



ANNUAL REPORT

2021-22

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

October 2022

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EDUCATIONAL SERVICES

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

Elementary Education **Jennifer Robbins, Director**

Apple Distinguished Schools

Five of our Downey Unified elementary schools were recognized as Apple Distinguished Schools for the 2021-22 school year. The five recipient schools were Gauldin, Imperial, Lewis, Old River School and Rio San Gabriel elementary, for each school's unique and innovative implementation of technology in support of fostering rich school environments to enhance students' learning opportunities.

Apple Distinguished Schools are hubs of innovation, leadership, and educational excellence. Being awarded this recognition signifies that they use Apple technology to connect students to the world, fuel creativity, deepen collaboration and make learning personal.

The selection of five Downey Unified schools as Apple Distinguished Schools highlights each campus's success in creating an innovative and compelling learning environment that engages students and provides tangible evidence of academic achievement. During each school's three-year designation as an Apple Distinguished School, school leaders at each campus plan to share their stories and successes with other educators and host school visits in collaboration with Apple Education teams. These events will be each school's opportunity to showcase how they use technology to create powerful teaching and learning experiences for their students.

Digital Learning Day

The five elementary Apple Distinguished Schools (Gauldin, Imperial, Lewis, Old River, and Rio San Gabriel) participated in a highly successful Digital Learning Day on May 17, 2022. This event was in partnership with Apple to showcase the amazing teaching, learning, and innovation happening at our schools.

This unique opportunity was provided to educators across the nation and the globe so that they could learn from our elementary schools. Elementary had over 200 educators from around the world registered. We had participants from the following 12 states: Arizona, California, Illinois, Massachusetts, Missouri, Montana, Nebraska, New Mexico, New York, Oregon, Washington, and West Virginia. We also had attendees from the following nine countries: Greece, Hong Kong, India, Mexico, Saudi Arabia, Scotland, South Africa, United Arab Emirates. This event was designed to showcase the creativity, critical thinking, collaboration, and communication that have been embedded into innovative teaching and learning at the elementary level.

Apple states:

We believe Apple Distinguished Schools are some of the most innovative schools in the world. They're centers of leadership and educational excellence that demonstrate our vision of exemplary learning with Apple technology. Leaders in our recognized schools cultivate environments that use Apple products to connect students to the world, fuel creativity, deepen collaboration, and make learning personal.

Downey Unified has been identified as living the above quote. Although five schools were highlighted at this time, this teaching and learning is occurring at every elementary school. The remaining schools are in or will be starting the process of being identified as an Apple Distinguished School. This event was meant to give other educators an opportunity to learn from the innovation happening in our elementary classrooms in DUSD.

We are proud to share that this day was completely student-driven. Educators worldwide had an opportunity to see our students in action from Kindergarten to 5th grade across all content areas. The event was live on Zoom. Students were engaged in learning and were able to explain their thinking and process to all attendees. Students were the facilitators and presented their learning in a "news reporter style" format. Student leaders interviewed their teachers and students in their classrooms to explain the 21st-century learning environments they are immersed in daily (to all attendees). Students also described the apps they were using to demonstrate their understanding of content and choice in the digital tool they were using.

Innovation Labs

Elementary Innovation Labs are an extension of student learning, ensuring they receive a 21st Century education allowing them to be college and career-ready, globally competitive, and citizens of strong character. The opportunities these spaces provide enhance the learning experiences that are happening in our classrooms. We have designed these spaces not only for our students to be able to use a variety of technologies, but we wanted to spark curiosity and give our students a space to explore and be creative in their learning. Our labs provide opportunities for our students to work on projects where they have choices when it comes to showing what they know and allowing the engineering and design process to be brought to life.

These spaces are also allowing our students to develop skills that will be necessary for future jobs like critical thinking, collaboration, inquiry, solving problems, learning to be flexible within their thinking, and sharing their acquired knowledge in creative ways.

In our Innovation Labs, our students are engaged in the engineering and design process. They can create a prototype of their design, test it out, iterate their design, print and test a new one while learning to work and communicate as a team. They are also learning the foundational principles of computer programming through coding by writing block code to make their robots move.

Tools included in Innovation Labs are permanent green screens, Lego walls, robots (Dot & Dash, Spheros, and Ozobots), ring lighting and iPad stands for video creation, collaborative whiteboard tables, 3D printers, Logitech Crayons.

Learning experiences for students in the Innovation Labs include coding, video creation, creating music with GarageBand, broadcasting, using recording studios for projects, drive and program robots.

Elementary Robotics

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

The goal of the program is to give students in the third, fourth and fifth grades the opportunity to develop 21st Century skills and experience the relevant STEM field of robotics. (Many sites have also started primary Robotics clubs as well, and all students have a chance to work with robots in their Innovation Labs). Students are encouraged to communicate and collaborate as they work in teams of two or three to build a robot that can complete a specific task. Students have a chance to be creative as they decide on the best designs for their robots and build those robots part by part. Finally, their critical thinking skills are developed as they problem-solve and troubleshoot to get their robots to function. Problem-solving skills are further developed as they strategize with their teammates and partner robots to best complete tasks and score as many points as possible in the allotted time.

Robotics clubs in 3rd - 5th meet throughout the year. In April, we hosted the annual “Robolympics” competition. This is when a final team from each of the three grade levels at each site comes together for a District-wide competition where they compete against each other. It is an exciting day for students, families, and Downey Unified.

Meet the Masters

This year, all students TK-5 had the opportunity to study 3 diverse art masters from the Meet the Masters’ Art Program. Each trimester, classes joined two live Zoom webinars. During the first webinar, students observed and discussed the work and life of an art master. During the second webinar, students created their own art masterpieces. The elements of art as well as the artists’ individual styles and contributions to the art world were emphasized, and creativity was highly encouraged. This year’s art masters were Pablo Picasso, Georgia O’Keefe, and Andy Warhol.

Jennifer Toledo designed and led the lessons via Zoom, while the classroom teacher was able to circulate and help facilitate the lessons. Time was also embedded for students to talk and share in their classrooms. These lessons were also recorded for the teachers in case they needed to revisit them or were unable to participate in the live lesson.

Days of Design

All elementary students offered two “Days of Design” this year. The purpose of these days is to have students participate in the engineering design process, while showcasing their creativity and innovation.

The book, all materials, and lesson plan were provided to all teachers. The first day was based on the book *Neo Leo: The Ageless Ideas of Leonardo Da Vinci*. After reading the book, students were provided with supplies to build a Da Vinci-inspired invention. Students then needed to test their creations as part of the design process.

The second “Day of Design” was based on the book *Now and Ben: The Modern Inventions of Benjamin Franklin*. Students were challenged to build a bucket, based on a bucket brigade, with the supplies given to them and were then asked to test their buckets in a variety of scenarios. Both students and teachers alike love these challenges and look forward to them each year.

Dale Lostetter Carnival of Champions

This year we were happy to bring back the 56th Annual DUSD Elementary Carnival of Champions Track and Field meet held at Warren High School. Each K-5 elementary school has teams from 4th and 5th grade that compete in seven events: 50-Yard Dash, 100-Yard Dash, Baskets in One Minute, Softball Throw for Distance, Standing Long Jump, Four-Member Team 400-Yard Relay, and 400-Yard Mixed Co-Ed Relay. All events except for the relays include two boys and two girls for each competition. The 400-Yard relay consists of four boys and four girls, and the Mixed relay consists of one boy and one girl from each grade. No child may participate in more than three events. The athletes/teams receive points for their placement in each event.

Teams practiced this year for several weeks prior to the event. The actual event was an exciting day where families, students, and staff came together to support our elementary student-athletes. The event is possible because of the community spirit and teamwork that supports it. Approximately 75 volunteers came together on the day of the Carnival to help monitor and facilitate the events. This is such a fantastic DUSD community event, bringing together past staff to volunteer and current staff, families, students, and the community.

Diversity

Through the lens of the Human Relations Council (HRC) and the development of the DUSD Equity Plan, Elementary Education continues to prioritize diversity across all content. Our ELA TOSAs have continued to add beautiful diverse texts to our ELA units for shared reading and interactive read-aloud. We have also included a Diversity ELA unit, *Diversity: Coming Together As a Community*, to facilitate learning about ourselves and others and developing identity through shared stories and rich conversations. The goal of this unit is to bring awareness that each student in our school community is valued. A way to do this is by having conversations with students around building a positive classroom community where voice and choice matter. Another emphasis is on the six pillars of character which can be embedded throughout the school year.

Diverse classroom libraries have also been distributed to each classroom across all elementary schools. Each classroom received 100 diverse books for its classroom library for all students to have access to. All students deserved to see themselves in a book's main character, develop empathy, and learn about people who are different from them. These books can provide a sense of belonging for all students.

We have also included an equity statement in our CGI math units about how CGI supports equitable teaching and learning.

Elementary PE

Elementary is proud to be able to provide PE instruction to every 4th and 5th grade student. This year, there were two PE teams consisting of two certificated teachers and two classified PE assistants. Each PE team rotates through the different schools to provide PE lessons for two 50-minute blocks of time twice a week. Students participate in lessons designed around the California PE Frameworks. The PE team also promotes healthy habits and encourages and inspires students to lead active lifestyles and supports our CC! Program.

Online Elementary School

This year Elementary Education had the privilege of developing an online elementary school to serve our students whose families wanted their students to continue their learning in a remote environment. This school was led by Gladys Diaz and enrollment was approximately 800 students. Students enrolled in our online school participated in the following schedule:

Online Learning Zoom Schedule:

8:30 am - 11:30 am - Online Learning (Live on Zoom)
11:30 am - 12:30 pm - Lunch
12:30 pm - 2:00 pm - Online Learning (Live on Zoom)
2:00 pm - 3:00 pm - Asynchronous Work, Small groups, Office Hours

Our online school was incredibly successful, and students and families felt supported throughout the year.

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. This year, TLC processed 1,522 District-wide referrals. 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, utilities assistance, homeless

assistance, renter's rights, adult low-cost health care, and child abuse prevention/intervention.

In addition, a total of \$116,209.86 was raised through donations, grants and fundraisers this school year. The main fundraiser was the 10th Annual 5K for TLC, which was virtual, with nearly 1,000 participants and raised over \$46,000. TLC also received in-kind contributions in the amount of \$17,237.00, with the two high schools raising and donating over \$36,000 combined.

First Best Instruction and Professional Development

Elementary continues to focus on First Best Instruction (FBI) as a foundation for all we do and on supporting teachers and their instructional practices. These collective efforts help us ensure we are doing everything possible to provide ongoing and timely academic support to our students. Elementary is relentless in our commitment to providing our students meaningful, relevant, and rigorous first-best instruction built on the foundation of critical thinking, creativity, collaboration, and communication.

PD & Support of Teachers & Administrators

Professional learning and support this year continued to be offered by our Elementary TOSAs. These included but were not limited to:

- Meeting with grade level PLCs to plan lessons, plan next steps, analyze work
- Modeling lessons in classrooms
- PD for teachers (Phonics, running records, writing, math (fractions, counting, shareouts, etc), book clubs, ELA unit updates, etc.
- Assisting with the structure and planning of Innovation Labs (work orders & order lists)
- Providing Innovation Lab PD at a Hondo Staff Meeting
- Supporting the online school
- Apple Distinguished School support
- Admin PD (Innovation Lab, Math Share Outs,
- Weekly Tech Updates every Friday
- TTL Meetings
- Creating lessons for all grade levels in Math and ELA
- Creating/finding resources to support teachers for ELA, Math and Science
- Assessment design
- Supporting intervention at sites in ELA and Math
- Creating "new" ELA kindergarten lessons for all their new shared reading and read-aloud titles
- Orientation meetings and PD for robotics coaches, IMTs, TTLs, etc.

STEAMworks

Elementary offered STEAMworks, a 19-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-4th grade students during the 2022 summer. The summer schools were hosted at four sites: Gauldin, Lewis, Rio Hondo, and Unsworth. All thirteen schools fed into these four options.

STEAMworks ran June 13 through July 8 from 8:30-12:15, five days a week. The theme this year was “*Ocean Adventure!*”. The focus was on English Language Arts (shared reading, interactive read-aloud, phonics, mentor sentences, writing), math, and STEAM. We also offered a GLAD strand this year for our Carpenter Dual Immersion students at Lewis STEAMworks. Students who are English Learners, Foster, McKinney-Vento, RSP, and on free/reduced lunch received priority registration, however, all students had the opportunity to attend STEAMworks. There were approximately 2,300 students who enrolled in STEAMworks for the summer of 2022, our highest enrollment to date. Breakfast and lunch were also provided to all students in a “Grab and Go” style at the end of the day.

Elementary Education Responsibilities

- Plan, design, coordinate, and/or provide differentiated professional development (PD) for District elementary staff
- Plan Elementary Principal Meetings including administrator professional development and support
- Direct the Elementary Teacher on Special Assignment (TOSA) Instructional Coach staff which consists of two ELA, one math, one STEAM TOSA, and three ITCs
- Oversee Elementary English Learner Program and Elementary Categorical Resource Teachers
- Oversee Elementary PE Program
- Coordinate the Dale Lostetter Carnival of Champions
- Oversee the Elementary Robotics Clubs/Program and Robolympics
- Oversee instructional technology integration, including professional learning
- Oversee the Elementary STEAMworks Summer Program
- Oversee the Fall and Spring District-Wide Elementary STEM Challenges
- Serve as the District’s CAASPP Coordinator for SBAC Tests in ELA and Math, for students in Grades 3-8, and 11, that are part of the CAASPP
- Assist with the coordination of the GATE program 4th-5th Grade
- Member of HRC Steering Committee
- Administer and monitor budgets for Title II, Part A; Local Control and Accountability Plan (LCAP) State Funds for specific line items
- Provide District leadership and coordination for Improving Teacher Quality (ITQ - Title II). Also, provide leadership and assistance in working with the elementary and secondary private schools for ITQ - Title II
- Monitor and review K-5 student retentions submitted by schools and/or parents; conference with parents appealing site decisions to retain/promote their child
- Support elementary administrators
- Assist school sites in analyzing data to improve instruction

- Stauffer Teacher and Principal Grants
- Oversee TLC

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 the necessary resources
- Support First Best Instruction and Professional Learning Communities
- Expand Apple Distinguished School recognition to additional 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 robotics clubs to primary grades across all sites
- Continue to build an exemplary English Language Development (ELD) program across all sites
- Expand the Arts and music across Elementary sites
- Pilot SEL curriculum

SECONDARY EDUCATION
Rani Bertsch, Ed.D., Director

General Overview

In 2021-2022, Secondary Education continued to facilitate academic success for middle and high school students by primarily focusing on Board Goal #6, which focuses on 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.

