



Special Board of Education Meeting

12/16/2021 10:00 AM

Downey Unified School District

Board Room

11627 Brookshire Avenue, Downey, CA 90241

AGENDA

To connect to the meeting electronically see information below:

<https://dusd-net.zoom.us/j/89982421187?pwd=Kyt4NHhNQelpkZlZEWjdmQklPdE1MUT09>

Passcode: 015989

To connect to the meeting by telephone, see information below:

(408) 638-0968 or (669) 900-6833

Webinar ID: 899 8242 1187 Passcode: 015989

Persons who want to comment on agenda items are requested, but not required, to provide name and subject matter upon which you wish to speak. Please limit your comments to no more than three (3) minutes.

In compliance with the American Disabilities Act, those requiring special assistance to access the Board Meeting, written documents being discussed at the Board Meeting, or to otherwise participate in Board Meetings, please contact the Superintendent's Office at 562-469-6511 at least 48 hours prior to the meeting to accommodate reasonable requests.

I. GENERAL BOARD FUNCTIONS

1. CALL TO ORDER

Call to Order by Mrs. Barbara R. Samperi, President of the Board of Education, at 10:00 a.m. on Thursday, December 16, 2021, in the Grace E. Horney Board Room of the Gallegos Administration Center, 11627 Brookshire Avenue, Downey, California.

2. FLAG SALUTE

Renewal of the Pledge of Allegiance to the Flag of the United States of America to be led by Mrs. Martha E. Sodetani, Vice President of the Board of Education.

3. INVOCATION

Invocation to be delivered by Ms. Nancy A. Swenson, Member of the Board of Education.

4. ROLL CALL

Barbara R. Samperi
Martha E. Sodetani
Giovanna Perez-Saab
D. Mark Morris
Jose J. Rodriguez
Linda Salomon Saldaña
Nancy A. Swenson
John A. Garcia, Jr., Ph.D.

5. ADOPT Agenda #10 for the Special Meeting of the Board of Education held on December 16, 2021.

6. RECEIVE correspondence and refer it to the proper order of business or to the

Superintendent for handling.

7. HEAR Public on items appearing on the Agenda.

II. GENERAL ADMINISTRATIVE

- | | |
|--|----|
| 1. APPROVE the Downey Unified School District Educator Effectiveness Funds Plan.  | 4 |
| 2. REVIEW proposed revisions to Board Policy 8570, Public Nature of Meetings.  | 11 |
| 3. REVIEW proposed changes to Board Policy 9260, Procedures During Meetings.  | 13 |

III. ITEMS FOR FUTURE AGENDA

IV. NEXT MEETING

The next meeting of the Board of Education will be a Regular Meeting to be held on Tuesday, January 11, 2022, at 5:00 p.m. in the Grace E. Horney Board Room of the Gallegos Administration Center, 11627 Brookshire Avenue, Downey, California.

V. CLOSED SESSION:

Retire into Closed Session to discuss:

- a. Potential Litigation
- b. Public Employment - Certificated Administration/Classified Management
- c. Discipline/Dismissal/Release
- d. Negotiations
- e. Threat to Public Services or Facilities (Government Code Section 54957)
- f. Conference with Real Property Negotiators - Possible Joint Use Agreement with the YMCA at Sussman Middle School
- g. Conference with Real Property Negotiators - 11525 Brookshire Avenue and 11500 Dolan Street, Downey, California

VI. ADJOURNMENT

ADJOURN the Special Meeting of the Board of Education at the specified hour with the consent of the Board Members.

Note: The Superintendent's recommendation for action on each agenda item is indicated by the word appearing in CAPS.

Any open session item writings or documents on this agenda that are public records will be made available for public inspection in the District Office located at 11627 Brookshire Avenue, Downey, California, during normal business hours or at www.dusd.net.

II. 1. APPROVE the Downey Unified School District Educator Effectiveness Funds Plan.

Supporting Documents



EEFP Action Item

DOWNEY UNIFIED SCHOOL DISTRICT
Educational Services

DATE: December 16, 2021
TO: John A. Garcia, Jr., Ph.D., Superintendent
FROM: Wayne Shannon, Ed.D., Assistant Superintendent, Elementary Education
Prepared by: Patricia G. Sandoval, Ed.D., Director, Innovative Education Programs

SUBJECT: EDUCATOR EFFECTIVENESS FUNDS PLAN

ACTION ITEM

The Educator Effectiveness Funds program provides funds to school districts to provide professional learning and to promote educator equity, quality, and effectiveness. Funds may be expended during the 2021-22, 2022-23, 2023-24, 2024-25 and 2025-26 fiscal years.

