Connect is an online teacher tool and student assessment platform. It allows teachers to determine efficiently and effectively what a student knows and doesn't know based on the core standards. Students can take a variety of different assessments and receive results instantly. The results are displayed by standard in 3 colors, red (remediation), yellow (near mastery), and green (mastery). These colors help teachers, students, parents, and leaders know exactly where their student is on the learning continuum and respond to that data accordingly. Some departments and/or PLCs across the secondary schools have taken the early path toward using Mastery Connect. The secondary ITCs will continue to work with PLCs to be able to create and refine curriculum maps built around essential standards. The assessments will target which students have reached different levels of proficiency and guide teachers to work with students who are in need of additional support.

To further our work on engagement and formative assessments, we have begun to implement Nearpod. Nearpod is an interactive classroom tool to engage students by adding interactive activities to lessons like polls, collaboration boards, and game-based quizzes. It is also a formative assessment tool that allows teachers to see student work and ideas in real-time. Students can interact and submit responses through any mobile device or laptop. Lessons, activities, drawings, documents, and more can be shared which allows teachers to identify areas of strengths and areas for growth during a lesson. The use of Nearpod will also allow for identifying students who will benefit from small group instruction for targeted interventions. The secondary ITCs will begin working with PLCs throughout next year on using Nearpod with fidelity.

Lastly, Stauffer and Sussman Middle Schools have begun the process of becoming an Apple Distinguished School (ADS). Secondary Education in collaboration with representatives from Apple began the process by doing a walk-through at the two sites to determine the level of technology integration. Each site was also given a survey to each teacher on their technology integration usage. The walk-throughs and survey results will set a baseline for growth in the coming years. Teachers will be trained on specific programs that will help them gain skills to lead us toward ADS. Our ITCs will continue to work with Apple in supporting our teachers in the process. Thus, Secondary Education continues to support our teachers in technology integration with a variety of tools. The tools and initiatives listed above are our priorities for this year and next.

Elementary

Elementary education implements a 1:1 take-home iPad model. The goal of technology integration in Elementary is to utilize this tool to give our students both a voice and a choice while providing a way for students to show their thinking and demonstrate their deep understanding of content. We deliberately aim to cultivate environments that use technology to connect students to the world, fuel creativity, deepen collaboration, and make learning personal. We build our technology

integration on the foundation of the 4 Cs-critical thinking, creativity, collaboration, and communication, as well as CHARACTER COUNTS!. The vision we strive to carry out is to inspire students and adults to be leaders, innovative, creative, think critically, and explore. We want learning to be limitless and we celebrate it while promoting a growth mindset.

Utilizing technology for learning allows for interactive learning, student reflection, and various opportunities for students to communicate their thinking. This integration model has allowed students to have a positive attitude toward learning, student leadership, developing skills for future jobs, an increase in family engagement, and a culture of continuous innovation.

Our model also allows for constant differentiation and the ability to intervene as needed. We want and expect technology to transform learning for our students, especially our students who need extra support. Technology integration allows for communication by students accessing Google Classroom, Flipgrid, Notability, and Classkick. Differentiation/intervention is also provided through lessons designed utilizing Jamboard, Keynote, Book Creator, iMovie, Explain Everything, Padlet, and Adobe Spark Video. Utilizing these tools also allows for daily and constant formative assessment that drives first best instruction as well as differentiation and intervention as needed.

Part of the integration of technology for Elementary has been collaborating with the Apple in Education team to continue to push our thinking and the opportunities we are providing for our students. This has included all teachers and administrators at each site becoming Apple Recognized Teachers in addition to currently having 5 Apple Distinguished Schools. Gauldin, Imperial, Lewis, Old River, and RSG have been formally recognized as Apple Distinguished Schools. This honor is bestowed on schools who are willing to measure their integration of instructional technology efforts against a global recognition model that few schools are able to attain. In fact, there are currently only 689 schools in 36 countries that have proven they have the mettle to earn this title.

The application process was intense and, in the end, each recognized school was able to demonstrate how their instructional practices develop student confidence. This is highlighted through authentic student observations where “voice and choice” is not only acknowledged but applauded. Three more schools have submitted their application for this year and the remaining schools will go through the process next school year.

- 3. Downey Unified will implement Career Technical Education (CTE) grant plans for Career Technical Education Incentive Grant (CTEIG), K12 Strong Workforce Program (K12 SWP), and Carl Perkins V. The focus will be on best practices that strengthen the sustainability through further development and implementation of essential pathway elements in elementary, middle school, and high school segments, as well as bring in grant resources to further expand our CTE pathways.**

Downey Unified will implement Career Technical Education (CTE) grant plans to include the Career Technical Education Incentive Grant (CTEIG), K12 Strong Workforce Program (K12 SWP), and Perkins IV.

These awards focus on developing, implementing, and sustaining essential pathways undergirded with career exploration in elementary, middle, and high schools. Downey Unified College and Career Readiness (CCR) will leverage current awards to secure additional resources that serve as match funds and increase DUSD's CTE leadership profile at state and national levels.

For 2022-23, grant applications submitted PENDING funding include:

- Perkins V \$172,147
- Outdoor Equity Program – applied for 2 grants at \$700,000 each
- California Apprenticeship Initiative – applied for 3 grants at \$500,000 each

CCR successfully closed K12 SWP Round 1 funding for \$4,341,733, 2019-20 CTEIG, and 2020-21 Perkins CTE funding, supporting students' growth and development from K through grade 12. CCR implemented K12 SWP Round 3 awards for \$5,219,929.