Human Relations Council

Board Goal #6 was developed in response to feedback from students about negative experiences they encountered in relation to issues of safety, equity, and justice within our schools. 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 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 toward its purpose, including creating 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 develop a draft equity plan. The work of the larger HRC body includes creating a draft equity plan and communicating 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 establish systems of accountability that create transparency for our District within our community.

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 by gathering feedback and input from key partners. The plan is a living document that is always adjusting so that it is a timely and relevant document. This summer, we hired Dr. Cassie Villa as a Teacher on Special Assignment (TOSA) to continue the work in the area of Diversity, Equity, and Inclusion. Under the direction of Elementary and Secondary Education, Dr. Villa will work on the implementation of the goals within the Equity Plan.

The following sections in this review are all under the umbrella of providing equity and access to all of our students.

Intervention Programs

Academic Intervention

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. Over the past two years, our data 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. This position focuses on providing robust, multi-faceted academic and social-emotional interventions for our students.

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 them to learn at their own pace that is right for them. We will continue to work with middle school sites on the use of iReady and expand 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 an effort to provide interventions during the school day, Stauffer Middle School and Warren High School have voted in a 7 and 8-period block schedule, respectively. 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.

Social Emotional Intervention

Throughout the pandemic, our students experienced an increased need for social-emotional learning (SEL) and mental health support. This data highlighted the need for us to focus on SEL support. We continued to offer Capturing Kids' Hearts (CKH) training 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 training 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, along with our new SEL TOSA will plan our next steps for supporting our student's social-emotional health.

Co-Teaching

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 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, a 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 a dialogue with Ms. Herburger 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.

Expanded Summer Programs

Middle School

Downey Unified School District offered an expanded summer school to include all secondary sites in an effort to recover learning loss. We serviced approximately 1500 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 three classes (ELA, Math, and Elective) 4-days per week with the focus on remediation.

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

In addition to our in-person and distance learning summer school, secondary education also offered self-paced online elective courses that students could take and earn badges for completion. Some courses included were 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 will focus on credit recovery, credit repair, and original credit, running four days per week. We enrolled approximately 3,000 students to

attend our high school summer programs this year. We expanded the high school schedule to include an optional 3rd block to give students more opportunities for classes during the summer. 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. Approximately 3000 students attended our high school summer programs this year. We expanded the high school schedule to include two blocks with an optional 3rd period block, if needed.

Technology Integration

Since the transition to a one-to-one device model, 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 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, allowing for a seamless transition between in-class instruction and online learning.

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 efficiently and effectively determine what students know and don'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 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 expand 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 Apple Distinguished Schools (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 for each teacher on their use of technology integration. The walk-throughs and survey results will set a baseline for growth in the coming years. Teachers will be trained on specific programs to help them gain skills to lead us toward ADS. Our ITCs will continue working with Apple to support our teachers in the process.

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 2021-2022 school year. Their scope of work included:

- Utilizing the book approval protocol to discuss literature that is relevant for Downey USD's implementation of a 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 2022-2023 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.

ELA Adoption

Secondary Education had a very successful ELA Adoption this school year. The ELA Adoption Committee, composed of 36 Secondary teachers, representing all the middle and high schools with representation from Special Education and English Language Development teachers, completed a thorough ELA pilot process.

Three vendors were carefully vetted for the ELA Curriculum Adoption Committee to review. In September and October, the Committee heard presentations from these vendors: Saavas (formerly Pearson), Houghton Mifflin Harcourt, and McGraw Hill. These vendors were chosen for their high ratings by EdReports.org in Text Quality, Building Knowledge, Alignment with our State Standards, and Usability. EdReports.org is a reliable nonprofit organization created to improve the instructional materials educators use in the classroom.

On October 11, 2021, we held a district-wide curriculum fair, where all ELA teachers had an opportunity to view the curriculum in person at the Warren High School Library.

The ELA Curriculum Adoption Committee then voted on two vendors to pilot. The pilot took place from November 1, 2021- February 3, 2022.

On February 8, 2022, the ELA Adoption Committee voted on the curriculum that best met the needs of our students regarding diversity and inclusivity of learning materials that align with the California State Standards. The McGraw Hill curriculum, "StudySync," was overwhelmingly voted by the ELA Curriculum Adoption Committee and is recommending it for approval. 30 out of 31 (96.8%) voting members chose StudySync for their choice of ELA Curriculum. The curriculum was on display in Instructional Services of the Gallegos Administration Center from February 22 until March 22, 2022.

Since Board approval, we have trained all Secondary ELA teachers in the new curriculum. We will continue to offer training in Fall for any new teacher as well as continue to provide support during the school year as teachers implement the new units.

Summary

The pandemic created many challenges and changes for our students and staff. We continue to capitalize on some of the positive outcomes that came out of the pandemic, such as the increased use of technology integration. Equity and access will continue to be the foundation of our work as it will lead to increased wellness and achievement for ALL of our students. We look forward to the continued growth of innovation and resiliency our students and staff will undoubtedly demonstrate as we transition into our 2022-23 school year.

Recommendations for Future Planning

In 2022-2023, Secondary Education proposes to:

- Continue to build innovative learning environments utilizing 1:1 technology that allows students to acquire the skills and knowledge necessary to demonstrate learning across all curricular areas built on the foundation of critical thinking, creativity, collaboration, and communication while also focusing on digital citizenship. Schools will continue on the Apple Distinguished School journey to help deepen technology integration in a meaningful and relevant way.
- 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 social-emotional learning (SEL) approaches that would continue to utilize PBIS and Capturing Kids Hearts (CKH) strategies as well as select curriculum resources to support student's social competencies necessary for academic and life success, such as resiliency, self-management, and responsible decision-making.
- Support teachers in the implementation of the new 6-12 ELA curriculum, StudySync, that reflects literature that is comprehensive of diversity, equity, and inclusion.

- Utilize an in-depth curriculum adoption process for a new 6-12 Social Studies 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 to ensure all students' success in the new graduation requirements.
- Support the implementation of the equity plan and goals to improve our practices in acknowledging and addressing issues of safety, inequality, discrimination, accountability, and systemic racism within our school system and community, thus allowing access for all students.
- Support the schools in the implementation of the ELD program regarding the ELPAC testing, curriculum, instruction, scheduling of students, and Federal Program Monitoring (FPM).

COLLEGE AND CAREER READINESS

John M. Harris, Director

General Overview

In the 2021-22 school year, the College and Career Readiness Department (CCR) supported Board Goals 3 and 7, and additionally continued its implementation of CCR Program sustainability. This annual report summarizes the department's work.

Supporting Board Goal 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 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's CCR Department has been implementing best practices that strengthen sustainability through further development and implementation of essential pathway elements in the Elementary, Middle, and High School segments. In 2021-22, we secured \$1,478,456 in Career Technical Education Incentive Grant (CTEIG) from the California Department of Education (CDE). We secured \$158,237 for 2021-22 in Federal Perkins funding. We were awarded \$5,326,842 in Round 4-K12 Strong Workforce Program (K12 SWP) grants from the California Community Colleges Chancellor's Office for Workforce and Economic Development.

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, 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.

Secondary School Grant Support

LCAP funding, along with Stauffer Foundation Grant and CTEIG continued to support VEX-Robotics, FIRST Robotics, Femineer, SkillsUSA registration fees, travel expenses, and competition-related supplies for students and teachers.

eSports will begin in the middle schools in Fall 2023 with the support of resources outside of grant funding. Each middle school will be equipped with gaming computers for teams to compete in Rocket League.

The Femeiner Program

During the 2021-22 school year, DUSD continued to develop and maintain a robust Femeiner program with 175 students participating between the middle and high school programs. Unfortunately, due to COVID-19, many of the Femeiner events were still held virtually, including the Femeiner Summit hosted by Cal Poly Pomona. We are proud to report that DUSD was able to have an in-person Femeiner Gala this year with 175 students showcasing their work, eight alumni speaking and advising parents and students, as well as an industry professional keynote speaker, who served as an example of what our students can be.

eSports

The eSports student engagement program is in its 4th year with financial support from resources outside of grant funding. The Overwatch Downey Unified eSports High School Tournament was held at the Downey Civic Theater on December 7, 2021.

Robotics Competition

Thanks to the 2021-22 Mary R. Stauffer Foundation Grant, several hundred secondary students participated in Robotics Programs this year. With the generous funding from the grant, the Robotics teams at the middle and high schools continue to flourish and dominate in local, state, and international competitions. We had multiple teams across the District qualify for championships in each of these levels. Teams from both middle and high school segments qualified and competed at the VEX World Championships in Dallas, Texas. 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 18 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. DUSD will continue to support all 24 CTE teachers in all 18 DUSD pathways in using the California Department of Education curriculum templates that address state CTE Model Curriculum Standards in order to be recognized as "high-quality CTE 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, Aerospace and Architecture; Education; Food Science,

Dietetics, and Nutrition; Food Science and Hospitality (Culinary Arts); Film/Video Production; Game Programming; Graphic Design; Makeup Artistry; Media Arts; Multimedia Video Production; Patient Care (Sports Medicine); Biotechnology; Residential and Commercial Construction; Systems Diagnostic, Service, and Repair (Auto Technology).

New CTE Pathways

- **Welding:**
 - Welding began in Fall of 2022 at Columbus High School with students from Columbus HS and Adult Ed attending in phase 1 of implementation, adding Warren HS and Downey HS in phase 2. Completed efforts included 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 a lab setup. 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 began in the Fall of 2022 at Downey and Warren High Schools. Completed efforts include articulation with Cerritos College, priority registration at Cerritos for DUSD completers, and planning for the remodel of the Advanced Manufacturing lab at Downey and Warren High Schools to include installing industry equipment that students will use at Cerritos and in the workplace. The goal for Advanced Manufacturing is to support teachers and student career or education opportunities, in partnership with industry and Cerritos College, toward high-demand livable wage jobs.

- **Game Programming II:**
 - Game Programming began in the Fall of 2021 at Warren and Downey High Schools. Completed efforts include industry-developed Milestone projects by 2 Degree Shift and Akupara Games. The projects reverse engineer a successful game programming job applicant portfolio adheres to the skillsets of students who are new to game programming. 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 of Game Programming is to support teachers in teaching higher-level programming languages and engaging students with Game Programming milestones as they develop industry-appropriate portfolios.

- **Audiovisual Technology Essentials:**
 - Audiovisual (AV) Technology Essentials is an introductory overview of the science and technology for audio, visual, and audiovisual systems integration. Students explore microphones, cameras and displays, digital

signage, signals, networking/IT, future AV trends and related electronic equipment for online broadcasts, concerts, sports, events, meetings and conventions, presentations, and more. (Audiovisual [AV] Technicians set up and operate audio and video equipment, including microphones, sound speakers, video screens, projectors, video monitors, recording equipment, wires and cables, sound and mixing boards, and related electronic equipment for concerts, sports events, meetings and conventions, presentations, and news conferences. AV systems facilitate essential communications and often require connectivity with various types of networks, requiring AV Technicians to work with IT teams to set up and maintain that connectivity. This aspect of audiovisual technology is evolving, influencing industry demand.)

- Heating, Ventilation, and Air Conditioning (HVAC) I
 - Heating, Ventilating and Air Conditioning (HVAC) I topics include practical and theoretical training in trade mathematics, basic electricity, introduction to heating and cooling, and an introduction to air distribution systems. Students will learn to install, operate, test, repair, and maintain commercial and domestic heating and air conditioning systems. Students will also learn how to operate, maintain, and repair such building systems as plumbing, electrical, and other mechanical systems. Students will fabricate tubing, piping, and fittings to industry standards, and troubleshoot electrical control systems, motors, and motor components. Students will develop skills that prepare them for a Class C California License and EPA certification.

CCR Grant-Funded Program Support

Skills USA: Grant funds supported nearly 1900 Downey and Warren High School students with California SkillsUSA memberships. In addition, 17 students qualified for SkillsUSA National Competitions in Atlanta, GA, which were paid by grant funds. Nine students earned silver medals at the 2022 National Championships.

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), and protocols to better identify, collect, track, analyze, and report on student-level data outcome measures. As of May 27, 2022, a total of 1,545 seniors completed the 2021 Senior Survey (completion rate by school: Columbus HS = 14; Downey HS = 844; Warren HS = 686). 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:

Internships:

The Downey MADE Internship program has grown considerably since its inception, as noted below.

Year 7-2022	Year 6-2021	Year 5-2020	Year 4-2019	Year 3-2018	Year 2-2017	Year 1-2016
212 students	175 students	180 students	115 students	80 students	35 students	31 students

Students were given the opportunity to interview and then placed in paid internships in various areas. This year students were given opportunities to participate in 16 different deep dives.

- Key partner is the Southeast Los Angeles County Workforce Development Board (SELACO WBD), who is responsible for liability insurance and timesheets/payroll for all 260 students.
- In the Summer/Fall of 2021, the College Admissions Academy was offered to all 167 MADE Ready Summer Internship students meeting UC admissions guidelines. A total of 57 Downey Unified seniors participated in the College Admissions Academy and around 27 interns completed 12 or more one-on-one coaching sessions. In addition, 27 interns completed the Senior Survey and 20 applied to at least one UC, 80% (16 students) of which were accepted to at least one UC. Besides the UCs, students were also accepted to private universities, including Cornell University, Harvey Mudd College, Massachusetts Institute of Technology, and University of Southern California, among others. The College Admissions Academy will be offered again in 2022.

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 pathway students to, include jobs, salaries, skill sets, and career opportunities with levels of education ranging from high school diplomas through Bachelor's degrees. These have been printed and will be displayed on campuses in Fall 2022.
- Open-Source Downey is creating content with DUSD as the publisher, a DUSD repository for Open Education Resources (OER) at OER4CTE.org, and a GitHub repository for Open-Source access to all content. Current published materials include the supplemental textbook *Mathematics for Game Programmers*. In-progress books include the work-based learning for *Game Programming*, *Downey Platformer* (published August 2022), *AP Seminar for CTE workbook* (publishes December 2022), and *Downey Endless Runner for Game Programming* (publishes December 2022). DUSD Publishing, to date, was presented at the Educating for Careers Conference (February 2022) and will be

- presented at the CTE Conference (November 2022). Mathematics for Game Programmers was distributed to Merlot and OERCommons. Additional in-progress OER content includes Design-Thinking, Internet of Things, and Advanced Mathematics for CTE Activities and Assessments.

Supporting Board Goal 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.

