Orange Unified School District Draft Plan
Educators Effectiveness Block Grant

November 18, 2021

Background

AB 167 - Section 9

❖ Approved by the Governor on September 23, 2021

❖ Funds are to be distributed to school districts, county offices and charter schools based on each LEA's total staff FTE (certificated and classified).

❖ While the dollars are generated by the entire staff, they are to be **spent on professional development only for those staffers (certificated or classified) who work or interact with students**, in 10 general areas of focus

❖ On or before December 30, 2021, develop and adopt a plan delineating the expenditure of funds. The plan shall be presented in a public meeting of the governing board of the school district before its adoption in a subsequent public meeting.

❖ Funding subject to audits and detailed expenditure information must be reported on a yearly basis.

❖ OUSD's allocation is $7,468,622, and funds must be expended by June 30, 2026.

10 Focus Areas

Educator Effectiveness Block Grant

(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.

- ❖ Coaching support provided to educators by Teachers on Special Assignment and Instructional Specialists
- ❖ Cognitive Coaching training for Teachers on Special Assignment and Instructional Specialists

(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.

❖ Professional learning for teachers, administrators, other certificated staff, and paraprofessionals on standards aligned instruction, including best practices to improve literacy in all subject areas

LITERACY

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

- ❖ Professional learning for teachers, administrators, other certificated staff and paraprofessionals...
  - ➤ To engage students in active and relevant learning, in order to accelerate their achievement and increase success at meeting grade level standards.
  - ➤ On grading practices that accurately reflect a student's academic level of performance, exclude non academic criteria, and use mathematically sound calculations and scales.
  - ➤ To effectively analyze data and have opportunities for coaching around planning for incorporating necessary supports so that students effectively achieve on grade level standards.

(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.

❖ Professional learning for teachers, administrators, other certificated staff and paraprofessionals...
  ➢ Will be provided to support social emotional learning, trauma-informed practices and suicide prevention through evidence-based practices.
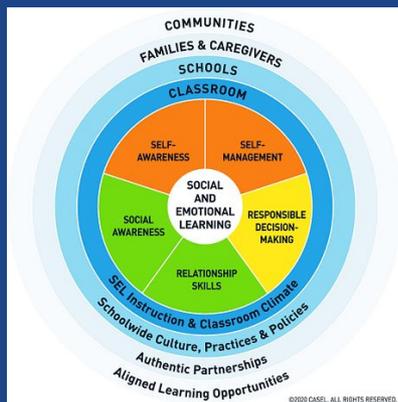
(5) **Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multi tiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, 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.**

❖ Provide professional learning for educators that supports positive, preventative behavior management as part of a multi-tiered system of supports, including restorative practices and positive behavioral interventions and support
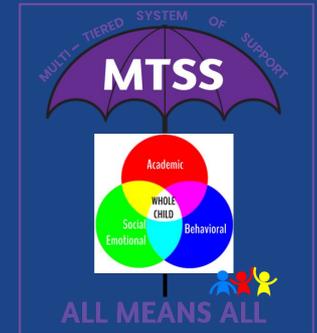
(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

- ❖ Professional learning for certificated and classified educators to support...
  - ➢ Co-teaching and universal design for learning
  - ➢ Implementation of best practices for students 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.

❖ Expand professional learning for teachers, administrators, other certificated staff and paraprofessionals, including Guided Language Acquisition and Design (GLAD) and Thinking Maps Path to Proficiency.
❖ Provide professional learning for secondary content teachers to incorporate integrated English Language Development best practices into core subject areas.
❖ Expand professional development opportunities for Dual Immersion teachers.

English Language LEARNERS

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

(c) To ensure professional development meets educator and pupil needs, local educational agencies are encouraged to allow school site 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.

❖ Teachers, administrators, other certificated staff, and paraprofessionals may identify additional topics of professional learning that meet their educator and pupil needs.

(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.**

❖ Increase awareness of the ethnic studies framework, including listening sessions with educational partners to define what ethnic studies means to our community

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

❖ Evidence based professional learning will be provided to early childhood certificated and classified educators on classroom management strategies and classroom structures that can turn everyday situations into learning opportunities.

Next Steps

❖ Analyze latest teacher survey to determine common themes of professional learning needs
  ➢ Follow-up survey based on those themes
❖ Survey paraprofessionals to determine professional learning needs
❖ Survey administrators to determine areas of need
❖ Plan will come to board in December for final approval
❖ Follow-up presentations to board on details of how funding is being spent

Questions?