In 2021-22, CCR applied and received the following awards:

- Career Technical Education Incentive Grant (CTEIG) from the California Department of Education (CDE). \$1,478,456
- Perkins IV funding from CDE. \$158,237
- K12 SWP Round 4 funding from the California Community Colleges Chancellor's Office, Workforce and Economic Development Division (WEDD). \$5,326,842
- TOTAL funding for Round 3 and Round 4 K12 SWP, CTEIG, and Perkins equals \$12,508,686 of current CCR CTE grant funds.

In 2021-22, CTE grant funds from K12 SWP, CTEIG, and Perkins supported the following:

Elementary schools:

- K12 SWP grant funding paid for equipment and supplies, including recording equipment, microphones, iPads, AR/VR goggles, 3D printers, etc., for Innovation Labs at Lewis, Old River, Unsworth, Imperial, Gauldin, and Rio San Gabriel Elementary Schools.

Middle schools:

- CTEIG and K12 SWP grants continued to support VEX-Robotics, FEMINEER, SkillsUSA registration fees, travel expenses, and competition-related supplies for students and teachers.
- Met with middle schools and planned Advanced Manufacturing career exploration space, tools, and projects.

High schools:

- Aligned all CTE pathways to meet the 11 Essential Elements of High-Quality CTE programs, including supporting all CTE teachers in using the California Department of Education curriculum templates that address state CTE Model Curriculum Standards and industry standards.
- New Information Communications Technologies (ICT) two-year pathway in 2021/2022: Game Development/Computer Science: Round 1 K12 SWP funds launched the Game Programming Pathway. Development and approval of the Game Programming 1 course (Downey and Warren Highs) in the ICT sector pathway. The course was UC A-G approved, fulfills a recommended third year of science as a computer science course (D), and leads to an industry-recognized credential in Unity. The course enrolled 160 students in Fall 2021. A second course, Game Programming 2, launches in Fall 22.
- New Advanced Manufacturing (AM) two-year pathway in 2021-22 at Downey HS. Round 1 K12 SWP funds launched the Advanced Manufacturing pathway and approval of the Machining & Forming Technologies I course in the Manufacturing and Product Development sector pathway. The course was UC A-G approved (G) and articulates with Cerritos College MTT 100 Machine Tool Introduction. Expanded AM pathway to Warren HS for 2022-23.
- New Welding and Forming Technologies two-year pathway in 2021-22 at Columbus HS. Round 1 K12 SWP funds launched the Welding Pathway and approved the Welding and Materials Joining I course in the Manufacturing and Product Development sector pathway. The course was UC A-G approved (G) and articulates with Cerritos College WELD 100 Welding Fundamentals. Work progressed on facilities upgrades at Columbus HS outdoor Welding Lab.
- New Audiovisual Technologies two-year pathway for 2022-23 at Warren HS. Round 4 K12 SWP funds launched the Audiovisual Technologies pathway and approval of the Audiovisual Technologies Essentials course in the ICT sector pathway. The course was submitted for UC A-G approval (G). The pathway prepares students for AVIXA Certified Technology Specialist (CTS).
- New Construction Technologies HVAC (Heating, Ventilation, Air Conditioning) two-year pathway for 2022-23 at Warren HS. Round 4 K12 SWP funds launched the Construction Technologies HVAC pathway and approval to pilot the Heating, Ventilation, and Air Conditioning Level 1 course in the Building and Construction Trades sector pathway. The course will be submitted for UC A-G approval (G) in Summer 22.
- Work with Cerritos College on articulation agreement for Automotive Technologies. New in-progress Automotive Technologies two-year pathway in development meetings with Cerritos College focused on low emission vehicles.
- Funds expanded and sustained work-based learning (WBL) activities, and the Downey MADE Work Experience Program. In 2021, 167 students participated across 13 deep dive experiences with dozens of industry mentors and workshop presentations on leadership, communication

mastery, and social justice. The internship model is ongoing with students as co-designers for experiences during summer 2022 and into the school year 2022-23. In May, DUSD received 265 MADE Work Experience Program applications for summer 2022. DUSD continued to collect and analyze work experience data to provide a robust assessment and documentation of student performance as improvements are made.

- College Admissions Academy to support writing the UC Personal Insights questions for college admission applications was offered to all MADE Work Experience students meeting UC admissions guidelines in Summer/Fall 2021 and will be offered again in Summer 2022.