Supporting College Readiness

Advanced Placement (AP)

In the 2021-2022 school year, 1,140 students from our two comprehensive high schools took Advanced Placement exams. A total of 1,969 AP tests were attempted. The pass rate at Downey High School was 59%. The pass rate at Warren High School was 43%. These students scored a 3 or higher on their AP exams and will walk away with college credit as they graduate from high school. California has decided that SAT test scores will not be an indicator for college acceptance. Taking that into consideration, students who attempt and pass AP tests will be an important factor for college applications.

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 through focusing on their site team goals, collecting evidence throughout the school year, making informed decisions while continuously using the coaching and certification instrument to self-assess throughout the year.

- At each site, AVID Teams attended and provided Professional Learning opportunities to support equity and instruction throughout the school.
- All six secondary sites and one elementary school, Old River Elementary, attended the AVID Summer Institute for professional development and to create SMART goals for their sites for the upcoming school year.
- Supported program coordinators and site administrators through monthly District-led meetings
- Supported each site through a robust District-led tutor training and recruitment program on a weekly basis.
- Identified additional support for the AVID program through the budget and needs assessment process.
- AVID enrollment increased from 1,540 total student enrollment in 2021-2022 to 1700 total student enrollment in 2022-2023 in our secondary AVID programs. We have an additional 640 students from Old River Elementary that will learn AVID strategies this upcoming school year.
- AVID sites successfully completed certification processes and requirements.
- This Summer, we had an AVID ELD course available for our students at all secondary sites. Students from this class had an opportunity to visit a different college campus on a weekly basis.

- All of our AVID secondary school sites focus on four school-wide domains: Instruction, Systems, Leadership, and Culture to provide a rigorous college-going environment throughout the schools for college and career awareness.

College and Career 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 2021-22 school year, PSAT 8/9 and PSAT 10 data was collected to assist in determining honors and advanced placement enrollment. The senior exit survey was deployed again this year with the largest participation rate to date. Data from the survey is used to better understand the correlations between curricular exposure and post-secondary plans.

College and Career Centers

At both Downey and Warren High Schools, the CCR Department provides the vision, direction, and financial support to Downey Unified College and Career Centers. In the 2021-22 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. In Spring 2022, Downey and Warren High Schools added an additional member in order to help facilitate middle school articulation into the CTE pathways.

Librarians

In the 2021-22 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.

- An additional LCAP funding line has been created for extended library center access to include before school, snack, lunch and after school as deemed necessary and practicable at each school site.
- Resources are equitable among sites based on per capita needs based on grade level. There have been updates on hardware and software, print and non-print collections.
- Software subscriptions to Gale Database, OverDrive, and NoodleTools have been renewed to support curricular goals and to promote personal inquiry.
- Support is provided to librarians to have up-to-date resources in a variety of established and emerging formats to support multiple literacies.
- Ensuring that school library services are available 24/7 to students and staff through databases, ebooks, subscriptions, software, website development and release time to support training and development.
- Supporting libraries with movable, comfortable and varied furniture to foster group work and individual seating to promote personal inquiry.

Recommendations for Future Planning

In 2022-23, based on awarded grants and LCAP funding, the CCR Department proposes the following recommendations for the 2022-23 school year.:

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.
- 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.
- 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 course participation and examination preparation for all students interested.
- Normalized our support structure for guidance counselors.

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 inclusive opportunities for all students.
- Continue and expand CTE Career access initiatives through our work with grant management partners and industry advisors.
- Submit and secure CTEIG, K12 Strong Workforce, and Apprenticeship funding.
- Plan and implement articulation and dual enrollment agreements to support and expand students earning college credit.
- Implement Internship program expansion to include Pre-Apprentice and Apprentice opportunities.
- Update industry-informed curriculum.
- Design and offer 2-year CTE pathways.
- Complete and implement CHS outdoor Welding Lab.
- Publish Open Education Resources.
- Institutionalize AP credit for CTE courses.
- Launch 3rd/4th year Advanced Mathematics for CTE.
- Build a suite of services that support college and career exploration, college and workforce application support, and digital documentation.

INNOVATIVE EDUCATION PROGRAMS

Patricia Sandoval, Ed.D., Director

General Overview

During the 2021-22 school year, the Innovative Education Programs Department launched two programs: Leap Early Education Program and the Downey Virtual Academy, a 7th-10th grade online independent study program. In addition to launching two programs, department staff researched and planned other innovative programs. The Innovative Education Programs Department also provides leadership and oversight of State and Federally funded programs.

Programs supported by the Innovative Education Programs Department during the 2021-22 school year:

- Downey Unified Virtual Academy (launched in 2021-22)
- Early Education Program (Leap) (launched in 2021-22)
- Early College Program (Implementation Year 2023-24)
- Global Language Academies of Downey (GLAD)
- Dual Immersion Program (Middle School)
- International Baccalaureate (IB) Program (Primary through Diploma Program)
- Junior Reserve Officer Training Corps (JROTC)
- Before and After School Programs: Downey Foundation for Educational Opportunities (DFEO)
- Local Control and Accountability Plan (LCAP)
- Local Control and Accountability Federal Addendum
- Budget Overview Plan for Parents
- Parent Advisory Committee (PAC)
- Parent Education (Districtwide Parent Academies)
- 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 IV (Student Enrichment Programs)
- Consolidated Application (Winter and Spring Submissions)
- Federal Program Monitoring (FPM)
- Single School Plan for Student Achievement (SPSA)
- Equitable Services (Private Schools)
- Downey Symphony Concert
- Social Emotional Learning (7/1/22-12/31/22)
- Effective Educator Funds Program
- ESSER III Funds Plan

Accomplishments

New programs

- Facilitated and supported the transitioning of Pace School to Pace Education Center to house new programs.
- Facilitated and supported the implementation and launching of Downey Unified's Virtual Academy, which began in the Fall of 2021.
- Facilitated and supported the implementation and launching of Downey Unified's Early Learning Program (Leap), which began in the Fall of 2021.
- Lead the district-level coordination of the International Baccalaureate Middle Years Programme planning for program development at Sussman Middle School. The program will begin in the Fall of 2023.
- Reignited the partnership with Cerritos College to plan for the establishment of an Early College program to be implemented in the Fall of 2023.
- Supported DFEO's transition into providing ASES after-school programs and the development and implementation of the Extended Learning Opportunities Program (ELO-P), which expanded the after-school offerings for students.

GLAD @Carpenter

- Supported Carpenter Elementary's process in obtaining authorization as an International Baccalaureate Primary Years Programme (PYP). Carpenter Elementary is a Candidate School and is in the process of becoming a designated IB PYP program.
- Accepted 125 new students into the GLAD program for the 2022-23 school year.
- Added four third-grade classes and supported the hiring of four new teachers for the 2022-23 school year.

Federal and State Programs

- Developed and rewrote the District's Local Control and Accountability Plan (LCAP) for 2022-23 for approximately \$47,439,457.00, which was adopted on June 21, 2022.
- Completed and submitted the Consolidated Application that funds Title I Part A (Basic Grant), Title II Part A (Supporting Effective Instruction, Title III (English Learners), and Title IV Part A (Student Support and Academic Enrichment) for \$ 6,175,936.00.
- Administered and monitored District and site budgets for Title I and LCFF Supplemental/Concentration funds and District Title IV.
- Facilitated the development of all Single School Plans for Student Achievement (SPSA) for elementary, middle, and high schools.
- Implemented equitable services between the district and five private schools within the district boundaries.
- Coordinated and facilitated a Federal Program Monitoring review. The CDE reviewed the following programs: Compensatory Education (Title I); Career Technical Education, Education Equity, English Learners (Title III), Federal Stimulus Funding, Fiscal Monitoring, Supporting Effective Instruction (Title II); Student Support and Academic Enrichment (Title IV); School Support and Improvement.

Parent Engagement

- Facilitated parent engagement by having over 400 DUSD parents participate in the DUSD Parent Academies (Grupo Crecer).

Programs

The Innovative Education Program Department was established effective February 1, 2021, to lead the development of innovative programs that would draw in families and students to offset declining enrollment. A major component of this department is to research, plan, and development new programs in DUSD. As a result of educational partner input during the 2018-19 school year, the following innovative programs were established:

DOWNEY UNIFIED VIRTUAL ACADEMY

- Facilitated and supported the implementation and launching of Downey Unified's Virtual Academy, established in Fall 2021.
- Researched and networked with current Independent Study programs in other districts.
- 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.
- Supported and participated in the planning of the Downey Virtual Academy's transition into a K-12 virtual school. (The DVA transitioned to Secondary Educational Services effective July 1, 2022.)

EARLY LEARNING PROGRAM (LEAP)

- Facilitated and supported the implementation and launching of Downey Unified's Early Learning Program (Leap), which began in the Fall of 2021.
- The Leap program opened with 27 students in August 2021 and was at full capacity by December 2021.
- 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.
- Expanded the Leap program by offering a Summer Leap Program, enrolling 36 students in two classrooms.

GLOBAL LANGUAGE ACADEMIES OF DOWNEY (GLAD)

Carpenter Elementary School

- Supported Carpenter Elementary's process in obtaining authorization as an International Baccalaureate Primary Years Programme (PYP).
- Managed the application process for the GLAD 2022-23 school year including notifications to all applicants and the organization of a Lottery for the GLAD program for kindergarten.
- Accepted 125 new students into the GLAD program for the 2022-23 school year.

- Added four third-grade classes and supported the hiring of four new teachers for the 2022-23 school year.
- Held various parent informational meetings for the GLAD program and provided parents with information on the program's objectives and application process.
- Supported the IB professional development for staff and provided resources for programs and materials.

GLAD Expansion

- Organized and presented to Cabinet GLAD options for the 2022-23 school year for approval, which includes long-range program planning to expand the program to offer a second language and offer Spanish Dual Language Immersion at other school sites.
- Researched and visited schools in other districts (including Portland schools) to gather data to recommend a second DLI language.
- Board approval on June 21, 2022, to expand Carpenter DLI to French in the 2023-24 school year.
- Expanded Spanish DLI to Imperial Elementary School beginning 2022-23. Three Spanish Immersion classrooms (2-TK and 1-K) will begin in August 2022.
- Supported the Imperial application process and the hiring of staff for the Imperial DLI classrooms.
- Facilitated Dual Immersion training for Imperial DLI teachers.
- Coordinated the purchase of Imperial DLI curriculum and program materials.
- Met with Sussman staff to discuss and plan the future expansion of GLAD, the pathway for students during middle school for both IB and Dual Immersion.

INTERNATIONAL BACCALAUREATE (IB) - MIDDLE YEARS PROGRAMME (MYP)

- Researched and coordinated a visit to a local MYP school to learn more about the program.
- Met with Sussman administrative team to plan for MYP start in 2023-24.
- Facilitated the IB training of the administrative team (IB Head of School, IB Leading the Learning, and IB World Conference).

EARLY COLLEGE PROGRAM

- Reignited contact with Cerritos College to begin planning for the Early College Program to start in Summer 2023.
- Met with comprehensive high schools to gauge interest and determine where the program will expand. Both WHS and DHS indicated an interest in establishing the program.
- Continued collaboration with the College and Career Readiness Department to support the Early College planning for a successful start.

Local Control and Accountability Plan (LCAP)

The Local Control Accountability Plan (LCAP) process includes an extensive and comprehensive year-long process that involves monitoring goals, monitoring, and reporting metrics, engaging educational partners to discuss goals, and metrics,

gathering input, and synthesizing multiple sources of data and information to develop the LCAP to meet identified student needs.

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 describes how LCFF supplemental and concentration funds are targeted to impact all students, specifically addressing the identified needs of our Free and Reduced-Price lunch participants, English Learners, and Foster Youth students. The LCAP delineates how we will spend our Supplemental and Concentration funds to increase and improve services for our high-need students. The LCAP implementation, monitoring, and review process is cyclical and will continue to occur yearly. Here are highlights of the process:

- Educational partner engagement: This included an extensive engagement effort that resulted in data gathering from multiple educational partners, including the Executive Cabinet, Instructional Leadership Cabinet, Principals, Parents, Students, Staff, Bargaining Unit Representatives, District English Learner Advisory Committee, Parent Advisory Committee, School Site Councils, the DUSD Board of Education, and other members of the community.
- An online survey was administered between April 11, 2022 - June 2, 2022, to gather perception data from teachers, staff, parents, and students. The LCAP survey resulted in responses from 8,556 parents, 12,037 students, and 1,401 teachers and staff. The impact of this educational partner data resulted in an LCAP that reflects the priorities and needs of the DUSD community.
- Led the Parent Advisory Committee during five meetings (limited site visits this year due to COVID-19 restrictions) to build a common understanding of District programs and services aligned with the LCAP. Due to COVID-19 restrictions and parent vote, all meetings were performed via a virtual platform.
- Revised and updated the district's (2022-23) Local Control and Accountability Plan and allocated \$47,439,457.00 to the various programs. The LCAP was adopted on June 21, 2022.

Single School Plan for Student Achievement (SPSA)

Each school must annually submit a plan that includes developing goals to address student learning needs and allocate state and federal funds to these goals to develop a comprehensive school program that supports student learning. The SPSA goals and budget are based on site-level educational partner input, analysis of state data, and local measures. The School Site Council (SSC) at each site drives the development of the SPSA through its collaborative work analyzing the data and allocating resources to meet school goals. All school plans are approved by the SSC and then submitted for approval by the Board of Education. All SPSAs were board approved on December 14, 2021.

Federally Funded Categorical Programs

TITLE I

The Title I program is a federally funded program authorized under the Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by the Every Student Succeeds Act (ESSA). The purpose of this program is to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach minimum proficiency standards. Funds are used to support effective, evidence-based educational strategies that close the achievement gap for students and enable them to meet the state's challenging academic standards. Activities pertaining to the Title I program include:

- Provided a preliminary and final Title I budget to all federally funded schools and oversaw all 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.
- Support schools and district staff in complying with all federal regulations
- Provided support, training, and oversight on all FPM activities required by the California Department of Education.
- Served as the district liaison to the Downey Kiwanis and Rotary Clubs in coordinating the annual community service gift-giving program for selected FRPL (Free and Reduced-Price Lunch) participating students in December 2021.
- Consulted with all participating private schools with purchasing resources, supplemental materials, and supplies to meet the needs of their DUSD resident students (Equitable Services).
- Consulted with and provided technical assistance with school sites (Administrators and Categorical Teachers) on the SPSA plan development.
- Coordinated and facilitated a Federal Program Monitoring review, which included a comprehensive review of our Title I program.

TITLE IV

The Title IV program is a federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students. Activities pertaining to the Title IV program include:

- Allocate budget and resources to support our IB and Dual Immersion programs.
- Maintain federal compliance and ensure expenditures align with requirements.

Parent Programs

- Coordinated the District Parent Advisory Committee (PAC) to monitor and provide feedback on the LCAP. The PAC convened five times and will continue to meet regularly throughout each school year to play an active role in the LCAP process.

