

**EDUCATOR EFFECTIVENESS BLOCK GRANT 2021
OCEANSIDE UNIFIED SCHOOL DISTRICT**

Local Educational Agency (LEA) Name	Contact Name and Title	Email Address	Phone Number
Oceanside Unified School District	Dr. Julie Vitale, Superintendent	julie.vitale@oside.us	(760) 966-4000

Total amount of funds received by the LEA	Adoption Date
\$3,979,250.00	December 14, 2021

The Educator Effectiveness Block Grant (EEBG) is a program that provides funds to county offices of education, school districts, charter schools, and state special schools for professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained 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 meeting. Funds may be expended for the purposes identified in Assembly Bill 130, Chapter 44, Section 22 and Assembly Bill 167, Chapter 252, Section 9 and mentioned below in the “Allowable Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Allowable Use of Funds	Planned Use of Funds	Planned Expenditure
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,	<u>Connected to LCAP Goal 1: Actions 2, 7, 14, 18</u> Provide professional development for all newly hired classified, certificated, and administrative staff prior to beginning assignments at school sites with ongoing support and professional development as they begin their assignments. The focus of this work is to ensure that all staff members enter school campuses with the skills and support needed to effectively engage in the work with organizational knowledge, pedagogy,	2021-26 = \$200,000 (EE) 2021-26 = \$425,000 (SE)

<p>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.</p>	<p>and professional support to meet the needs of students.</p>	
<p>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.</p>	<p>Connected to LCAP Goal 1: Actions 1, 3, 9 Improving literacy through student engagement in standards aligned curriculum is critical in supporting all learners, grades PK-12 as they become college and career ready. Achieving this will require professional development for teachers in all content areas and professional engagement focused on curricular alignment that is focused on the strategic building work that is needed to ensure that students reach expected milestones at each grade level within content areas.</p> <p>At the secondary level this will require the purchase of necessary curriculum for content areas that will support standards aligned teaching and support for students. In addition, this will require a secondary MTSS TOSA who will provide expert level professional development and support to teachers to ensure the success of the implementation of this goal.</p>	<p>2021-26 = \$200,000 (EE) 2021-26 = \$500,000 (SE)</p>
<p>3. Practices and strategies that reengage pupils and lead to accelerated learning.</p>	<p><u>Connected to LCAP- Goal 1: Actions 12, 13,15,</u> To increase graduation rates and close the achievement gaps, targeted supports and enrichment opportunities will be provided to students. This will include training for teachers in the area of Advancement Via Individual Determination (AVID) strategies and student access to AVID.</p>	<p>2021-26 = \$300,000 (EE) 2021-26 = \$500,000 (SE)</p>

	<p>Student access to before, during, and after school credit recovery and/or tutoring, targeted content area support and enrichment/intervention programs for all students PK-12 will be supported.</p> <p>In addition, direct monitoring and engagement of students will be provided at the secondary level through an engagement TOSA who will monitor and engage with students listed as needing extended support at the secondary level.</p> <p>To further support students in grades PK-12 the American School Counselor Association (ASCA) training will be provided to counselors who will fully integrate this training into their practices to further ensure the success of students.</p>	
<p>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.</p>	<p><u>Connected to LCAP- Goal 2: Actions 3, 4, 5,,8</u></p> <p>To support the growing social-emotional needs of students, increased training and access to mental health providers for school sites are priorities. This will require release time for professional development, contracted services with mental health providers, and access to high quality programs that students can access to improve their well-being.</p>	<p>2021-26 = \$150,000 (EE) 2021-26 = \$150,000 (SE)</p>
<p>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 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</p>	<p><u>Connected to LCAP Goal 2: Actions 1, 2, 4, 6</u></p> <p>To ensure that our schools maintain a positive school climate, it is essential to implement practices that are sustainable and consistently implemented. Training and implementation in the areas of:</p> <ol style="list-style-type: none"> 1. Restorative Practices 2. Multi-tiered Systems of Support 3. GLSEN training 4. RIR (Recognize, Interrupt, Repair) Protocol 5. Love and Logic 	<p>2021-26 = \$100,000 (EE) 2021-26 = \$100,000 (SE)</p>