CCR leadership and districtwide support to create a sustainable revenue model driving innovative career technical education:

- Built a data infrastructure with systems, tools (e.g., annual senior survey, student surveys after every CTE event), and protocols to better identify, collect, track, analyze, and report student-level data outcome measures.
- Reviewed and aligned job descriptions for four classified staff—college and career technicians—who recruit, enroll, and assess student participation in CTE pathways in middle and high schools.
- Developed, administered, and analyzed the annual Senior Survey to assess ongoing improvements in the delivery of CTE programming and college access in collaboration with College Access Network (CARPE).
- Created and disseminated 19 Road Maps detailing pathways from Downey classrooms to college and careers in priority regional sectors.
- Conducted data collection and analyses of WBL student-level data for assessment and documentation of student performance.
- Met regularly with Cerritos College to streamline pathway development efforts and gain insight into available college resources, and perspectives regarding CTE pathway and program development.
- Collaborated onsite with Cerritos College administration and faculty: Advanced Manufacturing, Welding, and Automotive Technologies labs; attended by 20 DUSD administrators, teachers, and staff.
- Created CTE catalogs, videos, and other marketing materials to support regional CTE marketing and career exploration for students and families. Informed 5th-graders about middle school hands-on project-based learning and CTE courses, and middle schoolers about high school CTE pathways, industry-recognized certifications, postsecondary programs, and careers.
- Enhanced the District's eSports program and tournament event to support careers in game development. Purchased computers, other equipment, and licensing to expand eSports opportunities at each high school.
- Purchased computers for Downey Digital Imaging and Advanced Digital Photography pathway.
- Presented Open Education Resources and Downey MADE Internship at the Educating for Careers Conference in Sacramento (March 2022).

- Published DUSD’s first Open Education Resources (OER) book, Mathematics for Game Developers.
- Launched the DUSD <https://OER4CTE.org> (in progress) website to serve as an archive of OER published by Downey. Submitted Mathematics for Game Developers to Merlot.org and the CDE CTE Commons.
- Launched the AP for CTE program. The pilot, AP Seminar (CTE focus), launches Fall 22 at Warren HS. <https://AP4CTE.org> (in progress) will offer materials for teachers statewide to develop AP Capstone CTE offerings (AP Seminar and AP Research).
- Drafted Advanced CTE Mathematics for Fall 23 implementation. Recruited Nanette Johnson as lead teacher and developed a course draft outline and textbook development team.

Attached is the latest 2022 DUSD grant funding timeline/chart: <https://bit.ly/3abyf5p>

4. Implement a multi-faceted approach of Academic Interventions that would include Tier 1 (during class strategies from the classroom teacher) and Tier 2 strategies (intensive intervention strategies that occur outside the classroom period).

Secondary

Our district’s commitment to supporting our students is evident in the addition of a middle school categorical teacher. In response to the learning loss due to the pandemic, the Secondary Education Department created a position that would combine the roles of the ELD and Title 1 coordinators at each middle school to help close the growing achievement gaps. Our data over the past two years has shown an increase in D/F rates across all subject matters. We have also seen students struggling with their social-emotional learning and mental health.

With the creation of this position, the categorical teacher oversees interventionists and targets support for students more efficiently. Students have more opportunities to exit support classes when they meet grade-level proficiency because they are monitored more regularly.

As you can see from the abbreviated job description below, the focus of this position is on providing robust, multi-faceted academic and social-emotional interventions for our students.

- *Oversee all programs related to learning recovery and intervention to support identified at-risk, general education students within targeted populations.*
- *Develop an Intervention and/or enrichment program to service the identified student(s)*
- *Assist, collaborate and prioritize with the principal, the teacher and the District administrator responsible for Categorical Programs, the class assignments and services needed for the identified students*

- *Monitor the academic progress of all identified students throughout the school year using various data sources, as well as recommending level changes and reclassification as appropriate*
- *Communicate to parents and school staff the testing results and program placement information for each student*
- *Provide guidance to staff as appropriate in the analysis of relevant data related to individual students' needs in the areas of modifications and interventions*

Secondary Education has also adopted the use of iReady during the pandemic. iReady is an online program for reading and mathematics that helps teachers determine a student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows us to meet students exactly where they are and provides data to increase students' learning gains. iReady consists of two parts: Diagnostic and Personalized Instruction. Our focus this year was to provide training to our administrators and school leaders on how to understand, interpret, and use the data from the iReady diagnostics. We also worked with our PLCs in using the Personalized Instruction pathways that provide students with lessons based on their individual skill level and needs, allowing students to learn at their own pace that is just right for them. We will continue to work with middle school sites on the use of iReady and are expanding to training our high school leadership teams on the data from their incoming 9th-grade students so that interventions can be implemented during the summer and fall of their freshman year. Our high schools are also piloting the use of the iReady diagnostic next school year in lieu of STAR Renaissance as their diagnostic tool.

In order to support all students with our rigorous graduation requirements, our secondary sites have implemented a co-teaching inclusion model to give access to a-g courses to our general education and special education students. We are currently in our fourth year of implementation of co-teaching with four cohorts of 66 teachers that have had 21 PD sessions, 70 coaching sessions, 7 PD sessions for Senior Instructional Assistants (SIAs), 89 co-teaching course sections, and 6 PD sessions for our Language Other Than English (LOTE) teachers. The co-teachers were provided with professional development and coaching by Debra Herburger, WestEd consultant, who provides Universal Design of Learning (UDL) strategies. UDL is an approach to teaching aimed at meeting the needs of every student in a classroom, including kids with learning and attention issues.

The teachers are given feedback after coaching observations and support is tailored to the co-teacher's needs. The administrative teams that oversee the master schedule and special education from both high schools also participated in the dialogue with Ms. Herberger regarding co-teaching teams, master schedule implications, and ongoing plans. Our entire administrative team participated in professional development on the co-teaching model with Ms. Herburger and two of our DUSD administrators to reinforce best practices on access to the core for all of our students. The Co-teaching Cohorts will continue learning UDL strategies to facilitate differentiated lessons to successfully meet the needs of all students in a-g required courses in the upcoming year.