- Coordinated Districtwide Parent Academies serving over 400 parents across our District. The topics covered themes around strengthening families towards student success.
- Gathered parent input on the District Parent Involvement Policy and topics for parent workshops and academies. Top-requested topics were Teaching Responsibility and Decision Making, Building Self-Esteem, and Preventing Bullying.

Recommendations for Future Planning

The Innovative Education Programs Department is committed to supporting our District and Board goals to ensure we provide the very best education for our students and develop innovative programs. The department will continue to focus on supporting our already established programs:

- Continue to support and strengthen the Leap program with quality professional development for staff and continually look for opportunities to provide preschool-aged children with experiences that will support their development of foundational skills for academic success.
- Explore opportunities to expand Early Learning program options to reach a larger population of students and families.
- Continue to support the GLAD program for its continued success and coordinate district efforts to expand the program to other sites and include a second language.
- Continue to support and fund the design of the Spanish elementary curriculum used in the IB/Dual Language Immersion program.
- Continue coordinating the effective implementation, monitoring, review, and revision of the Local Control and Accountability Plan and LCAP addendum.
- Respond to changing requirements around educational partner engagement and explore new processes for increasing partner engagement.
- Facilitate and respond to changing 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.
- 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.
- Assist schools with writing updated school plans that reflect an analysis of local data and instructional services for continuous improvement.
- Continue to plan and coordinate initiatives and actions that support both the LCAP and LCAP Addendum.
- Increase parent engagement opportunities by developing and implementing a Parent University program at the district level that can then be replicated at the various school sites.

The Innovative Education Department will continue its efforts in developing and implementing innovative DUSD programs:

- Facilitate the IB MYP program and Dual Immersion pathway planning at Sussman Middle School.
- Collaborate with the CCR Department in the program planning for the start of the Early College program at both 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.

Initiatives new to Innovative Education Programs for the 2022-23 school year:

Community Schools:

- Support the development of a vision and facilitate the planning for the establishment of Community Schools.

Universal TK:

- Support the Universal Pre-Kindergarten initiative by supporting the expansion of Universal TK. (This includes furniture and curriculum purchases.)
- Provide ongoing support and professional development to the district Transitional Kindergarten teachers and TK interventionists.

SPECIAL EDUCATION

Rebekah Ruswick, Ed.D., Director

General Overview

Throughout the 2021-2022 school year, the Special Education Department was a testament of resilience as much change was experienced by all, largely in part to the ever-shifting pandemic, along with the welcoming of new team members. Much diligence and flexibility were exhibited on behalf of the special education leadership team as the instructional and social-emotional well-being of our students were exacerbated by the effects of COVID-19. The needs of all 3,451 students with exceptional needs, ranging in ages from 3 to 22, who are supported by the department, were met with dignity and responsiveness, encompassed by the pillars of character. Within this number, numerous stories are found, and celebrations of success are had. It is a pleasure and a privilege to serve and support the exceptional students of Downey Unified each day.

To support the students reflected in the graph above, we rely on countless certificated, licensed, and classified staff inclusive of:

- *Early Childhood Special Education Teachers*
- *Mild/Moderate Special Education Teachers*
- *Moderate/Severe Special Education Teachers*
- *Deaf & Hard of Hearing Teachers*
- *Audiologists*
- *School Psychologists*
- *Speech and Language Pathologists*
- *Occupational Therapists*
- *Adapted Physical Education Teachers*
- *Physical Therapists*
- *Orthopedic Impairment Consultant*
- *Speech and Language Pathology Assistants*
- *Board Certified Behavior Analysts*
- *Registered Behavior Technicians*
- *Senior Instructional Assistants*
- *School Psychology Practicum Students and Interns*
- *LCSW Interns*

As the leadership of the Special Education Department met regularly throughout the school year, the values below were developed as a guide for our work. In conjunction with the mission and vision of Downey Unified, the leadership within the Special Education Department is committed to:

- Thorough and thoughtful case management practices
- Service-oriented actions
- Relationship-centered communication
- Legally compliant timelines and deadlines

- Focusing on team interdependence

Special Education Department Highlights

Navigating AB130:

In July 2021, California enacted Assembly Bill 130 and made it so that at the start of the 2021-2022 school year, every District in the state had to offer an online educational alternative due to the pandemic. In the blink of an eye, or so it seemed, the district set up a massive online elementary school. We hired mild/moderate special education teachers and moderate/severe special education teachers and staffed the program with a school psychologist, speech pathologist, occupational therapist, and adapted physical education teacher. We collaborated with Gladys Diaz, the online elementary principal, to ensure we could support any infrastructure or special education-specific needs.

We began the 2021-2022 school year with close to 120 elementary-aged students with Individualized Education Programs attending instruction in an online format. Hundreds of IEP meetings were held, and hundreds of prior written notices were sent out to the families of these students to ensure logistics were explained, individualized needs were met, and compliance was attained.

We brought on-board three retired DUSD special education teachers, Regina Donahue, Tammy Smick, and Carolyn Kezele to assist our online team in ensuring our students with exceptional needs were well cared for in the online setting. These three life-saving retirees held and facilitated hundreds of meetings, worked to ensure all IEPs were held on time, and assisted the Director in numerous tasks to ensure the flow of something never done before was done well. We built the ship as it floated! And we stayed above water!

Addressing Overdue Assessments related to COVID-19 with Agency Partners:

In partnership with Behavior Emotional Academic Mentoring, LLC (BEAM), a non-public agency operated by a former DUSD staff member and using a Learning Recovery grant awarded to us by the State of California, 120 pandemic-related overdue psychoeducational assessments, both initial and triennial in nature, were completed in 2021-2022. This was a remarkable feat given these assessments were spread across the district and included a wide scope of student needs.

Compliance & Improvement Monitoring by California Department of Education:

The California Department of Education's monitoring framework uses a tiered system that differentiates the level of monitoring and technical assistance support for each local educational agency (LEA) based on data analyses and that LEA's needs. At the core of the monitoring framework is the Compliance and Improvement Monitoring (CIM) process. LEAs in targeted or intensive monitoring for performance are required to participate in and complete the CIM process as part of their ongoing, annual monitoring activity. **The Special Education Department is NOT a part of targeted or intensive monitoring for performance and we are not considered "disproportionate" or "significantly disproportionate" by CDE.** Although we are not a part of any of these monitoring groups, leadership within the Special Education Department works diligently to ensure we remain in compliance and outside of the groups outlined above.

Parent Education & Support:

In collaboration with the Downey-Montebello Special Education Local Plan Area (SELPA), parents of students with exceptional needs were invited to attend a myriad of parent workshops centered on supporting our families as they navigate through parenthood. Topics included: The Basics of the IEP Process, Meaningful Participation in the IEP Process, Preparing for Grade Level Transition Change, and Positive Behavior Supports at Home. Attendance ranged from 30 to 100 families for each workshop. Additionally, on March 16, 2022, the Downey-Montebello SELPA hosted the 12th Annual Building a Foundation for the Future Parent Conference. Fifty-five families of students with exceptional needs attended.

Committee on A-G Graduation Requirements:

Leadership within the Special Education Department collaborated with high school and secondary educational administration to discuss the implementation of the A-G graduation requirements, specifically for students with special needs. Participation and collaboration will remain ongoing as this topic is reviewed in the coming school year.

Continuous Emphasis on Co-Teaching Model in the Secondary Setting:

In collaboration with secondary educational services, leadership within the Special Education Department participated in various trainings and coaching sessions conducted by Debra Herburger, the Senior Program Associate from WestEd's Special Education Policy and Practice Team.

Students in Residential Treatment Centers (RTCs) & Non-Public School (NPS) Settings:

In the 2021-2022 school year, one student was appropriately placed in a RTC setting and subsequently graduated with their high school diploma. At the present, there are no students in RTC settings. We began the 2021-2022 school year with 35 students in NPS settings. We ended the 2021-2022 school year with 28 students in NPS settings. Those students who transitioned back onto our comprehensive campuses were welcomed by DUSD staff with open arms.

Clinical School Therapists & Wellness Centers:

We began 2021-2022 with 7 full-time Clinical School Therapists (CSTs). We ended 2021-2022 school year with 17 full-time Clinical School Therapists. We will begin 2022-2023 with the goal of 22 full-time Clinical School Therapists. All CSTs have Pupil Personnel Services (PPS) credentials, and their professional backgrounds are inclusive of Licensed Clinical Social Workers, Licensed Marriage and Family Therapists, and Licensed Professional Clinical Counselors. Many of our CSTs are bilingual. The role of a CST to embody an emphasis of the whole child and to provide the most intensive mental health supports to specific students along with assisting our school sites in proactive ways to prevent greater levels of need. CSTs facilitate individual and group counseling sessions, collaborate, and connect with families and community mental health agencies, conduct risk assessments, respond to psychiatric emergencies, perform biopsychosocial assessments, etc. Since the first CSTs were onboarded, hundreds of students have received psychological treatment and thousands of students have been positively impacted by the opening of our Wellness Centers.

Wellness Centers were opened at each of our secondary campuses this school year. Wellness Centers provide and connect students with support and resources on an as-needed basis. These specifically designed spaces offer a space, free of judgment, where the mental health and wellness of our students can be prioritized.

Early Childhood Program:

For the first time ever in 2022-2023, our early childhood program will be completely centralized on the Alameda Elementary campus! Over the summer of 2022, early childhood programs housed at Imperial Elementary and Carpenter Elementary will move to Alameda Elementary making one large early childhood program for DUSD students and families. Centralizing this program will assist in logistical ease for our students, staff, and families, and will provide additional oversight of the early childhood programs.

The EC Team developed a comprehensive pre-academic assessment called “Preschool Assessment for Learning Readiness in Pre-Academics” that is used for initial psychoeducational assessments for our early childhood learners. Our assessment team continues to perform multidisciplinary assessments.

Additionally, one early childhood classroom will implement a Preschool Assisted Learners (PALs) model to enhance opportunities for development and inclusion amongst our youngest students with exceptional needs. The classroom will be taught by a credentialed early childhood special education teacher and the class will comprise a relatively even split of students with and without exceptionalities. We are so excited to enhance our level of inclusion support for our youngest learners.

Downey Adult Transition Program:

Our students in the Downey Adult Transition (DAT) returned to in-person work during the 2021-2022 school year!! Our adult students successfully completed work experiences at work sites throughout the city and beyond.

Three DAT students culminated in December 2021 and 7 DAT students culminated in July 2022. Both culmination ceremonies were heartfelt and reflective.

Our DAT program is growing by two whole classrooms next year!! One DAT classroom will remain on the DHS campus, however, there will be 6 DAT classrooms on the CHS campus for 2022-2023, versus the typical 4 classrooms.

Building Professional Capacity - Trainings:

Non-Violent Crisis Intervention Training – Throughout 2021/2022:

Our Autism and Behavior Program Specialists/Board Certified Behavior Analysts, Yadira Ortega-Benitez and Kevin Miller, facilitated numbers of Non-Violent Crisis Intervention (NCI) trainings over the course of the school year for over 200 certificated and classified staff members. NCI training provides educators who directly intervene in crisis situations with de-escalation techniques as well as restrictive and non-restrictive interventions.

Cognitive Behavior Therapy Training by BECK Institute – October/November 2021:

In October and November 2021, many of our Clinical School Therapists and School Psychologists attended a 3-day training series on Cognitive Behavior Therapy, specifically for school-based practitioners. This training was facilitated by the BECK Institute and provided our therapists with practical and applicable strategies to implement CBT in the school-based therapeutic setting.

Q-Interactive and Wechsler Individual Achievement Test IV (WIAT-IV) Training – October 2021:

On October 11th, during our district-wide professional development day, the special education department hosted a full-day training session for special education teachers regarding the updated version of the Wechsler Individual Achievement Test - fourth edition. This training was specifically designed for staff who administer formal academic achievement testing for initial and triennial reviews. We moved from paper/pencil administration of the test to full online implementation. Each teacher trained was provided with 2 iPads; one to administer the test; the other for the student to take the test. Teachers learned how to navigate the online portal (Q Interactive) and learned to administer the newest version of the Wechsler Individual Achievement Test - version 4.

Unique Learning Systems Focus Group – February/March/April 2022:

In early February 2022, the Special Education Department sent out a survey to all 40 of our moderate/severe special education teachers across the district. We wanted to know more about the district-wide implementation of N2Y/Unique Learning Systems, which is a standards-aligned curriculum for moderate/severe student populations. From this survey, we learned that implementation of the curriculum, across classrooms and across the district, varies. We also learned that more training and discussion are necessary involving the various elements within the curriculum platform, especially as these relate to data-driven decision-making for our most impacted students.

Using Educator Effectiveness Funds, we invited all 40 moderate/severe teachers across the district to be part of an optional ULS Focus Group. Fourteen teachers volunteered. Together, and throughout six ZOOM sessions, we explored the ULS learning platform by creating the ULS classroom schedule, diving deep into Student Profiles, and practicing administration of the benchmark assessments.

We obtained numerous takeaways through this focus group. We enhanced our ability to understand the learning platform, troubleshoot potential implementation issues, and increase our ability to make data-driven decisions. Moving forward, a more robust ULS implementation plan is in the works so that even our most impacted learners experience appropriately ambitious instruction.

4-Part Optional Dyslexia Training Series – March 2022

In anticipation of potentially implementing a more robust plan to address dyslexia, an optional, but quality training opportunity was extended to all mild/moderate special education teachers and school psychologists in the district. Educator Effectiveness

Funds were used to subsidize this optional training opportunity. Forty staff members attended the dyslexia training series as outlined below:

- **Live Webinar 1:** Understanding and Recognizing Dyslexia (What is it? How does it manifest in the classroom?)
- **Live Webinar 2:** Using Quality Assessments to Improve Reading Instruction for Students with Dyslexia (Examples of good assessments and what to do with them)
- **Live Webinar 3:** Elements of Structured Literacy: Best Practices for Supporting Students with Dyslexia in the Classroom (What should a daily reading schedule look like? What elements are crucial?)
- **Live Webinar 4:** Accommodations and Assistive Technology Tools: Tools All Teachers Can Use

Here is some feedback from our staff who attended the training:

“I loved the quote the presenter shared from Bill Gates, CEO of Microsoft and Dyslexic: ‘I failed some subjects, and my friend passed them all. He is now an engineer at Microsoft. I am the owner.’”

“The exercises they had us participate in helped give me a better picture of what it is like being a student with dyslexia. I want to know what I can do next. The question that comes up now is HOW can I help these students and HOW can I better identify who has dyslexia and who does not.”

