



Educator Effectiveness

Block Grant Plan

CONTINUOUS IMPROVEMENT
EVERY STUDENT, EVERY DAY
RELATIONSHIPS MATTER

November 18, 2021

Overview



- + Background
- + Expenditure Plan

Background



- + The State Budget via Assembly Bills 130 and 167 included one-time \$1.5B for the Educator Effectiveness Block Grant (EEBG).
- + Per CDE, the expected allocation for Laguna Beach Unified School District will be \$757,860 in one-time funds for expenditure in 21-22, 22-23, 23-24, 24-25, and 25-26.
- + As a condition of receiving the Educator Effectiveness Block Grant funds, the District must share the EEBG plan at a public meeting before its adoption in a subsequent public meeting. The plan must be adopted on or before December 20, 2021.
- + Annual reports are required by September 30 of each year and a final report must be made to CDE by September 30, 2026, outlining expenditures and the number of educators receiving professional development.
- +

Background



Funds must be used to support professional learning within a set of allowable uses for certificated teachers, administrators, and paraprofessionals, including the following:

- 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.
- 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.
- Practices and strategies that re-engage pupils and lead to accelerated learning.
- Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multi-tiered systems of support, 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.
- 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.
- New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision(c).
- Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Expenditure Plan

To strategically determine professional learning needs and goals for this grant, staff will utilized a backward mapping process to analyze and utilize the following:

1. Student outcomes for academics, social-emotional wellness, and behavior,
2. Annual goals,
3. Staff surveys,
4. Research related to sustainable professional learning design, and
5. Group planning, including but not limited to administrators, support staff, department chairs, grade level leads, instructional coaches, and district leadership workgroups.

District Goals

GOAL 1

COLLEGE and CAREER-READINESS SKILLS

Multi-Tiered Systems of Support

[Essential Learning, Assessment System,
Targeted Interventions, and PLCs]

Extended Learning Opportunities

[Summer Learning, Early College Credits,
Online Learning, After-School Support]

Early Learning Program

[Universal TK, Early Intervention]

Career Education

[K-12]

GOAL 2

SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY

School-Based Mental Health Services

[Awareness, Screeners, Intervention,
new Wellness Centers]

Social-Emotional Support

[Curriculum, MTSS Assessment & Intervention,
ChallengeSuccess, Restorative Practices]

Student Agency

[Strengths-Based Learning,
Thrively, Portfolium, Student
Voice & Choice]

GOAL 3

SAFE, EQUITABLE, and INCLUSIVE SCHOOLS

Safety

[SRO partnership, Risk Assessments,
Emergency Planning]

Equity

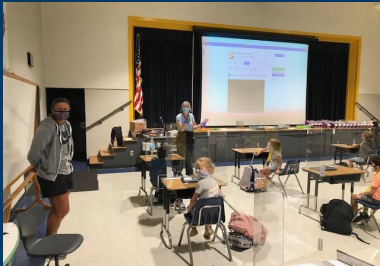
[Awareness, Access, Individualized Services,
Language Development, and Resources]

Parent Engagement & Involvement

[Communication, Workshops,
Access to At-Home Resources,
Framework Alignment]

EEBG Planned Expenditures for GOAL 1:

Develop **COLLEGE and CAREER READINESS SKILLS** through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship



- Professional development that supports sustainable **Professional Learning Communities** (ELOs, CFAs, targeted intervention, enrichment)
 - **Instructional coaches** at each school for staff in the areas of high priority instructional needs, vulnerable students, or school/district goals
 - **New teacher institute** for signature practices and assessment
 - **Professional learning opportunities in the area of literacy** that support 1) **student choice, voice, and agency** (i.e., workshop model, conferring, book clubs, classroom libraries, and student notebooks) and 2) **structured language and literacy intervention**, including OG strategies
 - Professional development that supports **problem-based learning in the area of mathematics**, including Cognitive Guided Instruction, data science, financial literacy, and statistical analysis
- **Early Learning Program** staff training (preschool, transitional kindergarten, and kindergarten)
- **Cross-curricular and integrated research skills**, including Authentic Exploratory Research (AER) Program, interest-based projects and passion projects
- Development of more flexible **blended and online secondary courses** and **expanded pathway development**

EEBG Planned Expenditures for GOAL 2:

Foster
**SOCIAL-EMOTIONAL
COMPETENCIES** and
SELF-IDENTITY through
student agency,
engagement, resiliency, and
positive relationships



- Professional development that supports **personalized learning**, including differentiation strategies, student voice and choice, and flexible learning
- **Collaborative development of Portrait-of-a-Graduate** experiences, assets, competencies, and knowledge
- Professional learning that supports a **proactive approach to behavioral supports and school culture**, including Positive Behavior Interventions and Supports (PBIS) program, alternatives to suspensions program, progressive discipline matrix, and restorative practices
- **Positive self-identity and school climate programs**, including SEL, character, growth mindsets, anti-bias and bullying, digital citizenship, cybersafety, mindfulness, and interest/strengths-based learning

EEBG Planned Expenditures for GOAL 3:

Ensure **SAFE, EQUITABLE, and INCLUSIVE SCHOOLS** through caring learning environments, targeted support, strategic planning, and stakeholder engagement



- Professional development for student learning and intervention practices within the **Multi-Tiered System of Support (MTSS)** tiers 1, 2, and 3
- Continued **development of school-based comprehensive assessment systems**
- **Data analysis and intervention support** for school MTSS programs
- **Progressional growth support for Paraeducators and Instructional Aides** to develop additional expertise and certifications
- Support for the implementation of the **CA ELD Roadmap** with Integrated ELD instructional strategies for Tier I and II support
- Expand opportunities for **learning walks within LBUSD school as well as visits to other schools** with model programs and innovative practices



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