

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
SPECIAL MEETING**

*Trustees .  
John Paff, President  
Brian Swanson, Clerk  
Cristy Dawson  
Dr. Frank Rivera III  
Carolyn Swanson*

**DATE:** Monday, December 13, 2021

**TIME:** 6:00 p.m. Open Session

**LOCATION: IN PERSON**

Pacific Grove Unified School District Office  
435 Hillcrest Avenue  
Pacific Grove, CA 93950

**VIRTUAL MEETING:**

Join Zoom Meeting

<https://pgusd.zoom.us/j/89253214273?pwd=a1o5SVd5bm1sdENGQ1BVbnArTXRxUT09>

Meeting ID: 892 5321 4273

Passcode: 727521

One tap mobile

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The Board of Education welcomes you to its meetings, which are regularly scheduled for the first and third Thursdays of the month. Regular Board Meetings shall be adjourned by 10:00 pm, unless extended to a specific time determined by a majority of the Board. This meeting may be extended no more than once and may be adjourned to a later date. Individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent at least two days before the meeting date.

Any writings or documents that are public records and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 435 Hillcrest Avenue, Pacific Grove during normal business hours.

**AGENDA AND ORDER OF BUSINESS**

**I. OPENING BUSINESS**

- A. Call to Order
- B. Roll Call
- C. Adoption of Agenda

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Trustees: Paff \_\_\_ B. Swanson \_\_\_ Dawson\_\_\_ Rivera \_\_\_ C. Swanson \_\_\_

- D. Pledge of Allegiance

**II. PUBLIC HEARING**

- A. Educator Effectiveness Block Grant Plan 2021-2026  
 Recommendation: (Ani Silva, Director of Curriculum and Special Projects; Dr. Larry Haggquist, Teacher On Special Assignment) The District Administration recommends the Board hold a Public Hearing for the Educator Effectiveness Block Grant 2021-2026.

Open Public Hearing \_\_\_\_\_ Close Public Hearing \_\_\_\_\_

**III. ADJOURNMENT**

Next Board meeting will be the Organizational/regular meeting on December 16, 2021 – District Office/Virtual

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

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**SUBJECT:** Educator Effectiveness Block Grant Plan 2021-2026

**DATE:** December 13, 2021

**PERSON(S) RESPONSIBLE:** Ani Silva, Director of Curriculum and Instruction;  
Dr. Larry Haggquist, Teacher On Special Assignment

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**RECOMMENDATION:**

The District Administration recommends the Board hold a Public Hearing for the Educator Effectiveness Block Grant 2021-2026.

**BACKGROUND:**

In October of 2021, the California Department of Education (CDE) released the district allocation for the Educator Effectiveness Block Grant (EEBG), which is funding supported by AB 130, a bill signed into law on July 9<sup>th</sup>, 2021. The EEBG allocation to PGUSD is \$618,903. Expenditure reports of EEBG funds must be submitted yearly before September 30<sup>th</sup>, and the final expenditure deadline is June 30<sup>th</sup>, 2026.

EEBG funds are one-time funds to be used for professional learning purposes. The CDE has outlined 10 areas of professional learning for which funds may be used. An abbreviated description of each of these areas is provided below:

- |  |   |
|--|---|
| 1. Teacher coaching  | 8. Staff identified PD that incorporates active learning, models effective practice, provides coaching and expert support, offers feedback and reflection, and is of a sustained duration |
| 2. Literacy across all subject areas                             | 9. Incorporating ethnic studies curriculum  |
| 3. Pupil re-engagement and accelerated learning                  | 10. Early childhood education or child development  |
| 4. Social-emotional learning (SEL) and trauma informed practices |   |
| 5. Creating a positive school climate                            |   |
| 6. Inclusive practices and Universal Design for Learning (UDL)   |   |
| 7. Language acquisition and English learner (EL) support         |   |

There are two conditions for receipt of EEBG funds. These conditions are:

1. Each LEA must adopt a plan delineating how the funds will be spent. This plan must be presented to the governing board prior to its adoption at a subsequent meeting.
2. Each LEA must submit a report detailing expenditures prior to September 30<sup>th</sup> of each year. A final report must be submitted prior to September 30<sup>th</sup>, 2026.