“I’d like to thank you for offering this training to us. After the first session, we looked at what dyslexia looks like in the classroom - task avoidance, non-participation, school refusal, frustration, anxiety, and depression. Going into the training I had a certain student of mine in the back of my mind. But after yesterday, I now have a few more that I will be taking a closer look at. The training also touched upon dysgraphia, which I never knew was separate from dyslexia. We discussed different accommodations for these students in the gen ed classroom and I just kept thinking about how I apply those same accommodations to my students daily. I look forward to learning more about how I can support my SDC students and understanding their struggles with learning.”

And then, here is some feedback from the presenter about our teachers:

In following up with Jessica Hamman, Founder and CEO of Glean Education, the company which facilitated the above webinars, she stated this about our staff:

“I was just telling a colleague how impressed I am with the teachers in your district who were in the training -- they were some of the most engaged educators I’ve worked with in a county wide training like that.”

This made us BEAM with pride!

Special Events!

Despite the variability of COVID-19, the students represented by the Special Education Department participated in numerous engaging activities, some of which had not occurred for over two years given the pandemic:

J.C. Penney Holiday Shopping Extravaganza generously sponsored by the Downey Los Amigos Kiwanis Club

On December 7, 2021, 70 students with exceptional needs, from DHS and WHS, shopped till they dropped at J.C. Penney! Close to 100 staff members and students from Teen Connection and The Amigos assisted at the event. Fun was had by all!

The 2022 Special Olympics USA Games in Orlando, Florida:

In June 2022, our very own Amanda Ford and Daniel Martinez, both WHS students, participated in the 2022 Special Olympics USA Games in Orlando, Florida! They were joined by their Unified teammates, Hailey Camacho, and Victoria Rios Quintero, also WHS students!! The 2022 Special Olympics USA Games united more than 5,500 athletes and coaches from all 50 states and the Caribbean and there were close to 125,000 spectators. The games occur every 4 years.

Our Unified teams consist of students with and without Intellectual Disabilities and all "pairs" are considered equal teammates. These student pairs were selected because of their dedication to Unified Sports and Teen Connection, since their freshman year. They have also been strong leaders in creating a more inclusive community at WHS and in their community.

Sammy Lara and Kate Gonzalez, both WHS students, also attended the USA Games as U.S. Youth Ambassadors for Special Olympics North America. Youth Ambassadors are a group of 24 youth leaders with and without Intellectual Disabilities who are striving to make the nation a more inclusive place for all. These leaders act as advocates, share stories, and demonstrate the values of youth leadership across the country.

A BIG thank you to Ms. Christine Spino, one of our amazing DUSD special education teachers, for her oversight and involvement! Christine is a Board Member of the Special Olympics of Southern California, a Unified Champions School Liaison, and a Mentor for the Youth Ambassadors for the Special Olympics organization.

Celebrated National School Psychology Week in October & National Mental Health Awareness Month in May!

We have 25 school psychologists. Twenty-two psychologists completed our "statistics" survey and here's what we found:

- Combined, the group has 321 years of experience
- 77.7% of the group has a master's degree or beyond
- 72.7% of the group is licensed
- 6 have Teaching Credentials
- 59.1% were former instructional assistants
- 17 out of 22 of are bilingual or trilingual
- 4 individuals work or have worked in private practice

Recommendations for Future Planning

Building departmental capacity amongst program administrators and program specialists by focusing on integrating the below values into our work with DUSD families, students, and staff:

- Thorough and thoughtful case management practices
- Service-oriented actions
- Relationship-centered communication
- Legally compliant timelines and deadlines
- Focusing on team interdependence

Providing training, coaching, and consulting to various staff groups on the following topics:

- Special education compliance
- Inclusive instructional practices
- Remedial instruction for dyslexia and other reading-related disorders
- Moderate/severe curriculum implementation via Unique Learning Systems
- Administrative Designee Trainings
- Non-Violent Crisis Intervention
- Suicide Prevention

Emphasizing the development of positive, collaborative relationships with families through:

- Parent education
- Creative ways to implement alternative dispute resolution
- Implementing more inclusive and sensory friendly district-wide events for students with significant cognitive disabilities

Focusing on our early childhood programs in an effort to:

- Increase inclusive instruction through Peer Assisted Learning
- Further developing the language-based early childhood program for students struggling with receptive and expressive language along with pragmatics disorders

Expanding upon certain programmatic elements of our Downey Adult Transition program by:

- Adopting specific and individualized assessments specifically related to adult transition
- Creating a comprehensive template for transition assessments
- Building relationships with community businesses and increasing job placements and job sites within the District and Downey Community
- Receiving increased support from ROP with job counseling, preparation, and job placement
- Increasing collaboration between Downey Adult Transition and Woodruff Academy and Columbus High School
- Developing our Unified Sports program to include Downey Adult Transition

- Collaborating with ABLE Coffee for the implementation of Coffee Carts around the District and at various campuses for increased job opportunities

Regarding clinical school therapists and our mental health/wellness initiative, becoming more “rooted” in the ecology of our district and school sites, through:

- Staffing:
 - Hiring of a Program Administrator - Mental Health & Wellness
 - Remaining fully staffed at 22 full-time CSTs
 - Onboarding of up to 9 CST Interns via MOUs with USC, CSULB, CSUDH, & CSULA
- Finance:
 - Increasing our capacity to recoup funding for mental health services through Medi-Cal Billing
- Physical Infrastructure:
 - Developing wellness “spaces” at our elementary sites
- Increasing our Impact:
 - Continuing to define the difference between tiered systems of mental health support
 - More emphasis on prevention & parent education
 - More training on psychoeducational & biopsychosocial assessment
 - Creating and implementing an updated ERICS assessment template
 - Revising & updating crisis and risk management protocols
 - Developing a library of mental health and SEL assessment measures
 - Staggering segment meetings with CSTs and School Psychologists
 - Exploring Universal Screeners for mental health and SEL

STUDENT SERVICES

**Robert Jagielski, Ed.D., Senior Director
Student Safety, Wellness, and Engagement**

General Overview

Downey Unified is committed to each student's safety, wellness, and engagement. The Student Services Department is a multi-functional team of highly trained and dedicated individuals who place student social-emotional needs and academic achievement as our top priority. We operate under the belief that "Without Safety, Nothing Else Matters".-Our goal is to provide specialized services necessary for each student to meet his or her academic potential, which strongly reflects the District's Shared Values and supports the Vision of having ALL students graduate with a 21st Century education that ensures they are college and career ready, globally competitive, and citizens of strong character.

As the pandemic conditions continued into the 2021-22 school year, most teachers and students returned to on-campus, in-person instruction and faced symptom screening, potential testing, and masking in order to safely come to school each day. As a result, our department's work focused on preparing staff, and supporting students and families with the resources and plans to help all who returned to campus stay safe and keep school sites open.

Student Services personnel oversee the administration, coordination, and implementation of programs that comply with compulsory education laws related to student attendance, admission, and enrollment procedures. Additionally, the district assists with serious student discipline cases by facilitating Behavior Review and Interventions Team (BRIT) meetings to develop and implement plans which provide students with the resources needed to keep them on track with coursework/credits. Furthermore, the student services staff coordinates student transfers, emergency preparedness drills, school climate and safety plans, and 504 plans.

The Student Services team resolves complicated and serious situations in need of attention involving student physical and mental health, campus safety, discipline, enrollment, 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 2021-22 school year, follows.

Student Programs, Services, and Whole Child Support

Downey Unified has 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.

Every program (PBIS, WEB, Link Crew, PVWH, AVID, Capturing Kids' Hearts, etc.) implemented to meet the identified social-emotional, behavioral, and academic 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.

Character Counts!

Our ongoing pursuit of excellence with integrity is clearly exemplified by 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 re-visited and finalized to help us maintain our **National CHARACTER COUNTS! Exemplary School District** status that was awarded to DUSD in January 2020. 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 that as a Board Goal CC! remains a top priority, each school site received double the funding amount from the previous year to promote their CHARACTER COUNTS! Week (October 18-22, 2021) 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 also continued with the tradition that started a few years ago where during the second semester each school selected another week to highlight CHARACTER COUNTS! beyond their ongoing general CC! plans and activities throughout the year. Many of the schools tied it to their fun-filled school spirit week. We have found that 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 support 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 PBIS 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 assisted school teams in assessing their environment by utilizing data and surveys to track discipline and perceptions. The use of Data-Driven Decision Making (DDDM) allowed school teams 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 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 well-

being, 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 selected as the vendor and the San Diego COE was chosen as the lead educational agency.

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 among 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 California Department of Education as the top district in California with the most trained staff (2,037 certificates of completion) and 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 all together, have assisted in normalizing 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.”

Student Attendance Rates

The following chart shows the 2021-22 school year attendance rate for all student programs at each school site.

Reminder: The rates for 2021-22 were impacted as students adjusted back to in-person learning from their on-line, distance learning, and affected by COVID. Furthermore, Saturday School programs, which typically help to increase our attendance rates, were limited due to COVID exposures.

<u>School</u>	<u>2021-22</u>
Alameda	89.16
Carpenter	91.27
Gallatin	91.66
Gauldin	89.55
Imperial	88.37
Lewis	90.08
Price	92.05
ORS	90.49
Rio Hondo	90.54
RSG	90.26
Unsworth	91.73
Ward	88.64
Williams	89.23
Online Elementary	88.44
Doty MS	90.65
Griffiths MS	90.56
Mary Stauffer MS	88.50
Sussman MS	82.90
Downey HS	89.05
Warren HS	88.31
Downey VA	90.30
Columbus HS	86.20
Woodruff Academy	88.66

Suspensions from School

The total number of students who were suspended during the past school year was 1,019. This was an increase of 1,006 students from the 2020-21 school year due 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>
2021-22	1,019	+1,006
2020-21	13	-790
2019-20	803	-230
2018-19	1,033	+146
2017-18	887	-89

The total number of suspension days for the 2021-22 school year increased by 2,275 days to 2,301 compared to the previous school year due to students returning to campus.

<u>School Year</u>	<u>Suspension Days</u>	<u>Change From Previous Year</u>
2021-22	2,301	+2,275
2020-21	26	-1,538
2019-20	1,564	-414
2018-19	1,978	+255
2017-18	1,723	-336

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 Student Services for a BRIT meeting. During the 2021-22 school year, 71 BRIT meetings were held. Meetings always included the student, parents/guardians, school site administrators, Student Services Program Administrator, the Senior Director of Student Safety, Wellness and Engagement, and other support personnel, as needed. During the meetings, the facts related to each incident were reviewed and a success plan was created by those in attendance to best support the student's needs.

One of the BRIT meetings led to a referral for expulsion this year, resulting with the student being expelled for violation of Ed Code 48915c2.

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 the total students who entered into an AOD agreement over a three-year period:

<u>School Year</u>	<u>AODs</u>	<u>Change from Previous Year</u>	<u>Percentage-Change from Previous Year</u>
2021-22	103	+103	+1003%
2020-21 (COVID Year)	0	-57	-100%
2019-20 (Partial COVID Year)	57	-	-

The AOD intervention 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 DUSD schools has continued to be an effective means of facilitating the process for parents and school administrators alike. For the 2021-22 school year, records indicate that 2,580 students were on an Inter-District permit from other school districts, while 314 Downey Unified residents applied for permits to attend schools in other districts. As of July 2022, a total of 2,532 students are currently enrolled and scheduled to attend DUSD schools on an inter-district permit. The following chart reflects the historical trends over the last four years. Please note that the 2022-23 school year data was generated on July 11, 2022, and is still in progress.

School Year	Total Students Enrolled to DUSD on Inter-district Permit	Students ENTERING DUSD	Students LEAVING DUSD	Difference
2022-23 As of 7/11/22	2,532	223	145	+78
2021-22	2,580	755	314	+441
2020-21	2,376	647	241	+406
2019-20	2,028	561	398	+163

Peak Enrollment

The monthly enrollment reports for 2021-22 filed with Student Services indicated that a peak enrollment of 22,251 was recorded during Month 2 on October 1, 2021, which was an increase of 78 students compared to the previous school year's peak enrollment.

Child Abuse Reports

The state mandate of reporting suspected child abuse cases to appropriate authorities resulted in 16 reported cases during the 2021-22 school year, compared to 5 for the 2020-21 school year.

Note: During COVID child abuse reports are significantly down across the country.

Independent Study Program

During the 2021-22 school year, the Independent Study Long-Term Program provided education for 61 students.

Program Administrator, Student Services

Mental Health:

- Coordinated mental health first aid training offered LivingWorks with CDE to support AB2246 and AB1808. DUSD was recognized by the CDE, LACOE, and LivingWorks as the district with the most completed certificates in the state.
- Helped with the expansion and opening of the Wellness Center at all secondary schools.
- Continued with the supervision and support of Wellness Centers and Clinical School Therapists.
- Supported the district leadership team, site administrators and staff with mental health program and implementation.
- Helped the Senior Director oversee the MOUs with partnership agencies like 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 support 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 SSP, SST, 504, IEP's and related meetings to support students with mental health concerns.

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 SSTs 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.

Student Services Program Specialists

During 2021-2022, 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
- Collaborated with district and school site to identify families who needed electronic devices and/or wi-fi connectivity
- Worked with the LACOE Homeless Program Coordinator to acquire school supplies for our families experiencing homelessness
- Attended meetings via Zoom and in person to address student issues regarding learning
- Ensured educational records were obtained from prior schools to determine 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 12th-grade students in need of filing the Free Application for Federal Student Aid (FAFSA)
- Worked closely with Cerritos College's LINQ program to promote a smooth transition to student's post-secondary choice
- Provided students in our program with backpacks, PPE, and hygiene products during a backpack drive-thru drive in August 2021
- In collaboration with Jimmy John's, provided families with 7,700 sandwiches during the holiday season (November through December 2021)
- Coordinated with Kohl's to have 150 students each receive \$120 worth of clothing during the month of March 2022. Also, provided families with PPE products during this event.
- Held the 2nd Annual Thrift Shop for our McKinney-Vento families in May 2022
- Participated in a variety of meetings (Individualized Educational Program, Student Study Team, parent conference, monthly contact with a 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 confirm that our 12th-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 Downey Cares Collaborative members
- Collaborated with LA County Department of Mental Health to advocate for mental health success via Zoom, Skype, or in person for our families residing in motels
- Collaborated with Jovenes so that our unaccompanied youth were able to utilize their housing services
- Established MOU with the Department of Children and Family Services (DCFS) to ensure that transportation options were available to Foster Youth to stay in compliance with the School of Origin Mandate under the 2015 Every Student Succeeds Act (ESSA).
- Established Best Interest Determination (BID) guidelines to hold meetings regarding School of Origin mandate
- Provided McKinney-Vento families with laundromat gift cards, detergent, and dryer sheets.
- Utilized Title One Funding to provide gas to families to enable them to get their children to school

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 26th year of service with DUSD. During the 2021-22 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 seven 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 8,503 students in Grades TK-12 & SDC, and 123 students referred by school staff. Vision screenings were performed on 8,554 students in Grades TK-12 and 1,646 students referred by school staff.
- **State Mandated Scoliosis Screening**
Due to COVID, 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 3,011 immunizations in Grades TK-12, and reviewed 1,595 students advancing from 6th to 7th grade for Varicella and T-dap immunization cards for verification on students entering 7th grade.
- **Employee In-Service Training**
Provided training to 246 staff members on education policy, medication administration, and 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 2,080 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 that provides selected juvenile offenders with the opportunity to avoid the formal court system and have their cases 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 a few cases. 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. The goal for next year is to return to in-person hearings. Furthermore, because probation is receiving limited cases, I will coordinate directly with the superior court for cases.