<p>expression, language, nationality, race or ethnicity, religion, or sexual orientation.</p>	<p>In addition to the training listed above, offerings will also address issues of bullying that arise on school campuses.</p>	
<p>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.</p>	<p><u>Connected to LCAP Goal 1: Action 10, 13, 14</u> To strengthen inclusive practices staff, release time will be provided to help support the efforts of Education Specialists, Coordinator IIs, and department leads to work with staff in developing plans in the best interest of students. Additionally, sessions with professional legal agencies to ensure sites are addressing the legal obligations within the development and monitoring of IEPs will be provided. This training will expand to include assistant principals and counselors along with site administration, when training is focused on increasing understanding related to areas such as: Least Restrictive Environment, student discipline (including students with exceptional needs), and Section 504 Plans.</p>	<p>2021-26 = \$100,000 (EE) 2021-26 = \$100,000 (SE)</p>
<p>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.</p>	<p><u>Connected to LCAP Goal 1: Actions 2, 18</u> Supporting the needs of our multilingual learners (MLLs) is an ongoing District priority. Ensuring the language acquisition and academic growth of our MLLs will require establishing the uniform district-wide implementation of both integrated and designated English Language Development (ELD). This will be supported through use of both in-district TOSAs and support staff as well as external consultants, such as those provided by the San Diego County Office of Education (SDCOE). In addition, access to training on enhanced instructional curriculum and materials that support best practices with optimum available curriculum will allow for the implementation of refined instructional approaches in order to support the language development of multilingual learners. The need to increase provisions</p>	<p>2021-26 = \$340,000 (EE) 2021-26 = \$400,000 (SE)</p>

	<p>at both the elementary and secondary school levels to support bilingual programs and increase the reclassification rates at all levels is evident. To help teachers with student motivation and focus, the District will develop and support options for the Seal of Biliteracy through the district's Two Way Bilingual Immersion program and will support teaching and learning as students take the Spanish Language and Culture Advanced Placement test at the middle school level.</p>	
<p>8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).</p>	<p><u>Connected to LCAP Goal 1: Action 14</u> School sites and content staff are encouraged to identify areas of improvement based on SPSA and WASC needs assessments and will identify topics and actions for improvement efforts. Staff will engage in both local (District) and external professional learning networks of educators and leaders to engage in PL activities to increase effective instructional practices through collaboration, coaching, and expert support. Cycles of feedback and reflection will include a focus on the 5D Instructional Framework, academic content alignment for existing courses, grading practices, and for the development of new learning opportunities for students.</p>	<p>2021-26 = \$80,000 (EE) 2021-26 = \$80,000 (SE)</p>
<p>9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to EC Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.</p>	<p><u>Connected to LCAP Goal 1: Actions 1, 3</u> The District previously adopted an Ethnic Studies course which was first offered as an elective course during the 2019-2020 school year. As a result of the signing of AB 101, the District will invest additional time and funds to investigate the most appropriate revisions to the course to be offered by 2024-2025 in order for students to fulfill the anticipated graduation requirement by the 2029-2030 academic year. Since the course needs to be in place by the 2024-25 academic year, and considering that fund availability</p>	<p>2021-26 = \$75,000 (SE)</p>

	is through the 2025-2026 academic year, teams will need to convene in a manner that will best suit the needs of our diverse student population and the community as a whole.	
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.	Connected to LCAP Goal 1: Actions 1, 14 Teachers and staff working in the Early Childhood Education programs are supported with training on best practices related to areas such as data tracking, the Desired Results Developmental Profile (DRDP), and behavioral modifications, especially for students with exceptional needs. Training and support may require release time or compensation for training time for topics related to early childhood education.	2021-26 = \$125,250
Total		\$3,979,250.00

Note:

“The education trailer bill, [AB 130, Chapter 44, Section 22](#) (Statutes of 2021, EC Section 41480), contains the requirements for the Educator Effectiveness Program.”

“LEAs shall submit an annual data report and an annual expenditure report detailing expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators or classified staff that received professional development. The annual data and expenditure reports are due on or before September 30 of each year.”

“As a condition of receiving funds LEAs shall on or before September 30, 2026, report detailed final data and expenditure information to the CDE, including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development. Any funds not expended by June 30, 2026 must be returned to the CDE.”