It is important to note that refinements and revisions to the plan can be made throughout the term of EEBG funding.

**INFORMATION:**

A copy of the plan is attached to this Board cover sheet for public review.

**FISCAL IMPACT:**

Total grant funding allocated to Pacific Grove Unified School District is \$618,903



www.pgusd.org

## PACIFIC GROVE UNIFIED SCHOOL DISTRICT

435 Hillcrest Avenue Pacific Grove, CA 93950

**Ralph Gomez Porras**  
Superintendent  
(831) 646-6520  
Fax (831) 646-6500  
rporras@pgusd.org

**Song Chin Bendib**  
Assistant Superintendent  
Business Services  
(831) 646-6509  
schinbendib@pgusd.org

### **PUBLIC HEARING NOTICE**

The Pacific Grove Unified School District Governing Board will hold a public hearing on Monday, December 13, 2021 to provide an opportunity for the community to comment on the following:

## **EDUCATOR EFFECTIVENESS BLOCK GRANT**

The hearing will be held during a special Governing Board meeting, which begins at 6:00 p.m. This meeting is being held in person at the District Office, 435 Hillcrest Avenue, Pacific Grove, or virtually. To join the virtual meeting, please visit our website for Zoom link at [www.pgusd.org](http://www.pgusd.org)

Posted: November 17, 2021

EDUCATOR  
EFFECTIVENESS  
BLOCK GRANT  
PLAN

Pacific Grove  
Unified School  
District

This plan must be presented at a public meeting before its adoption in a subsequent public meeting before December 30th, 2021

Contents

Educator Effectiveness Block Grant Plan 2

EEBG Plan for PGUSD 3

    Pillar 1: Equity 3

    Pillar 2: Academic Challenge 3

    Pillar 3: Quality Instruction 4

    Pillars 4, 5, & 6: Positive, Safe, Stimulating Environment 4

EEBG Proposed Budget 5

Background Information 6

    Professional Learning Communities (PLC) 6

    Universal Design for Learning (UDL) 7

    Multi-tiered Systems of Support (MTSS) 8

Considerations 8

References 9

## **Educator Effectiveness Block Grant Plan**

In October of 2021, the California Department of Education (CDE) released the district allocation for the Educator Effectiveness Block Grant (EEBG), which is funding supported by AB 130, a bill signed into law on July 9<sup>th</sup>, 2021. The EEBG allocation to PGUSD is \$618, 903.00. Expenditure reports of EEBG funds must be submitted yearly before September 30<sup>th</sup>, and the final expenditure deadline is June 30<sup>th</sup>, 2026. EEBG funds are one-time funds to be used for professional learning purposes. The CDE has outlined 10 areas of professional learning for which funds may be used. An abbreviated description of each of these areas is provided below:

- |  |   |
|--|---|
| 1. Teacher coaching  | 8. Staff identified PD that incorporates active learning, models effective practice, provides coaching and expert support, offers feedback and reflection, and is of a sustained duration |
| 2. Literacy across all subject areas                             | 9. Incorporating ethnic studies curriculum  |
| 3. Pupil re-engagement and accelerated learning                  | 10. Early childhood education or child development  |
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| 5. Creating a positive school climate                            |   |
| 6. Inclusive practices and Universal Design for Learning (UDL)   |   |
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There are two conditions for receipt of EEBG funds. These conditions are:

1. Each LEA must adopt a plan delineating how the funds will be spent. This plan must be presented to the governing board prior to its adoption at a subsequent meeting.



2. Each LEA must submit a report detailing expenditures prior to September 30<sup>th</sup> of each year. A final report must be submitted prior to September 30<sup>th</sup>, 2026.

It is important to note that refinements and revisions to the plan can be made throughout the term of EEBG funding.