TECHNOLOGY AND INFORMATION SYSTEMS

Chris Nezzar, Chief Technology Officer

General Overview

The Technology and Information Systems Department comprises 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 audiovisual systems, and many other systems that are integral to our classrooms' everyday activities. The departments work closely with principals, teachers, and other departments to provide the resources, data, and tools to help everyone achieve our District Vision. Our goal is to enable teachers and administrators to provide a 21st Century education that ensures our students are college and career ready, globally competitive, and citizens of strong character.

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

Technology and Information Systems

- Chief Technology Officer
- Assistant Director

Student Information Systems Department

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

Technology Department

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

Projects, Programs and Accomplishments

The focus of the 2021-22 school year was supporting our teachers, administrators, and staff in their return to in-person instruction. The Technology and Information Systems Department built on the lessons learned during hybrid instruction to enhance our remote

support capabilities and streamline in-person support processes. With all the rapid change over the last two years, we intentionally avoided any new projects so we could focus on support.

The Technology and Information Systems Department staff continued to support our more than two thousand employees, twenty-three thousand students, and thirty-eight thousand parents and guardians. One lasting effect of the pandemic is that the Technology Department now provides support to students not only on campus but at home. This includes supporting parents in their efforts to help their children. It is a great reflection of the Districts commitment to our families that the Technology and Information Systems Department has been given the resources to accomplish this vital work.

What We Support

Technology use in Downey Unified has significantly expanded over the past few years, and with the pandemic, we moved to students taking their District issued technology devices home. At the start of the 2021-2022 school year, the Technology Department was supporting an immense quantity of technology devices in the classrooms, including:

- 14,218 Student iPads in grades K-8
- 7,844 Student Chromebooks, Windows, and Apple laptops in grades 9-12
- 2,791 Staff computers and tablets
- Teacher voice reinforcement in every classroom
- Projectors / wireless display devices in every classroom
- Wireless access points in every classroom

In addition to classroom technology hardware, a few of the widespread software applications in use in our classrooms are :

- Q, our student information system by Aequitas
- Microsoft Office 365 for every staff member and student
- Google G-Suite applications for every staff member and student
- Apple Classroom for all teachers and students TK-8
- Canvas LMS for all teachers and students 6-12
- Remind App for student and parent communication with teachers

We also support hundreds of grade-level and subject-specific applications in collaboration with our Instructional Technology Coaches.

This is only a look at what we have in the classrooms and hopefully gives a sense of the scale at which we operate.

Adding Additional Staff

This year the Technology and Information Systems department added four new positions to help with the increased workload brought on by the number of student devices, expanded classroom technology, and increased need for training on our student information system. The Technology Department added two Computer Network Support Technicians, one Maintenance Electronic Technician (responsible for

classroom audiovisual equipment, phones, fire alarms, bells, and paging), and one Information System Operator (supporting our student information system). These additions have been critical to meeting the needs of our students, teachers, and staff. This has resulted in a significant reduction of open work orders, which I will discuss in detail in another section. It has also allowed the Student Information Systems Department to offer continuous training to support teachers, administrators, and office staff throughout the year. We have seen higher than normal turnover in office staff positions and more substitutes working more days, and these staff members usually need a higher level of support. The Technology and Information Systems department is now staffed at a level required to support our current workload.

Work Orders

Last year the Technology Department closed 8,379 work orders. This is by far the most work orders closed in a year. This does not include most phone calls to the help desk that are resolved during the call. We started the year with over fifteen hundred open work orders and ended with a little less than four hundred. This dramatic reduction in the number of open work orders directly resulted from the additional staffing added during the year. While four hundred may seem like a significant number, many of these work orders are due to delays in receiving equipment due to the continued supply chain problems. To help alleviate these delays, the Technology Department ordered additional equipment for repairs and replacements this year, hoping they will arrive in time for next school year. While it will help going into next year, we still have several outstanding orders that will not arrive until after the start of next school year. In the upcoming year, the Technology Department will implement call accounting to better measure the calls coming into the help desk so we can better distribute work. It is exciting to report that we are reducing the number of open work orders, which translates into faster response times. With our instruction so heavily dependent on technology, this is critical for our students and teachers.

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 when families update contact information, emergency cards, and other information required to be updated annually. Once again, this year, all schools had families complete the registration process online.

Our Student Information Systems (SIS) Department continued to refine the process, and this spring, we worked with the schools on changes to the process that will make it even easier and more efficient in the coming year. We learned many lessons this year and look forward to reporting positive results from these changes in next year's report.

Student Information Systems

Our Student Information Systems Department (SIS) continued to do an amazing job supporting administration, teachers, and students in the use of Q, our student

information system. The department was grateful to get an additional Student Information Systems Operator at the beginning of the year. The amount of support calls, training, and data integration work was limiting the number of trainings which only made the need to support that much greater. Efforts to conduct training only led to longer hours and frustrated staff as the phones could not be answered during this time. The addition of the new team member allowed them to meet the significant increase in support calls while increasing the number of trainings. This year the Student Information Systems Department held weekly online training sessions on Q and weekly question and answer sessions throughout the year. They also have one-on-one trainings for more complex topics and individuals needing extra support. The online trainings have been very popular and will continue next year.

Another exciting development was the work of our Database Administrator and Programmer Analyst working together this year to bring better integration of our student information system with external applications using Application Programming Interfaces available. An Application Programming Interface or API is a feature of certain web-based applications that allow other applications, such as Q, our student information system, to access those applications and perform queries on their data or even perform work just like a user. We used the API of TipWeb, our inventory management system, so that parents and students can see what technology devices are checked out to them and when schools unenroll students, a warning is displayed if that student still has technology devices checked out to ensure they are returned. We will continue to expand these integrations next year.

In addition to all the support SIS provided to school sites, 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. This year also included the Office of Civil Rights Data Collection, which collects data on enrollment demographics, math & science courses, advanced placement classes and tests, student retention, harassment or bullying, discipline, school staff, and school expenditures. 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; 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 a resounding success from a support standpoint. With the support of the Board of Education, Personnel Commission, and District Leadership, we were able to add much-needed positions and the results were spectacular. We are poised to start next year in a much better place, leading to a stellar year for the department.

This year we also experienced some infrastructure challenges. After many years of stable power at our school sites, power outages have returned this year. Many of the systems we had in place to handle power outages were not adequate. Our school leadership was amazing and successfully navigated the loss of power, but we are committed to finding better solutions in the year ahead.

With work orders at a manageable level, we have a range of projects scheduled for the upcoming year to help us continue to improve the service to our teachers and staff so that all our students have the tools they need to become college and career ready, globally competitive and citizens of strong character.

BUSINESS SERVICES

Christina Aragon, Associate Superintendent

General Overview

Business Services oversees business functions and works collaboratively with stakeholders to support teaching and learning, including Budget, Fiscal Services, Purchasing/Warehouse, Maintenance, Operations (Custodial), Transportation, Risk Management, Facilities, and Food Services. Most of the accomplishments and activities for the 2021-22 fiscal year will be found in the following Director reports.

Enrollment

The 2021-22 fiscal year saw an increase in enrollment over 2020-21 of about 60, now totaling 22,211 students. The District had projected a decline of 93 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 2021-22 fiscal year State Budget went from a slight increase in funding (COLA) to the Local Control Funding Formula (LCFF) in the Governor's January 2021-22 Proposal to a final State Budget adoption that included a 5.07% COLA composed of a 2.31% COLA compounded with the 2021-22 COLA of 1.70% not received in the previous year, plus an additional 1.00%. A one-time payment from the State's general fund was provided to offset the increased cost of district-paid STRS & PERS retirement contributions for one year. Both the federal and state also provided an additional one-time Government funding.

While it was hoped the 2021-22 school year would begin with all in-person instruction, that was not to be since concern over COVID-19 cases was expressed within the State. Therefore, the District offered both in-person and online learning options for students.

One-time state and federal funds allocated to school districts in prior years to address COVID-19 related items, potential learning gaps, and enhanced social and emotional well-being of our students continue to be spent for those purposes. These funds have various spending deadlines between March 2020 and September 2024 to address the short- and long-term needs caused by this pandemic. Purchasing and spending for COVID-19 related items have increased significantly, and as of June 30, 2022, approximately \$52 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 upcoming years 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. Some positions during the Pandemic and recovery period have been adjusted to meet the needs of students. This additional staffing was funded out of the one-time COVID-19 relief funds.
- Maximization of flexibility in the use of specific categorical fund sources through the year 2021-22
- Working closely with instructional and business services department directors on budget development in addition to providing tools and training to assist in budget monitoring
- Strategic planning and use of one-time federal ESSER funds and other federal and state COVID-19 relief-related funds
- All units received a 4.07 ongoing salary increase in 2021-22

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, stay abreast of the volatile financial twists and turns, and 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
- School 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 and property insurance programs
- Self-Insurance Funds meetings and workshops for excess the liability insurance program
- Continue to improve safety by enhancing the risk management program, including loss control
- 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 were 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 2022-23 budget was adopted in June 2022 reflecting the goals of the Board and the requirements of the LCAP.

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

- Continued close attention to projections for pupil enrollment, state and federal COLAs, and the current LCFF model
- Continue to develop and revise the LCAP based on input from all areas
- Work closely with leadership to continue to strategically update plans for the use of all COVID-19 federal and state funds to meet the needs of students
- Closely track, monitor, and record all COVID-19 and learning loss mitigation-related expenses, as required
- Complete the updated Facilities Master Plan and estimate the cost of this plan, so District facilities match and support the educational program.
- Continue to pursue funding to implement and update the Facilities Master Plan and develop a short and long-term road map
- Completion of Stauffer Middle School gym, monitor construction of Stauffer Middle School two-story building, which is scheduled for completion in 2023, and continue to finalize middle school modernization projects
- Apply for State facilities funding for eligible projects
- Maximize income and improve student outcomes by increasing attendance ratios at all levels
- Capture eligible students that qualify for the Federal free and reduced lunch program. This is also used as a part of the District's LCAP funding for unduplicated students, and this provides additional funding to provide services that support these students.
- 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 the management of the Measure O Bond funds and projects, as well as projects using other funding sources. We perform work on all twenty-two District sites, including the District Office.

Below, you will find a list of projects completed during the 2021-22 school year, as well as many in development. We continue to work on communicating with all sites to ensure 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 cameras, electronic door access/locking devices, and vandal and security window film.

Projects, Programs and Accomplishments

Projects completed in 2021-22:

- Alameda Elementary School Ameristar Fence Along Patton
- Doty Middle School Concrete Sidewalk by D Building
- Doty Middle School Modernization
- Doty Middle School PE Area Synthetic Turf
- Doty Middle School Jacaranda Trees by Two-Story Building
- Doty Middle School Bike and Skateboard Rack Installation
- Doty Middle School Bollards
- Griffiths Middle School Gate Mesh and Ameristar Fencing
- Griffiths Middle School Modernization
- Middle School Gyms Window Film
- Stauffer Middle School Chain Link Fence by Driveway
- Sussman Middle School Asphalt Near Cafeteria Building
- Sussman Middle School Demo Classroom 43
- Sussman Middle School Modernization
- Sussman Middle School Synthetic Turf by Two-Story Building
- Sussman Middle School Synthetic Turf by Administration and Baseball Field
- Sussman Middle School Bike and Skateboard Rack Installation
- Sussman Middle School Demolition of Room 83
- Sussman Middle School Motorized Fire Lane Gate
- Sussman Middle School Drop Rods for Man Gates

Projects currently in construction or bidding:

- Griffiths Middle School Asphalt Paving Project – in construction
- Old River Elementary School Marquee Planter Area – in construction
- Pace Education Center Campuswide Fire Alarm – in construction
- Rio San Gabriel Window Glazing Project – in construction
- Stauffer Middle School Two-Story Classroom Building – in construction
- Stauffer Middle School Gymnasium – in construction
- Sussman Middle School Flooring and Paint for Classrooms 71, 83, and Coaches' Offices – in construction
- Sussman Middle School Girls' Locker Room and Site Improvements – in construction
- Sussman Middle School Marquee Project – in construction
- Ward Elementary Campuswide Fire Alarm – in construction
- Warren High School Marquee Project – in fabrication

Projects in Design Development – planned for DSA approval:

- High School Scoreboards
- Middle School Lunch Shelters

Master Plan

- Completed updating our current master plan, which reflects a phase 2 effort focusing on our elementary sites, with limited projects at our high school sites

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 to provide the highest quality service, as stated in the updated Facilities Master Plan. We will continue to work on communicating well with all involved parties to resolve any issues and 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 Energy Conservation partners to move forward with Energy Savings Projects. Using Measure O and all available funding sources, we plan to continue to provide successful and efficient projects for the students, staff, and community we serve.

FINANCIAL SERVICES

Michael Martinez, Senior Director, Budget and Finance

General Overview

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

The State economy continued strong through the 2021-22 fiscal year as the COVID-19 pandemic created State financial issues, causing the District to increase the Local Control Funding Formula (LCFF). As a result of the COVID-19 pandemic, the district received additional one-time funding. These additional resources, combined with the increased revenue from the strong economy, allowed the District to continue supporting many valuable and innovative programs for our students and trainings for our teachers and support staff. Providing a “quality” education to all students supports our District Vision that all Downey Unified students graduate with a 21st Century education, are college and career ready, globally competitive, and citizens of strong character.

Due to the complexity of changing rules and reporting requirements at the 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 the 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 2021-22. 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 district received additional one-time funding. The Department worked with all stakeholders to develop a spending plan for a period of four years. This funding came with significant compliance requirements, and 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 State auditors during the Federal Program Monitoring (FPM). Neither of the auditors have reported any audit findings nor comments.

In 2021-22, the District was able to negotiate with all bargaining units. Together, the District, the Downey Education Association Teachers’ Union and the California School Employees’ Association Unit I and Unit II negotiated a 4.07% increase in salaries for all employees.