Per California Education Code 41840, the local plan for the Educator Effectiveness Funds (EEF) needs to be heard in a public meeting of the governing board of the school district, the county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting. This must take place on or before December 30, 2021.

The local plan for the Educator Effectiveness Funds (EEF) was presented during the public meeting of the Downey Unified School District Board on December 14, 2021.

SUPERINTENDENT'S RECOMMENDATION:

APPROVE the Downey Unified School District Educator Effectiveness Funds Plan.

EDUCATOR EFFECTIVENESS FUNDS PROGRAM 2021 EXPENDITURE PLAN TEMPLATE

LEA Name:	Contact Name:	Email Address:	Phone Number:
Downey Unified School District	Patricia G. Sandoval	pgonzalezsandoval@dusd.net	562-469-6568

Total amount of Educator Effectiveness funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$5,030,248.00	December 14, 2021	December 16, 2021

Describe how the LEA is coordinating Title II funds with the expenditure of Educator Effectiveness Funds to support teachers and administrators.
Currently, Title II funds are utilized to support First Best Instruction, technology integration, embedding Social Emotional Learning throughout the school day, and ensuring staff implement effective interventions to support student learning. Title II funds pay for after school duty costs, sub release days, and materials and resources supporting professional development. The Educator Effectiveness Funds will be coordinated to provide continued and expanded Title II professional development opportunities. It will broaden the scope to include diversity, equity, and inclusion. The funds will support professional learning of all involved staff in four areas: • First Best Instruction • Interventions • Social Emotional Learning/Mental Health • Diversity, Equity, and Inclusion

Describe how the LEA allowed schoolsite and content staff to identify the topic or topics of professional learning.
The Downey Unified School District gathered input from staff in multiple ways to identify the professional development learning topics. The LCAP staff survey was administered in June 2021 resulting in 1,262 staff responses. LCAP staff survey data was analyzed to gauge the

effectiveness of our professional development offerings and determine broad PD categories. Most staff, 70% indicated they are very satisfied or satisfied with DUSD professional development offerings and 68% indicated they are very satisfied or satisfied with the amount of time provided for professional collaboration. This data indicates DUSD provides relevant professional development to most of our staff. From this LCAP survey, we identified ongoing Professional Development topics: English Language Arts support (First Best Instruction), Social Emotional Learning, and Mental Health.

A common practice of our professional development training is to solicit training feedback from every staff participant. This ongoing feedback, obtained through workshop teacher surveys, provides additional input on topics for professional development. These informal surveys reinforced the interest and need to continue to focus on First Best Instruction, Interventions, and Social Emotional Learning.

Site level administrator feedback is a critical component of engaging our educational partners. DUSD has an existing structure of holding weekly or biweekly administrator meetings. These meetings allow district staff to provide training, information, and seek input on initiatives. These collaborative administrator meetings provide multiple opportunities to engage with site Principals, Vice Principals, and Assistant Principals and gather their perspective on site professional development needs. These conversations reinforce the need to provide additional support and training in academic, behavioral, and social interventions. Additionally, administrators were asked to complete a brief survey on potential professional development topics based on their own professional interests and their school site's needs. This survey resulted in the following topics: First Best Instruction, including technology integration; Social Emotional Learning; using data to drive instruction; interventions; and student engagement.

The professional development topics we will focus on, based on teacher, staff, and administrator input, are: First Best Instruction; Social Emotional Learning; and Interventions. Diversity, Equity, and Inclusion is included in this plan based on District leadership prioritizing this strand as an integral foundational component to our professional development.

Allowable Use #	Planned Activity:	Total Budgeted per Activity
1,2,8	<u>First Best Instruction</u> Provide professional development in pedagogy, strategies, and programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science. This also includes instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas.	\$1,257,562.00

	This may include hiring of staff, consultants, sub release time, extra duty pay, purchasing materials, and additional resources to support the professional learning of staff.	
3,5	<u>Interventions</u> Provide professional development on practices and strategies that re-engage pupils and lead to accelerated learning, providing positive behavioral supports, and multi-tiered systems of support. This may include hiring of staff, consultants, sub release time, extra duty pay, purchasing materials, and additional resources to support the professional learning of staff.	\$1,257,562.00
4	<u>Social Emotional Learning/Mental Health</u> Provide professional development on strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being. This may include hiring of staff, consultants, sub release time, extra duty pay, purchasing materials, and additional resources to support the professional learning of staff.	\$1,257,562.00
5	<u>Diversity, Equity, Inclusion</u> Provide professional development on practices and strategies to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, transforming a school site's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation. This may include hiring of staff, consultants, sub release time, extra duty pay, purchasing materials, and additional resources to support the professional learning of staff.	\$1,257,562.00
Total Budgeted Educator Effectiveness Expenditures		\$5,030,248.00

EC 41480

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.