Since the pandemic, Downey Unified School District has offered an expanded summer school to include all secondary sites in an effort to recover learning loss. In the past, we have serviced a total of 600 middle school students across the district during Middle School STEAMworks. This year, our goal is to service 2000 middle school students earning below a C in ELA and Math, and designated subgroups: McKinney/Vento, Foster Youth, English Learners and Title I. Each student will take 3 classes (ELA, Math, and Elective) 4-days per week with the focus on remediation.

The high school summer program will focus on credit recovery, credit repair, and original credit running 4 days per week. We are expecting at least 3,000 students to attend our high school summer programs this year. We expanded the high school schedule to include an optional 3rd block in order to give students more opportunities for classes during the summer.

Stauffer Middle School and Warren High School have voted in a 7 and 8 period block schedule respectively in order to give students access to supports during the school day. The additional period allows for room in the schedule for intervention that supports students' social emotional health by teaching coping skills, self-awareness, organizational skills and time management. There will also be intervention courses in math, English, and science. The new intervention/enrichment courses are called Student Success Labs at Warren High School. Additionally, every student at Warren will have one unscheduled period which allows students to access resources during the school day without interrupting their academic classes to visit the Wellness Center, access the College and Career Center, receive academic tutoring, or go to study hall for work completion/study groups.

Throughout the pandemic, our students experienced an increase in need for social emotional learning (SEL) and mental health support. This data shifted our focus from academic interventions to SEL supports. We continued to offer Capturing Kids' Hearts (CKH) trainings throughout the pandemic to engage students in an online setting. Capturing Kids' Hearts is a relationship building approach to discipline that creates self-managing groups. Now that students are back on campus, we continue to offer two-day CKH trainings throughout the summer for our secondary teachers who have not been fully trained. Over 120 teachers have signed up for the summer CKH training. By the end of summer, we will have approximately 430 secondary teachers trained including our new hires. All secondary new hires for next year will be automatically signed up for the training as part of their onboarding to DUSD. We have also identified Wellness/SEL as a priority by our administrative team. This team will plan our next steps for supporting our students' social-emotional health.

CKH is our Tier 1 Intervention that focuses on SEL strategies to build relationships. We are still developing a Tier 2 intervention. We piloted a variety of SEL curricula in some support classes, Saturday Schools, and summer schools across the secondary sites. We will continue to research Tier 2 best practices while we maintain our focus on Tier 1 strategies.

As shown in the examples above, through our robust offerings of multi-tiered academic and SEL interventions and supports, we are able to identify and remove obstacles that hinder our student's academic progress and overall well-being.

Elementary

Elementary continues to focus on First Best Instruction (FBI) in all core areas. Elementary is relentless in our commitment to providing our students meaningful, relevant, and rigorous first instruction built on the foundation of critical thinking, creativity, collaboration, and communication. Professional Learning has been offered throughout the year to support FBI and extra support/intervention. The elementary TOSAs provide ongoing instructional support through PD sessions, one on one planning, co-teaching, modeling lessons, PLC work, and more.

When students are identified as needing extra support, an intervention plan is implemented to address the targeted needs of each individual student.

Each elementary school has a Categorical Teacher who helps to create and provide intervention for identified students. Interventionists, certificated teachers, also work under the direction of the Categorical teacher to provide academic support. This support can be an individual or small group.

Besides daily formative assessments, teachers also utilize summative assessments, Interim Assessment Blocks (IABs) from CAASPP, i-Ready scores (3 times a year), as well as other data to determine student needs. Teachers, administrators, and support staff meet formally a minimum of three times a year for "Data Days" to review student data and identify what supports are needed for students to make academic growth. Sites monitor student progress using spreadsheets in Illuminate that capture all needed data. These interventions can include working with the Categorical teacher or Interventionists during the school day, or before or after school intervention. Additional support is also available through the i-Ready instructional component that is assigned and monitored by the classroom teacher.

Social-emotional needs are addressed throughout the day and are also targeted and supported through calming rooms and corners, Eric Jensen strategies, our School-Based Therapists, student clubs, student leadership, and more. PBIS and CC! are huge SEL supports as well. Classrooms regularly participate in restorative circles and PBIS practices.

STEAMworks summer school is also summer support in place for our students. All students are invited to STEAMworks, a rigorous academic extension of the school year. Students participate in phonics, reading, writing, mentor sentences, math, and STEAM projects tied to content. The theme this year is "*Ocean Adventure*". STEAMworks will be at 4 sites this year-Gauldin, Lewis, Rio Hondo, and Unsworth. All students feed into these four sites. We currently have over 2400 students enrolled in STEAMworks, our highest enrollment to date.

5. Downey Unified will continue to offer a comprehensive Visual and Performing Arts (VAPA) program (Early Childhood – 12th Grade) with an emphasis on VAPA integration into our core academic program, including enrichment opportunities in music, visual and digital arts at the elementary level.