### **EEBG Plan for PGUSD**

Thought leader Peter Senge identified team learning as a critical—if not the most critical—component of any successful organization. He explained that through collaborative learning organizations can collectively [become more insightful], more intelligent than [they] can possibly be individually” (Senge, 2006, p. 221). According to Senge, effective team learning in combination with a shared vision of the future can unlock “staggering potential” within an organization. With this guidance in mind, the EEBG Plan for PGUSD has been designed in alignment with the district mission (it’s shared vision for the future), a mission which emphasizes equity, academic challenge, and quality instruction, in a positive, safe, and stimulating environment. Each one of these organizational pillars are represented in the plan, as the goal of professional development (PD) is to assist in carrying out the district’s vision with intentionality and purpose.

#### ***Pillar 1: Equity***

Equity work that has been outlined in the district [Equity Plan](#) will continue to be supported through EEBG funds, however, most of the costs for equity training are covered by ESSER III funding (see Table 1). The CDE has mandated that districts offer a semester long ethnic studies course by the 2025-26. The EEBG plan has been designed with this mandate in

mind, as PD opportunities will need to be provided for staff to learn about and develop the new curriculum.

### ***Pillar 2: Academic Challenge***

The EEBG plan will support the pillar of Academic challenge by offering PD in the area of professional learning communities (PLC's) at PGHS, Universal Design for Learning (UDL) at PGMS, and Tier 1 intervention strategies at all sites. These site-specific PD needs have been identified by site leaders and have been communicated with staff. Additionally, EEBG funds will support the addition of instructional leadership teams (ILT's) at PGMS and PGHS. These teams will lead work related to curriculum and instruction and progress monitoring in coordination with site administration and the TOSA's at each site.

### ***Pillar 3: Quality Instruction***

The pillar of quality instruction is addressed in the EEBG expenditure plan through the continuation of two TOSA positions, a 1.0 FTE position for intervention and support teachers at the elementary sites, and funding for instructional leadership teams (ILT's) at PGMS and PGHS. The TOSA's along with the ILT's will help guide team learning through a process-based approach to PD, so that PD opportunities become vehicles for "system coherence" rather than passive knowledge or "wasted energy" as Senge (2006) warns. EEBG funds will also be used to support multi-tiered systems of support (MTSS) training at PGMS.

### ***Pillars 4, 5, & 6: Positive, Safe, Stimulating Environment***

One of the biggest obstacles to learning in the current pandemic era eduscape (educational landscape) is the social and emotional vulnerability of the students and staff

(Hamilton & Gross, 2021). Research indicates that 30-40 percent of students have “experienced negative impacts on their mental or social-emotional health during the pandemic” (p.6). This global reality is supported by institutional data within PGUSD and points to a need for organizational learning and support in the area of social emotional learning (SEL). The EEBG plan has earmarked funding for mental health counseling and SEL professional development for the purpose of promoting a positive, safe, and stimulating learning environment—especially for some of our most vulnerable students.

**EEBG Proposed Budget**

Estimated costs of each of the budget items outlined above are included in the table below. The budgeted items have been categorized in relation to the pillars of the organizational vision that they support.

Table 1

*Educator Effectiveness Block Grant Preliminary Budget*

<b>Budget Items by Category</b>	<b>Estimated Cost</b>
<b>Equity</b>	
<ul style="list-style-type: none"> <li>● Equity work with Dr. Nunez and Dr. Flores (\$76, 350 + \$15,000 for release time and teacher and classified paid time for non-contract days covered by ESSER III funds)</li> <li>● Continuation of summer planning, including selection and alignment of curriculum and assessments to state frameworks and incorporation of culturally relevant practices (2023-24) at PGMS</li> </ul>	<p>\$0.00</p> <p>\$14, 000</p>

- Continuation of summer planning, including selection and alignment of curriculum and assessments to state frameworks and incorporation of culturally relevant practices. Also, development of Ethnic Studies class (2023-24) at PGHS \$14, 000

**Academic Challenge**

- Professional Learning Communities PD at PGHS \$5, 000
- UDL Training (covered by MCOE) \$0.00
- ILT at PGHS (2022-23) (7 members @ \$62.40 not to exceed 30hours) \$13, 104
- ILT at PGMS (2022-23) (7 members @ \$62.40 not to exceed 30hours) \$13, 104