- (b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas:
- (1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
 - (2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
 - (3) Practices and strategies that reengage pupils and lead to accelerated learning.
 - (4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
 - (5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
 - (6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
 - (7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
 - (8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).
 - (9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
 - (10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

- (c) To ensure professional development meets educator and pupil needs, **local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning.** Professional learning provided pursuant to this section shall do both of the following:
- (1) Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.
 - (2) As applicable, be aligned to the academic content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.
 - (d) As a condition of receiving funds apportioned pursuant to this section, a school district, county office of education, charter school, or state special school shall do both of the following:
 - (1) **On or before December 30, 2021, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be presented in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.**
 - (2) On or before September 30, 2026, report detailed expenditure information to the department, including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development. The department shall determine the format for this report.

II. 2. REVIEW proposed revisions to Board Policy 8570, Public Nature of Meetings.

Supporting Documents



BP 8570 Draft

Downey Unified School District

BYLAWS OF THE BOARD OF EDUCATION

PUBLIC NATURE OF MEETINGS

BP 8570

It shall be the policy of the Board of Education to conduct its activities in such a manner as to keep the public informed of its policies. All meetings of the Board shall be open to the public and the press.

The Board encourages citizens to attend its meetings and welcomes their views on pertinent subjects. Such attendance, however, does not in itself guarantee participation in the discussion at hand.

Certain rules have been established to facilitate oral presentations prior to action by the Board.

Method of Addressing the Board

1. Advance Written Request - A person who wishes to address the Board shall make his/her request in writing to the Secretary of the Board before the meeting.
2. Request During Meeting - If no advance notice or request has been made, a person who wishes to address the Board of Education may so indicate in writing on the form provided. During the meeting at the time the agenda item is presented for consideration by the President of the Board, the person giving such written notice shall rise and, when recognized by the President, state his/her name, address, and the subject of his/her remarks.
3. Delegations Wishing to be Heard - Whenever delegations come before the Board requesting a hearing regarding an issue being decided by the Board, those procedures listed in BP 9260 will be followed.
4. Questions and Comments by the Board and the Superintendent - Members of the Board of Education and the Superintendent may interrogate a speaker through the presiding officer for clarification of the speaker's remarks.
5. Anyone speaking to the Board may not speak for more than ~~five (5)~~ *three (3)* minutes unless that time limit is waived by the Board President or a majority of the Board, *not exceeding a twenty (20)-minute time limit on one agenda item and 30 minutes for public non-agenda items*. No speaker may transfer his/her ~~five (5)~~ *three (3)* minute speaking time to another speaker.

II. 3. REVIEW proposed changes to Board Policy 9260, Procedures During Meetings.

Supporting Documents



BP 9260

Downey Unified School District

INTERNAL BOARD OPERATIONS

PROCEDURES DURING MEETINGS

BP 9260

It shall be the policy of the Board of Education that all citizens including school district employees and pupils are invited to attend meetings of the Board of Education at all times. In order to preserve the democratic process through orderly discussion, the following procedures shall be followed by the Board:

1. After the meeting has been officially opened the President of the Board or the presiding officer shall briefly state the position of the Board. If official action on the issue has not yet been taken the President may so state and may summarize briefly the arguments for and against the issue to be decided.
2. The Secretary of the Board of Education shall secure the names of all those persons wishing to be heard before the Board on the form provided for that purpose prior to the time the agenda item is presented by the President of the Board for consideration. The President of the Board shall exercise his/her sole discretion in recognizing persons rising to be heard without prior written notice unless otherwise directed by a majority vote of the Board.
3. After the speakers for and against the issue have been heard the President shall indicate that questions pertaining directly to the issue involved will be answered by the Board. Anyone speaking to the Board may not speak for more than ~~five (5)~~ *three (3)* minutes unless that time limit is waived by the Board President or a majority of the Board, *not exceeding a twenty (20)-minute time limit on one agenda item and 30 minutes for public non-agenda items*. No speaker may transfer his/her ~~five (5)~~ *three (3)* minute speaking time to another speaker.
4. All petitions to the Board shall be considered only if presented to the Secretary (Superintendent) in writing in time to be placed on the agenda. Petitions not presented in time shall be considered at the next regular meeting called for consideration of the request.
5. Undue interruption or other interference with the orderly conduct of Board of Education business cannot be allowed. Defamatory or abusive remarks are always out of order. The Chair may terminate the speaker's privilege of address if, after being called to order, he/she persists in improper conduct or remarks.