Our secondary schools are proud to offer a comprehensive articulated Visual and Performing Arts (VAPA) program for our students. Our middle school offerings include:

VAPA Middle School Courses			
Doty	Griffiths	Stauffer	Sussman
Band (Beginning)	Art Design	Art 6	Art 6
Band (Advanced)	Band (Advanced)	Art Design	Art Design
Band (Int)	Band (Beginning)	Foundations of Animations	Ceramics
Chorus (Beginning)	Chorus (Beginning)	Band (Beginning)	Band (Advanced)
Music 6	Music Appreciation	Band (Int)-	Jazz Band
Art 6		Band (Advanced)	Music 6
Art Design	Poetry	Jazz Band	Music Appreciation

Our middle schools have received many accolades for their programs. For example, Doty’s Concert and Advanced Bands both earned Gold, the highest rating at their recent band festival competition. Griffith’s Middle School’s poetry class received 2nd place in the annual Get Lit Classic Slam. Their Advanced Choir program received excellent ratings at the SCVA Choir Festival, and a silver rating at the Forum Festival. Their Advanced Band Course received a unanimous superior rating at the SCSBOA Festival and a gold rating at the Forum Festival. Sussman’s Art program had a student winner for the DPD Christmas Card contest and the Día de los Muertos Art Festival in addition to having the largest art exhibition at their Open House. Stauffer’s Marching Band participated in events at Sofi Stadium and in Temple City, placing in the top three in numerous categories. Stauffer also formed a Banda group this year providing a jolt of energy to the Band program. They will be expanding the ensemble into a World Music Orchestra in the coming years.

Our high schools have extensive VAPA Course offerings. Please see below.

VAPA HIGH SCHOOL COURSES				
CHS	WHS		DHS	
Art 1	Broadcasting	Chorus I, II, III, IV	Multimed Video Production	Drama Production
Art 2	Film & Video Production I, II	Drawing I, II	Art I, II	Musical Theater Performance
Intermediate Art	Dance Ensemble	Guitar I, II	Art Design	Advanced Art
Art Appreciation (APEX)	Dance I, II	Advanced Art	Drawing I, II	AP 2D Art and Design
Music Appreciation (APEX)	Music Appreciation	AP Drawing	Adv Digital Photography	Intermediate Art
	Drama I, II	Drawing and Digital Art	Advanced Band	Advanced Chorus
	Drama Production	Intermediate Art	Band I, II	Class Piano
	Advanced Art Design	Intermediate Drawing	Color Guard	Jazz Ensemble
	AP Art History	Advanced Drawing	Mariachi	Music Appreciation
	Art I, II	Advanced Band	Percussion Ensemble	Dance Ensemble
	Art Design	Band I,II	Broadcasting	Dance I, II,
	Advanced Chorus	Color Guard	Advanced Ceramics	Advanced Art Design
	Chorus I, II, III, IV	Jazz Ensemble	Ceramics	AP Drawing
		Percussion Ensemble	Drama I	

Our high school VAPA programs are very popular and offer a-g credit to our students. Please see below for a few examples of recognitions received.

Downey High School

- Jazz groups (2 jazz bands, one jazz combo, and the jazz choir) had great results at all the competitions and festivals.
- The top Jazz Band (called the Jazz Ensemble) won two festivals this spring in the Heavy division, being the highest score of each: Westlake Jazz Festival and Arizona State University hosted by Highland HS in Gilbert, AZ. They also placed 3rd at the Western States Jazz Festival hosted by Upland HS and 2nd at the Fullerton College Jazz Festival.
- Our Jazz Combo also won the advanced division at both Fullerton College and Westlake festivals.
- Our 2nd band had a few podium placements at the above festivals and finished strong, winning their division
- The choir performed at numerous non-competitive festivals, earning a SUPERIOR rating from university professors that adjudicated at the Iowa Southwestern College, SCVA (SO CAL Vocal Association) hosted by Saugus HS, and Mt. San Antonio College. They placed 2nd in the advanced (highest) division at the Fullerton College Jazz Festival.
- In Art, a student who won 2nd place in the Lucille Roybal-Allard Student Art Competition.
- AP 3D Studio Art students have 100% AP test pass rate
- Mr. Guerrero Mariachi class has been an extremely popular new course
- Concert Band Superior rating at Colony
- Color Guard, 2022 WGASC Silver medalists
- One of the top parade bands in Southern California
- Video Production student received a Bronze medal award at the Regional and another Bronze medal award at the State level competitions.

Warren High School

- The Band won the Band Sweepstakes at the Durate Field Tournament
- Multiple students participated in the 2022 Tournament of Roses Honor Band
- Concert Band received an Excellent Rating at the Southern California School Band and Orchestra Association Festival
- Wind Ensemble received an Excellent Rating at the Southern California School Band and Orchestra Association Festival
- Five students made the Honor Choir.

Elementary

Elementary integrates visual and performing arts in a variety of ways. The first is through systematic instruction of visual art through the implementation of the Meet the Masters Art Program. The Elementary STEAM TOSA went live into classrooms during the year to provide art instruction. These sessions were also recorded in case teachers were not able to attend the live session. Grade levels were clustered TK-1, 2-3, and 4-5. One artist was taught per trimester, which was a two-day session.

Featured artists taught during the year were Pablo Picasso, Georgia O’Keeffe, and Andy Warhol. During the first webinar, students observe and discuss the work and life of an art master. During the second webinar, students create their own art masterpieces. The elements of art as well as the artists’ individual styles and contributions to the art world are emphasized, and creativity is highly encouraged.

Elementary also provided VAPA integration through the Day of Design Challenges. Teachers received lesson plans, slide decks, and supplies for each Day of Design.