**Quality Instruction**

- TOSA PGHS (2023-24) \$137, 500
- TOSA PGMS (2023-24) \$137, 500
- 1.0 FTE Elementary Intervention (2023-24) (Tier 1 classroom support) \$100, 000
- Elementary Social Studies Adoption Optional Training Day (\$62.40/hr x 6 hours x 50 people) \$18, 720
- UDL 2021-22 (cost covered by MCOE) \$0.00
- Multi-tiered Systems of Support (MTSS) 2022-23 Training at PGMS \$5, 000

**Positive, Safe, Stimulating Environment**

- Mental Health Counselor at PGHS (SEL PD included) \$100, 000
- Elementary SEL Counselor (2022-23) .5 FTE (2022-23) (SEL PD included) \$60, 000
- Miscellaneous PD costs \$975

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**Total**

618, 903

## **Background Information**

Some of the programs referenced above may require further description for those who are not familiar with popular curriculum and instruction programs and related terminology. A brief description of three of these programs—Professional Learning Communities (PLC’s), Universal Design for Learning (UDL), and Multi-tiered Systems of Support—are provided below.

### ***Professional Learning Communities (PLC)***

The PLC is a systematic approach to managing teacher collaboration. According to DuFour and DuFour (2009), a standard PLC should have six essential features:

1. A shared mission and vision
2. A collaborative culture with a focus on learning
3. Collective inquiry into best practice and current reality
4. Action orientation: learning by doing
5. A commitment to continuous improvement
6. Results orientation

Using this framework as a guide, teachers collectively examine student outcomes and work collaboratively to share best practices and explore new ways to enhance student learning.

Although the PLC is not a new concept and some PLC elements are in place at PGHS, there remains a professional development need in this area. For more information on PLC’s, click the following link: [What is a "Professional Learning Community"?](#)

### ***Universal Design for Learning (UDL)***

UDL is an approach to teaching and learning that emphasizes equitable practices and promotes Tier 1 intervention strategies. The UDL framework is built upon 3 fundamental pedagogical principles:

1. Engagement
2. Representation
3. Action and Expression

To “engage” students, teachers choose topics relevant to their students’ lives, offer multiple means of exploring understanding, create collaborative experiences, and attempt to make learning fun. The “representation” of material under a UDL approach considers the diversity of ways by which students learn. Lessons are designed to address and appeal to multiple learning styles, so that non-traditional learners have a better chance to access understanding. The “action and expression” element of the UDL framework addresses assessment of student understanding. UDL assessment practices provide multiple-ways for students to demonstrate understanding. For more information on UDL, click the following link: [Universal Design for Learning](#)

### ***Multi-tiered Systems of Support (MTSS)***

MTSS is an umbrella term that describes a systematic way that schools can provide intervention and support to struggling students. Two popular tiered programs that fit the MTSS model are Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). RTI focuses on students whose needs are primarily academic in nature, while PBIS focuses on behavioral or social emotional needs, which may be impacting student academic performance. Now that PGMS has a strong PLC structure in place, using professional

development time to develop and enhance the multi-tiered systems is a logical next-step for the faculty. For more information on MTSS, click the following link: [Multi-tiered Systems of Support](#)

## **Considerations**

It is important to note that this plan was designed with intent to give direction to the expenditure of funds while allowing for necessary flexibility and potential modifications that may need to occur during the 5-year term of the funding. Regular environmental scanning will help guide the decisions related to the expenditure of EEBG funds. As the California Department of Education has stated, “there is nothing in statute that prohibits receiving entities from amending the plan at a later date.” (personal communication, December 3<sup>rd</sup>, 2021).

## **References**

- DuFour, R., & DuFour, R. (2009). *Revisiting professional learning communities at Work®: New Insights for Improving Schools*. Solution Tree Press.
- Hamilton, L., & Gross, B. (2021). How Has the Pandemic Affected Students' Social-Emotional Well-Being? A Review of the Evidence to Date. *Center on Reinventing Public Education*.
- Senge, P. (2006). *The fifth discipline; The art and practice of the learning organization*. Random House.