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. 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 and provide closing reports for \$24.7 million in State Facilities Matching Funds from the Office of Public-School Construction.

In 2021-22, 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 2022-23 school year.

In the 2021-22 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, the community, and our Board members, who reviewed our 2021-22 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 2021-22, the District filed "Positive" certifications in all interim reports, stating that the District can maintain the required reserves and the projected expenditures for the current and subsequent two years.

In 2021-22, the Financial Services staff processed 11,914 vendor payment checks for approximately \$175,147,424. The Department also processed 52,130 regular and 2,139 supplemental payroll checks for approximately \$187,495,539. In addition, the Department issued 3,326 W2 tax forms.

Future Planning

In 2022-23, the Department is planning to continue working with all stakeholders to finalize spending plans and file the corresponding quarterly reports for the remaining \$53 million of the COVID-19 pandemic funding. Tentatively, this process will continue over the next three years.

In 2022-23, the District, along with LACOE, is planning to finalize the full implementation and integration of BEST's financial and human resources system. 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 2023-24 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 appropriate off-site offerings that 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 toward 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 2022-23, 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 anticipates and looks forward to another productive and successful school year.

FOOD SERVICES

Marc Milton, Director

General Overview

<u>Department Statistics</u>	<u>2020-21</u>	<u>2021-22</u>	<u>Change</u>
Total lunches	1,040,402	2,192,155	110.7%
Total breakfasts	1,033,208	1,141,742	10.5%
Total CACFP At-Risk after-school snacks and suppers (combined)	793,099	174,178	(78.0%)
Free & Reduced eligibility	66.7%	70.7%	6.0%
Average daily a la carte sales	N/A	\$2,621	-----
Total sites	21	21	0%
Budget-Total Revenues	\$10,620,031	\$13,818,000	30.1%
Enrollment (DUSD & County Students)	22,151	22,263	0.5%
Catering Revenues	\$419	\$20,088	-----

The 2021-22 school year was another unprecedented year for Food Services. After operating in a limited capacity since March 2020, the school year began with over 13% of Food Service positions vacant and a volatile marketplace for products and supplies that caused shortages and severe price increases. As a result of these national issues, the USDA extended the flexibility to operate the Seamless Summer Option (SSO) throughout the school year, allowing free meals to any child under 18. With most students returning to school campuses and some engaged in virtual online learning, the Food Services Department resumed on-campus operations, providing free breakfast, lunch, and a variety of snack foods every school day. Curbside grab-and-go meals were available in the late afternoons of every school day at two sites for online learners and the community.

With students returning to campuses, breakfast and lunch participation increased considerably compared to the prior year of remote and hybrid education models but is still not up to pre-pandemic levels (approx. 10% down in lunch participation and 28% down for breakfast versus 2018/2019). This trend is consistent with local, regional, and national school meal participation trends over the past two-plus years of pandemic service. Also, the flexibility to provide all students with an after-school supplement was not allowed in 2021/2022, which explains the dramatic decline in the second year of the Child and Adult Care Food Program (CACFP) because only students enrolled in an after-school enrichment program were eligible to receive those supplements.

On a positive note, the collaborative effort to collect income data from families using the Alternative Income Form resulted in a 6% increase in Districtwide Free and Reduced eligibility. Also, a la carte sales at school sites and the catering program resumed to provide additional service to our students and staff and increased revenue sources that

were dormant since the beginning of the pandemic. The USDA temporarily increased reimbursement rates for the 2021/2022 school year, which also supported increased revenues.

Some highlights included:

1. Collaboration with the DUSD marketing and advertising team to formulate and implement a social media recruitment effort that resulted in the hiring of 52 new Food Services employees in 2021/22, which filled vacant positions and positioned the department for a successful start to the 2022/23 school year.
2. The Employee of the Month recognition program returned with positive results. Staff members were nominated by their peers and Supervisors for demonstrating positive behavior related to their job description and teamwork. Winners were recognized through features in the department newsletter, photos posted at the site and in the Food Services Office, and names on a plaque displayed in the office.
3. Successful collaboration with District leadership and the Technology and Information Systems Department on a novel approach to collect necessary income data from households to improve District funding.
4. Established a food service model to support the Leap Early Education Program at the Pace Education Center with hot meals daily.
5. Worked with the Purchasing & Warehouse Departments to address persistent product shortages by arranging for direct shipments from vendors of bulk items to store in the new warehouse freezer and refrigeration facilities, and to find alternative sources for food and supplies.
6. The Department was awarded \$719,106 in Kitchen Infrastructure and Training (KIT) state funds through AB 167 to be used for equipment and facility investments and Food Services staff professional development initiatives.

Staff Development

The department continued with the online professional development learning platform where multiple bilingual resources and trainings are available for staff to access anytime. This professional development program satisfies the USDA requirement for ongoing training of Food Services staff and provides practical information directly related to school food service that can be used in daily operations.

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: 9/24/2021, 12/3/2021, 1/28/2022, 3/25/2022, 5/20/2022
- California School Nutrition Association Annual Conference: November 2021
- CASBO Budget Basics and Beyond workshop: November 2021

- Super Co-Op training: January 2022
- Child Nutrition and Industry Summit: May 2022
- Monthly CDE Nutrition Services Division School Nutrition Town Hall meetings

Future Planning

All students will receive free meals in California moving forward.

Assembly Bill 130 was signed into law by Governor Newsom, establishing a universal meal program in California that requires all public schools to make one breakfast and one lunch available for every student each school day at no cost to the student, regardless of their free or reduced-price eligibility.

Continue our collaboration with the Downey Foundation for Educational Opportunities' Access Before and After School Programs to provide nutritional supplements to enrolled students as that program grows through increased funding for the Expanded Learning Opportunities program (ELO-P).

Food Services will utilize KIT funds to improve students' access to food by purchasing equipment and investing in staff training that will support improved food quality, efficiency, and customer service.

The Department will continue to work with District partners on creative solutions to food service facility challenges related to school site modernizations and program expansion.

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 twenty-two sites, including the Gallegos Administration Center.

All Departments continue to work on communicating with sites and each other to make sure that all needs and requests are being taken care of quickly. The Maintenance, Operations, and Transportation offices work diligently to ensure compliance with all city, county, and state policies. The Williams Law inspections are performed annually at all school sites; underground fuel storage permits are continuously issued because of proper and safe usage. Hazardous materials annual reporting to the City of Downey Fire Department is always verified and accepted, among other reporting requirements.

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
- Re-keyed all elementary schools
- Warren High School asphalt for the front entry parking area
- Continual monitoring of the newly installed HVAC units in Downey High School R, S, and Y buildings
- Major repairs to the District Office HVAC system
- Board Room leak roof repairs
- Addition of Wellness Centers at Middle Schools
- Collaborate with contractors for any outsourced projects
- Converted Downey Adult School rooms K81, K82, and L72 to laboratories
- Pace interior and exterior painting
- Asphalt at Pace for crack fill, slurry coat, and new striping
- Old River ES playground asphalt addition
- Price parking lot asphalt, replacement of poles on overhang in teachers' lounge
- Columbus High School asphalt removal and concrete pavement
- Water line repairs at Imperial ES, Rio Hondo ES, and Doty MS
- Gallatin ES door replacement and room 8 remodel
- Flooring replacement at Old River ES lounge and office, Adult School rooms H60 and M108, Warren High school computer lab
- Downey High School girls' restroom second tile repair and replacement
- Downey High School T5 building replacement, R/S/Y building roof replacement, C building interior hall painting, R Building basement lighting replacement, stadium sewer obstruction clearing

- Warren High School Bear Park preventive sewer line
- Warren High School bird netting and installation on L Building
- Carpenter and Williams Elementary Schools innovation labs
- Transportation heater replacement
- Installed new wash rack at Transportation Yard for white fleet and school buses
- Flooring repairs and replacement for the Alameda H-wing restroom
- Responded and assisted contractor that answered to emergency gas leak repair at Alameda ES; followed up and collaborated until gas line was deemed safe and in proper working order

Operations

General Operations:

- Gym floor recoats for all Middle Schools and High Schools
- Collaborated with the City of Downey Fire Department to submit the county-wide reports on hazardous materials handling and continuously updating the list of ingredients in cleaning supplies and other chemicals used
- Scheduling meetings with schools to discuss custodial and grounds projects to keep the school sites attractive to the community

Custodial

- Custodians and utility workers continue to work diligently to keep our campuses clean, safe, and secure
- Work with site administration and district office personnel to complete work orders, special requests, and other activities throughout the school year (Back-to-School Night, promotions, open house, graduations, among others)
- Custodians and Utility Workers completed ride-on training for the newly acquired floor scrubbers
- Continuous use of electrostatic technology for sanitizing and disinfecting clean-ups
- Scheduled and organized attendees for the Healthy Schools Act
- Thorough summer cleaning will take place at all school campuses and District Office
- Custodians thoroughly inspected classrooms, restrooms, and administration offices to comply with Williams Legislation
- Pest Control: Spray Specialist actively addresses the various pest-related issues and ensures the newest methods are used, complying with all regulatory agencies
- Pest Control: The Integrated Pest Management Program has increased the use of organic or green pesticides that contain natural oils
- Pest Control: The Integrated Pest Management Program has adopted the use of steam machines for chemical-free weed control; Spray Specialist is trained and experienced with this method

Irrigation

- Irrigation Specialists coordinated with contractors for recycled water inspections at middle school construction sites
- Ongoing inspection of landscape irrigation at new construction sites to observe and learn the modern systems and ensure district standards are being met
- Installed new irrigation systems in planters at Gauldin ES and in the Culinary Arts garden at Stauffer MS

- Restored and modernized irrigations systems at Price ES and Old River ES
- Repaired damage to irrigation systems caused by construction projects throughout the district
- Assisted with the rehabilitation work in the infield of the baseball field at Warren HS
- Coordinated and assisted with work on irrigation booster pump components, including the variable frequency drive (VFD) controller and enclosure at Warren HS

Grounds

- Ongoing work to rebuild a play structure in the kindergarten area at Rio San Gabriel ES
- Re-seeded kindergarten yard at Gallatin ES and stage area at Doty MS
- Removed old plants, landscape and prepared planters at Old River ES for irrigation upgrades
- Removed overgrown palms and landscaped with all new plants and trees in front of Price ES
- Demolished old storage building and removed old planters, concrete and grass in preparation for site remodeling and beautification at Rio San Gabriel ES
- Cleaned and prepared the area for the Culinary Arts garden at Stauffer MS
- Assisted with the baseball infield work for Warren HS
- Refurbished wood chips at Lewis, Rio Hondo, Gallatin, Imperial, and Alameda Elementary Schools
- Continually servicing all district sites by mowing grass, weed whipping, and clean-ups
- Maintaining landscape, overgrowth trimming, cleaning up debris, planting new greenery and flowering plants to showcase the cleanliness and modern look of all school sites

Transportation

- Our current fleet consists of 39 buses, 23 of which are CNG and three electric; the remaining are a combination of gasoline and diesel
- A total of 164,319 miles were traveled in a CNG bus out of a grand total of 227,684 from July 1, 2021 through June 30, 2022
- An average of 542 students were transported on school busses this year – this count includes special education students with transportation in their IEPs
- An average of 99 students were transported daily for athletics
- Downey Unified was selected for a grant to acquire a new electric school bus and acquired an additional two in an effort to reduce carbon footprint and be prepared for fuel systems that the state may phase-out
- The Transportation Department is continually applying for state grants to upgrade the fleet or modernize all transportation aspects
 - DUSD was granted electric infrastructures through the California Energy Commission (CEC) – construction is in progress
- 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

- Tennis court resurfacing at Downey High School

- Downey High Stadium turf replacement
- Old River Elementary classroom floor replacement
- Slurry coating Carpenter, Ward, Williams, Price, and District Office
- Exterior painting at Columbus, Imperial, Williams, and Downey High SELACO Building
- Columbus, Sussman, T-Bungalows at Downey High School and Stauffer Administration Building roofing replacement/repairs
- Continue work at Innovation Labs at Gallatin, Price, and Alameda
- Window replacement at Rio San Gabriel

Personnel

- Joseph Bartolotti, Water Utilities Worker, retired after 27 years of service to the District
- Bruce Williams, Maintenance Painter, retired after 20 years of service to the District
- Robert Fisch, HVAC / Refrigeration Mechanic, retired after 18 years of service to the District
- Walter DeMoss, HVAC / Refrigeration Mechanic, retired after 25 years of service to the District
- Sherri Lopez, School Bus Driver, retired after 17 years of service to the District
- Diane Devone-Huerta, School Bus Driver, retired after 20 years of service to the District

White Fleet Replacement

- Due to COVID-19 backlog, no white fleet vehicles were replaced during the 2021-22 fiscal year

Future Planning

The Maintenance, Operations, and Transportation Services Department is committed to providing the best quality service we can in a timely manner. We will continue to work on communicating with all involved parties to resolve any issues that arise and provide a solution as soon as possible. We are working with energy conservation partners to reduce our overall energy consumption. Furthermore, we are continually looking for ways to reduce our carbon footprint through outside funding and grant opportunities that can benefit the District. We will continue collaborating closely with the Facilities Department in all upcoming school renovation and modernization projects. We strive to ensure 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 6,697 purchase orders for an annual total of \$195,506,394.03 during the 2021-22 fiscal year. The Warehouse processed 4,035 warehouse stock requests for a total of \$896,404.17. Warehouse stock inventory turned at the rate of 33.69 times during the year. Bids were received, and contracts were awarded for various projects, materials, equipment, and services, including asphalt replacement work at Griffiths Middle School, preconstruction and lease-leaseback construction services for the construction of a new two-story classroom building at Stauffer Middle School, the purchase of welding equipment and related supply items for the new welding program at Columbus High School, the purchase of advanced manufacturing equipment and related supply items for the advanced manufacturing program at Downey High School, school fire alarm upgrades at the Pace Education Center and Ward Elementary School, and the purchase of food items and paper goods for the Food Services Department. The Department also processed approximately 688 contracts and agreements for a wide range of services.

Projects, Programs and Accomplishments

Purchasing

The Purchasing Office processed 6,697 purchase orders and 688 contracts and agreements during the year. Orders and agreements varied from construction and facilities work to basic equipment and supply items for schools and offices, food and food service equipment and supplies, technology items, maintenance equipment and supplies, vehicles, specialized consultants for K-12 and Special Education services, and materials, services and supplies for Federally funded programs.

The Department also let to bid, got Board approval, and awarded and issued contracts against fifteen bids, one request for proposals, and one request for qualifications and proposals this year. Bids covered such services as deferred maintenance, construction of a new two-story classroom building at Stauffer Middle School, brand-specific equipment, and related supply items for the welding and advanced manufacturing programs. 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 classroom building.