The Fall D of D was based on the book *Neo Leo: The Ageless Ideas of Leonardo Da Vinci*. Students designed and created a Da Vinci-inspired invention. The Spring Day of Design is based on the book *Now and Ben: The Modern Inventions of Benjamin Franklin*.

Students needed to use a variety of materials to design and create a bucket. All design challenges incorporate creativity and art elements.

Students have an opportunity to create music using their iPad. They can compose original music in GarageBand as well as score movies they create. Students can also incorporate music in their innovation labs.

Our students also show their creativity and implementation of VAPA through various applications to show their understanding of content, including Book Creator, Adobe Spark Video, Keynote, Clips, iMovie, Draw and Tell, Sketches School and more. Our teachers also have access to Everyone Can Create, project guides through Apple that help ignite creativity in students through video, photography, music, and drawing on the iPad.

Elementary will continue to expand VAPA for the 22/23 school year. This expansion will include adding an additional beginning of the year Day of Design Challenge as well as an additional MTM artist session. Elementary will also host a Virtual Art Fair where we will curate art pieces from all schools in a virtual setting where families and the community can view them. Creation through iPad applications will be expanded by adding lesson extensions and project ideas into our current curriculum.

6. Develop and begin implementation of an equity plan that supports and provides resources to improve our practices in acknowledging and addressing issues of diversity, equity and inclusion.

In June 2020, Dr. Garcia and the Board of Education developed the Human Relations Council (HRC) Steering Committee with staff representation from different schools across the district. The development of the HRC was in response to feedback from students about negative experiences they encountered in relation to issues of safety, equity, and justice within our schools. Therefore, the HRC’s purpose is to develop an equity plan that supports and provides resources to improve our Downey Unified School District practices in acknowledging and addressing issues of safety, inequality, discrimination, accountability and systemic racism within our school system and community.

The HRC has made a lot of progress towards its purpose including the creation of a larger HRC body of 28 members in August of 2020. The HRC Steering Committee and the larger body have had up to 25 working meetings to create a draft equity plan. The work of the larger HRC body includes the creation of a draft equity plan and communication of the HRC's progress to our educational partners on our five equity goals. Please see the draft goals below.

Goals	Content
Goal 1	DUSD will implement practices addressing diversity, equity, justice and inclusion for all stakeholders.
Goal 2	DUSD will establish learning structures and teaching practices that support and are inclusive of diverse learners and community partnerships.
Goal 3	DUSD will continually identify underserved populations and implement targeted whole-child supports.
Goal 4	DUSD will gather actionable data from student experiences and educational achievements with the purpose of establishing benchmarks and reporting on the districts' status regarding diversity, equity, justice and inclusion.
Goal 5	DUSD will build a process for notifying all stakeholders of their rights and establish a reporting system for personal and systemic grievances.

The draft equity plan is organized around four foundational themes: Belonging, Achievement, Opportunities for Access, and Transparency and Accountability. Within each theme, the equity goals include action steps, suggested strategies, persons responsible to meet the goals and measurable outcomes.

The draft equity plan details the district's plan of action toward achieving equity for all Downey Unified School District students. Our district's commitment to our kids includes:

1. Create safe spaces for students to voice their concerns and seek support.
2. Engage stakeholders in the process of developing and implementing the equity plan.
3. Establish spaces for ongoing professional development for all staff.

4. Establish progress monitoring protocols.

The plan continues to be refined through gathering feedback and input from key partners. In collaboration with Dr. Cassie Villa and Dr. Charlotte Evensen, the draft equity plan was presented to all site administrators for feedback and input during a four-part series of training this spring. Additionally, we also gathered feedback from our Superintendent Student Advisory Committee (SSAC) on the draft equity goals. The feedback is coded and shared with the HRC to make refinements to our draft document. HRC will be presenting a final Equity Plan draft to the Board of Education in June for approval. Part of the plan includes continuing our engagement with educational partners (parents, staff, students, etc..) to ensure that the plan is accessible to all. The plan is a living document that is always adjusting so that it is a timely and relevant document. In order to show the importance of this work, our Board of Education implemented Board Goal #6 to further and continue our work in diversity, equity and inclusion. Our board goal shows our commitment to equity and access for all students.

Develop and begin implementation of an equity plan that supports and provides resources to improve our practices in acknowledging and addressing issues of diversity, equity and inclusion.

This summer, we will hire a Teacher on Special Assignment (TOSA) whose expertise is in the area of Diversity, Equity and Inclusion. Under the direction of Elementary and Secondary Education, the TOSA will work on the implementation of the goals within the Equity Plan.

7. **Increase academic achievement for all students, including Local Control Accountability Plan (LCAP) designated high-needs students increasing the four-year college eligibility rate to 60% as measured by a-g completion for CSU/UC.**

The preliminary reports for DUSD 2021-22 transcript evaluation for a-g completion as reflected in **CSU eligibility is 61%**. This is an increase from 56% in the 2020-21 school year.

Downey Unified continues to increase the number of students who are four-year college eligible, which is measured by CSU/UC a-g completion for college admission by completing each of the required “a g” courses with a “C” or better. Downey Unified receives eligibility reports from the University of California Office of the President (UCOP) Transcript Evaluation Service (TES), which analyzes every one of our high school students’ transcripts individually.

The College and Career Centers and Guidance Departments located at both Downey and Warren support students in gaining access to financial resources, work experience, and college and career selections for post-secondary life. At the center of this work is establishing and maintaining CSU/UC a-g completion.

AVID's presence on Downey Unified campuses continues to build and anchor the college-going culture. In the 2021-2022 school year, the district-wide goals for AVID included: supporting the development and implementation of research-based site-led professional learning, facilitating site growth in strategic data collection, and assisting secondary sites in schoolwide implementation processes.

Downey Unified continues to offer a rigorous course of study which is both engaging and rich in content. These diverse course offerings allow for all student's multiple avenues for meeting their 'a-g' requirements. Most CTE courses, for example, now meet one or more of the a-g subject requirements. DUSD continues to submit new courses to the University of California to support the needs and interests of our students. Additionally, DUSD continues to strengthen their relationship with Cerritos College in our partnership for dual enrollment opportunities for students. Ultimately, the goal is to provide students with a competitive edge in pursuing plans after graduation.

Highlights include:

- Scaffolded Professional Learning opportunities for AVID Coordinators and Site Team members to share campus-wide a-g requirements and processes.
- Established the AVID Team as Site Models for Instructional leaders.
- Implementing protocols for AVID Schoolwide
- Continued to provide targeted and ongoing support for the AVID program and six secondary sites.
- Supported program coordinators through monthly District led meetings.
- Supported each site through a robust District-led tutor training and recruitment program.
- Identified additional support of the AVID program through the budget and needs assessment process.

8. Downey Unified will obtain Division of the State Architect (DSA) approval for the Stauffer Middle School two-story building, begin construction of the Stauffer Middle School gym, and work toward completion of modernization at Doty, Griffiths and Sussman Middle Schools in 2021-2022. Begin updating the District Facility Master Plan to evaluate current, short-term and long-term facility needs with an emphasis on implementation of renewable resources.

In 2021-22, the following schools have completed new construction or modernization under the lease-leaseback contract and are in the process of obtaining final DSA certification and closeout. Additional wrap-up projects being addressed are:

- Doty Middle School
- Griffiths Middle School
- Stauffer Middle School – Phase I
- Sussman Middle School

New construction began in 2020-21 and continues for the following projects:

- Stauffer Middle School Gymnasium – building in progress
- Stauffer Middle School Two-Story Building – DSA approved and site work started

The District began and is in the process of finalizing the Phase 2 update of the Master Plan to be ready to continue needed improvements across the District as funds become available.

Safety and Security improvements have been made in all administration offices at all school sites throughout the District and additional security projects will be implemented to improve the safety of the students and staff.

The Business, Facilities, Maintenance and Information Technology departments will continue to work together to provide a safe environment for the students and staff of Downey Unified as we wrap up the end of the first phase of the current Master Plan and will continue to keep the Board informed of our progress.

- 9. Downey Unified will maintain the strong fiscal position that our District has achieved through the deliberate management and strategic oversight of state funding realities. Continue to use and refine Local Control Funding Formula (LCFF), Federal Funding and State and Federal one-time COVID-19 resources to implement the Local Control Accountability Plan (LCAP) enabling students to reach their full potential.**

A major function of the Business and Financial Services Departments is to continue to maintain the fiscal excellence of the District. This is accomplished by working closely with the Superintendent, Cabinet and other invested parties to implement educational programs and the Local Control Accountability Plan. The goal is to support the vision and mission of the District while providing the best service and support possible to our students, staff, partners and the community.

COVID-19

As a result of the COVID-19 pandemic, the district received additional one-time funding. The Department worked with all invested parties to develop a spending plan for a period of four years. This funding came with significant compliance requirements, the Department played a critical role in ensuring that these funds were spent within established Federal guidelines while supporting student learning and achievement. All funds spent as of today have been audited by the district's external auditors and by the State auditors during the Federal Program Monitoring (FPM). Neither of the auditors have reported any audit findings nor comments.

Negotiations and Settlements

In 2021-22, the district negotiated with all bargaining groups, DEA and CSEA Units I and II, and signed agreements within the same fiscal year. The required AB1200 reports were prepared, approved and filed, and Financial Services issued the corresponding retroactive payroll checks to all employees.

Budget Certifications

In 2021-22, the district filed “Positive” certifications in all interim reports, stating that the district is able to maintain the required reserves, as well as maintain the projected expenditures for the current and the subsequent two years.

LCAP and Budget

The 2021-22 school year is the first year in which school districts will be required to report on actual activities and expenditures for the LCAP. The Departments have worked with the Department of Innovative Education Programs to accomplish this challenging task. In addition, Financial Services worked closely with all the departments to develop the Budget and the LCAP for the 2022-23 school year.

Business Enhancement System Transformation (BEST) Project

In 2018-19 the District initiated 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 twenty years. The financial part of the system was fully implemented during the 2019-20 school year. However, the HRS system is still in process by LACOE. While the projected implementation date was the 2021-22 school year, the actual implementation date has been postponed by LACOE and it is unknown when the full implementation will take place.