The Purchasing Office completed development and implemented a new general agreement form for services that schools and offices need. The new form, developed in conjunction with legal assistance, has been created on a solid legal foundation and provides better risk management in favor of the District.

The Department also investigated and implemented a new travel program through the State of California to replace the travel agency previously used. This program provides better control and oversight of District-related travel expenses at a discount.

Warehouse

The Warehouse operations continued to provide critical services and support during the pandemic. The Warehouse continues to monitor and provide approximately 100 stock PPE items at no charge to schools and offices. Hundreds of PPE kits were assembled and delivered to all school sites for teachers, students, and staff to use during the school year. COVID-19 test kits have been received and distributed to schools and offices at the direction of the Executive Cabinet. The Warehouse completed its third inventory under the new BEST system through the Los Angeles County Office of Education. Despite 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% (99% accuracy).

The Warehouse Supervisor is currently working with the Los Angeles County Office of Education to evaluate shortcomings in the system, which include a malfunctioning backorder system and the cancellation of an entire order when one or more items are unavailable.

One Warehouse Worker position was filled during the year. Rosendo Lujan, a veteran member of the warehouse team with over 30 years of experience with the District, retired in March of 2022. His replacement, Evan Saavedra, has held positions with FedEx and UPS, and has a wealth of experience in delivery and receiving work.

In addition to processing over 3,996 warehouse stock orders for schools and offices during the year, the Warehouse received and processed 3,899 orders for delivery to schools and offices throughout the District. The Warehouse tagged and inventoried 8,533 new equipment items for a total value of \$6,650,156.25. The mailroom processed 165,920 pieces of metered mail.

Records/Inventory

The Records/Inventory area successfully scanned and shredded 661 standard boxes, 184 large file boxes, and 15 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 records area underwent a complete reorganization in an effort to remove obsolete records and consolidate permanent records.

Surplus equipment items determined to be obsolete and no longer of use to the District were tagged and coordinated for pick up from the Alameda Warehouse, Stauffer, Sussman, and Doty Middle Schools, by an auction company during the year. The Records/Inventory clerk worked with Technology and Information Systems to develop

and implement an online equipment transfer form to supplement the work order program.

Obsolete District microfilm/microfiche documents were transferred to a digital format to preserve the documents and allow for more accessible location and viewing.

Future Planning

1. Replace mail processing machine in District Warehouse. Changes to postal regulations will render the current machine obsolete. Purchasing will evaluate purchase and lease options.
2. Replace the Warehouse stand-up forklift. The current unit is over 20 years old and requires more frequent maintenance. Purchasing will obtain competitive quotes from different manufacturers.
3. Review current records inventory and request proposals to have documents converted and scanned into the District's current system (Xerox DocuShare).
4. Update the District purchasing manual to include policies and procedures for processing Federally funded requests (Code of Federal Regulations – CFR).

Bids and Requests for Proposals for the 2021-22 Fiscal Year

Bids

1. Bid #21/22-01 – Purchase of Paper Goods for the Food Services Department
2. Bid #21/22-02 – Purchase of Dairy Products for the Food Services Department
3. Bid #21/22-03 – Purchase of Produce Items for the Food Services Department
4. Bid #21/22-04 – Stauffer Middle School Campus Flood Mitigation
5. Bid #21/22-05 – Purchase of Brand-Specific Welding Equipment (Miller) and Related Supply Items for the K12 Strong Workforce Welding Program
6. Bid #21/22-06 – Columbus High School Welding Project Phase One – Electrical
(Bids Rejected)
7. Bid #21/22-07 – New Gymnasium at Stauffer Middle School
8. Bid #21/22-08 – New Culinary Arts Classrooms at Doty and Sussman Middle Schools
(Bids Rejected)
9. Bid #21/22-09 – Columbus High School Welding Project – General Construction
10. Bid #21/22-10 – Columbus High School Welding Project – Electrical Work

11. Bid #21/22-11 – OPEN
12. Bid #21/22-12 – Pace Ed. Center and Ward Elementary School Fire Alarm Upgrades
13. Bid #21/22-13 – Purchase of Brand-Specific Advanced Manufacturing Equipment (HAAS Automation) and Related Supply Items for the K12 Strong Workforce Program
14. Bid #21/22-14 – Asphalt Paving Work at Griffiths Middle School
15. Bid #21/22-15 – Installation of Artificial Turf on the Football Field at Downey High School

Requests for Proposal

1. Request for Proposals #2021/2022-01 – Architectural Consulting Services for the Development of a Facilities Master Plan

Requests for Qualifications and Proposals

1. RFQ/P #2021/2022-01 – Preliminary and Construction Services (Lease-Leaseback) – Stauffer Middle School Two-Story Building

Recap of Yearly Statistics

<u>Fund</u>	<u>Total P.O. Amount</u>
1. General Fund #01.0	\$ 52,293,973.82
2. SELP Admin. Unit Fund #01.1	\$ 379,097.27
3. SELPA DHH Fund #01.2	\$ 2,497,029.08
4. Adult School Fund #11.0	\$ 3,414,753.80
5. Cafeteria Fund #13.0	\$ 6,432,218.82
6. Deferred Maintenance Fund #14.0	\$ 5,974,137.55
7. Bond Measure "O" Fund #21.0	\$120,818,881.40
8. Capital Facilities Fund #25.0	\$ 583,300.61
9. Special Reserve for Capital Outlay Fund #40.0	\$ 1,165,057.05
10. Special Reserve – Technology Fund #40.2	\$ 280,747.56
11. Workers' Comp./Self-Ins. Fund #67.0-2	\$ 1,667,197.07
 Total Purchase Orders Issued:	 6,697
Total Warehouse Stock Requests Issued:	4,035

<u>Year</u>	<u>Purchase Orders</u>	<u>P.O. Amounts</u>
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
2021-22	6,697	\$ 195,506,394.03

CERTIFICATED HUMAN RESOURCES

Alyda R. Mir, Assistant Superintendent

General Overview

In the 2021-22 school year, we hired and rehired a total of 190 certificated employees, which included general education, special education, a school nurse, and five psychologists. (Ana and Aileen)

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, informing 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 12 Early Retirement Insurance Petitions and 54 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.
7. Complete Federal Progress Monitoring (FPM) audit and made corrections where needed.

Meetings and Workshops Attended

1. DUSD Personnel Commission and Board of Education meetings
2. May Revise workshop, Governor's Budget Workshop
3. Facilitated DUSD's Employee Benefits Committee (EBC) meetings
4. Pilot the new certificated teacher evaluations and met with Informed K-12 to upload and update the teacher evaluations online
5. Instructional Cabinet, Extended Cabinet and all administrator meetings and activities
6. End-of-the-year graduations, promotions, and award ceremonies for DHS, WHS, and CHS.
7. Attend human resource professional conferences to better understand labor laws and education codes
8. Attend DWK monthly Educational Law collaborative meetings

Substitutes

1. Filled 45,578 days of substitute teacher requests, an increase of 17,762 days from the previous year due to the COVID-19 pandemic. (Ruth)

2. Recruited and processed 160 new substitutes to add to the District's substitute pool and raised the daily rate to attract and retain more substitutes during the COVID-19 surge. (Joanna and Aileen)
3. Processed 367 reassurance letters (Day-to-Day Substitute Contracts) for returning substitute teachers. (Joanna)

Employment Opportunities

1. Hired two nurses, four psychologists, four Speech and Language Pathologists, one counselor, two Dean of Students, 13 Clinical School Therapists, and new and rehired 164 teachers.
2. Processed Summer School Credit Recover/Extended School Year teaching applications and site administrators for all summer school sites. STEAMworks was offered at 4 Elementary sites (Gauldin, Lewis, Unsworth, and Rio Hondo) and Elementary ESY at Alameda. Secondary summer schools offered credit recovery, enrichment, and ESY at all secondary sites, including all four middle schools and all three high schools.

Other Human Resources Projects

1. Facilitated the necessary paperwork for certificated employees to receive their required TB vaccination through the Wellness Clinic to satisfy the California Education Code Section 49406 and Health and Safety Code Sections 121525-121555.
2. Reinstated Gallup Strengths with consultant Erin Bentley and new Strengths coach TOSA Anna Beth Fishman to train certificated and management employees on the beginning level Strengths. Anna Beth also reignited Strengths at the Leadership Training twice this school year.
3. Worked with K-12 Informed to create a workflow for all certificated teacher evaluations to be completed online and incorporate Strengths and the new evaluation program.
4. Completed all onboarding documents on Informed K-12 for certificated personnel.
5. Completed all temporary and probationary contracts on Informed K-12

Recommendations for Future Planning

- Work with SIS and Chris Nezzar to create a more efficient system for all certificated staff to be embedded in the Q Student Information System to facilitate an online teacher interface to maintain seniority and teacher records more accurately and efficiently.
- Provide progressive discipline training for all management employees.
- Advertise and recruit both certificated and classified aspiring leaders to attend the Leadership Academy in partnership with DEA and CSEA.
- 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.
 - Continue Evaluation Committee to update and incorporate Strengths into the new evaluation forms for counselors, psychologists, nurses, and CSTs.
 - Pilot the new teacher evaluation program on Informed K-12 with all sites.
 - Work with administrators and staff to inform them of the TIP program and assist administrators seeking assistance with TIP coaches, as well as introduce the process of working with the TIP TOSAs Chris Bowen and Vonnie Casalegno.
 - Work with the Employee Benefits Committee in finding ways to provide high-quality health care that is financially beneficial to employees and the district.
 - Roadshow to all school sites and departments to boost the use of the DUSD Wellness Clinic with the support of the union presidents.
 - Find more services and opportunities to provide to our employees regarding health and welfare benefits.
 - 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.

CLASSIFIED HUMAN RESOURCES

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

This is the 56th annual report of the Personnel Commission to the Board of Education, covering the period July 1, 2021, through June 30, 2022, 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, and 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; Jaimie Valdez, Personnel Analyst; Sandra Carbajal, Senior Secretary; Senior Personnel Technicians: Jamioka Johnson, Johanna Ovalle, and Eileen Mendoza; and Personnel Assistant, Linda Ratzlaff. During this continued time of the COVID-19 pandemic, the team has continued to be innovative during the examination process 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 30 new positions. Five of the positions were established as limited term. The Personnel Commission "classified" these positions, which included:

- Campus Security Assistant (2)
- College and Career Technician (2)
- Computer/Network Support Technician (2)
- Intermediate Clerical Assistant (2)
- Payroll Technician
- Personnel/Credentials Technician
- School Office Manager – Bilingual/Bi-Literate
- Secretary – Bilingual Oral
- Senior Instructional Assistant (5)
- Senior Instructional Assistant – Behavior (7)
- Senior Instructional Assistant – Medical (3)
- Senior Instructional Assistant – Sign Language (2)
- Student Information Systems Operator

Ten classification descriptions were revised:

- Assistant to the Superintendent/Board of Education
- Assistant Network Administrator
- College and Career Technician
- Food Service Assistant
- HVAC and Refrigeration Mechanic
- Maintenance Painter
- Network Administrator
- Personnel/Credentials Technician
- Registered Behavior Technician
- Speech-Language Pathology Assistant

One new classification was established:

Facilities Systems Coordinator

One position was reclassified from Bus Driver to Dispatcher/State Certified Bus Driver Instructor.

Recruitment & Testing

Classified Human Resources continues to strive to support the District's 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 working during a pandemic have continued. The goal to continually provide highly qualified candidates for the eligibility lists continues to be complicated by the effects of the COVID-19 pandemic. Our candidate pools continued to be large during this time, creating strong competition at every level. This year we received approximately 5,036 applications for our recruitments. Over 3,885 candidates underwent our examination process, resulting in 49 eligibility lists.

Eligibility Lists Established & Certified

Forty-nine eligibility lists were established this year, with 637 candidates eligible for employment. The eligibility lists were for:

Administrative Secretary
Assistant Network Administrator
Assistant to the Superintendent/Board of Education
Bus Driver
Campus Security Assistant
College and Career Technician
Custodial Services Coordinator
Custodian
Early Learning Assistant (2)
Early Learning Instructor
Facilities Program Manager
Food Service Assistant (4)
Food Service Assistant II
Food Service Supervisor I
Food Service Supervisor III
Groundskeeper (2)
Intermediate School Office Manager
Lead Food Service Assistant
Maintenance Electronics Technician
Maintenance Painter
Network Administrator
Network Specialist
Occupational Therapist
Payroll Technician
P.E. & Athletic Equipment Attendant (Female)
Personnel/Credentials Technician
Plant Grounds Assistant
Registered Behavior Technician (2)
Secretary
Senior Clerical Assistant
Senior Instructional Assistant – Behavior (4)
Senior Instructional Assistant – Medical (2)
Senior Personnel Technician
Skilled Trades Assistant
Speech-Language Pathology Assistant
Student Supervision Assistant

Student Testing Technician (Bilingual)
TLC Resource Center Assistant (Bilingual)
Utility Worker

Assignment Transactions

The Commission staff is tasked to ensure that all assignment transactions of all classified and unclassified staff comply with Education Code provisions, Personnel Commission Rules and Regulations, collective bargaining agreements, and District policies and procedures. In total, there were 2,791 assignment transactions completed by staff in the 2021-22 school year, a 22% increase from the 2020-21 school year (2,287).

Highlights and Accomplishments

In 2021-22 we continued to rely heavily on technology to accomplish the testing required for our recruitments. There were 49 recruitments that included oral examinations via ZOOM or E-Skill. We also incorporated a generic hiring interview video to expedite the hiring process for our larger eligibility lists.

This year we were able to recognize our employees for their longevity of service and those retiring, which we have not been able to do for the past two years. We combined three years into three Pin Ceremonies and had an opportunity to recognize over 470 employees for their 5 to 40 years of service. This equaled a combined total of 6,270 years of assistance to our students and community. The Commission also honored 48 retiring classified employees, acknowledging their more than 954 years of service to the District.

The 2022 Professional Growth Saturday was a huge success. A full day of enrichment opportunity was offered to the group of 90 employees. The keynote speaker, Brad Formsma, gave an inspiring talk about giving and how it makes us a happier person.

2022-23 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 collaboratively with the Los Angeles County Office of Education (LACOE) to implement the LACOE Human Capital Management (HCM). This new software system is anticipated to streamline our human resource processes significantly.
3. Continue to work with stakeholders to recognize and appreciate the work of classified employees.

4. Develop and improve our fully online recruitment, new hire onboarding, and orientation programs.
5. Continue developing training and preparation workshops for classified employees to work towards promotion.