Other Areas

The Fiscal Services Department has:

Continued to assist the Downey Foundation for Educational Opportunities with the expansion of the After School Program (ASES) and the new Expanded Learning Opportunities (ELO-P);

Supported the newly implemented preschool program LEAP and the expansion of Universal Transitional Kindergarten (UTK);

Continued to operate SELPA as the Third-Party Administrator (TPA);

Maintained clear and frequent communication with all the stakeholders. In conjunction with other departments, training was provided to all sites and department clerical staff at the beginning of the school year regarding payroll, attendance reporting, cash collection and general daily operations;

Held staff meetings with school and department leaders to review their budgets and monitor expenditures throughout the year;

Provided training for leaders of the Associated Student Body (ASB) and for all secondary School ASBs related to compliance and the Blue Bear Accounting system;

Worked closely with Business Services and the Special Education Director to monitor their budgets and continued to review the recommendations outlined in the prior year's Fiscal Crisis & Management Assistance Team (FCMAT) study; and
Continued to support and provide staff development opportunities for staff members.

- 10. In an effort to reach Downey Unified's goal of growing to 23,000 students, we will augment our strategic marketing and public communication efforts, continue to expand our Global Language Academies of Downey (GLAD) and LEAP initiatives as well as explore additional innovative programs in alignment with recommendations from the Enrollment Growth Committee**

Marketing and Public Communication

The District has increased its visibility and reach through various marketing and public relations strategies over the last year in an effort to reach potential families to grow our student population. Utilizing print and digital media, the district continues to be showcased through various ad placements including mall, magazine, newspaper, Google search and social media targeted advertisements. Digital advertising through social media has been imperative in targeting specific communities as well as potential parent populations, informing them of our Dual Language Immersion program, new early education program (Leap), school-specific events and general district highlights and achievements. Thanks to these various marketing and public relations strategies, the District was able to combat declining enrollment and, not only stabilize but increase enrollment this school year. To further illustrate this point, Downey Unified is the only district in our surrounding area to successfully combat declining enrollment provided the following data points pulled from CDE Data Quest in November 2021:

Student Growth/Decline 2018-19 to 2020-21

Downey Unified: +695
ABC USD: -925
Bellflower USD: -948
Los Alamitos USD: -413
LAUSD: -32,727
Norwalk-La Mirada USD: -1,178
Montebello USD: -2,317
Paramount USD: -1,114

Global Language Academies of Downey (GLAD)

In 2019, the District launched its first Dual Immersion/International Baccalaureate Primary Year Programme at Carpenter Elementary School. It began with three Transitional Kindergarten and four Kindergarten classes and has expanded again

this year to add second grade. Currently, GLAD houses two Transitional Kindergarten, five Kindergarten, four first grade classes and four second grade classes. As part of the commitment as an innovative program, Carpenter Elementary is an official International Baccalaureate school after its completion of its Candidacy Phase. This process was completed and IB accreditation has been received as of June 2022.

For the 2022-23 school year, GLAD will be growing to third grade at Carpenter Elementary and we are proud to share that we will be expanding the program to Imperial Elementary where they will be opening their doors to TK and Kindergarten students on that campus. Applications for the 2022-23 school year opened from November 2021 through January 31, 2022. As part of the application process, interested families had to attend a mandatory informational meeting at Carpenter or Imperial elementary schools. Families were provided multiple morning and evening meeting options to attend.

Enrollment Growth Committee

An Enrollment Growth Committee was established in 2019, which was made up of stakeholders from various facets of the district. Having representations from various employee groups as well as elementary and high school levels, this group gathered every other month to determine what should be done to combat the issue of declining enrollment. A few main areas of need were immediately identified and addressed: Child Care, Marketing Strategies, Program Offerings and Facilities.

Diving deeper into each identified area of need, the larger group broke out into subgroups to further determine action steps. These discussions resulted in establishing the position of an Early Childhood Coordinator. This position was filled by Lisa Rawlings and work began immediately to further research establishing a preschool within Downey Unified. We are proud to share that our first early education program, Leap, was launched this school year and it has been a huge success, serving preschool-age students who are not eligible to enroll in Transitional Kindergarten. Leap has continued to grow since its establishment, reaching its full enrollment capacity mid-year all while continuing to have a very robust waiting list of students ready to enroll in the program.

The second identified area was Marketing Strategies, with the main issues needing to be addressed being our website accessibility and ease of use, as well as expanding marketing and public relations efforts to highlight the District on a larger scale. By further informing the public of what Downey Unified offers, as well as potentially offering new innovative programs, the Committee felt that this would result in having families potentially enroll in our schools. Working in partnership with our marketing consultants, all of our websites (i.e District, all elementary, all middle school, and all high school) have been redone and are now being used as the main landing page for families, current and prospective, to gain information and learn about our District offerings.

To support the need for new innovative programs, our staff has worked diligently since transitioning to Distance Learning and research has been conducted of other successful programs. Our Virtual Academy launched this year for all seventh through tenth-grade students providing them an online self-paced learning option. With one successful year under our belts, the Virtual Academy received its official WASC accreditation in May. With this accreditation, we will be expanding our online alternative education program to all students from Kindergarten through twelfth grade in 2022-23 and we are expecting a large cohort of students to enroll in next year's Virtual Academy.

Lastly, on the facilities front, we have recently started the Facilities Master Planning (FMP) process in furtherance of a possible bond measure next school year. This process is ongoing and will reach a conclusion by June 2022. An FMP Committee has been formed made up of various district employees (teachers, administrators, Classified staff and Board members), parents and community members to provide feedback related to the outstanding needs of our campuses that have not yet benefitted from facility upgrades.