

**EDUCATOR EFFECTIVENESS BLOCK GRANT 2021
EXPENDITURE PLAN**

LEA Name:	Contact Name:	Email Address:	Phone Number:
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Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$134,681	11/9/2021	12/16/2021

Describe how the LEA is coordinating Title II funds with the expenditure of Educator Effectiveness Block Grant funds to support teachers and administrators.

Title II funds are currently allocated toward PD for Tier 1 literacy instruction, through a partnership with the Achievement Network (ANet). Our plans for expenditure of the Educator Effectiveness Block Grant (EEBG) funds complement but do not supplant these plans. The EEBG funds will be spent on:

- Staff professional development from the Teaching Well, aimed at retaining teachers and promoting teacher self-awareness, self-management, social awareness, and relationships throughout the instructional day (including during Tier 1 literacy instruction)
- An Ethnic Studies Coordinator Teacher on Special Assignment to provide coaching and PD related to Ethnic Studies, as well as effective, standards-aligned instruction in history-social science with embedded literacy strategies
- An Intervention Coordinator Teacher on Special Assignment to provide coaching and PD for Tier 2 academic intervention staff, including practices and strategies that reengage pupils and lead to accelerated learning

Describe how the LEA allowed schoolsite and content staff to identify the topic or topics of professional learning.

Professional learning from the Teaching Well, as well as the Ethnic Studies TOSA have been identified as core elements of our professional development plan as a direct result of school site feedback. We collect feedback at the end of each weekly PD session, as well as via a biannual staff survey. In both of these formats, staff members have celebrated and asked for more PD from the Teaching Well and related to Ethnic Studies.

PD for our intervention staff is new because our intervention program is a new program, funded by ESSER. Now that our programs are staffed and students' diagnostic data has been collected, Content Directors at the LEA's central office have identified PD as a need to ensure aligned implementation of research-based best practice.

(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.

Planned Activity:	Total Budgeted per Activity
Professional development from The Teaching Well for 1 year	\$35,000
Subtotal for this section	\$35,000

(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.

Planned Activity:	Total Budgeted per Activity
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Ethnic Studies Coordinator (Teacher on Special Assignment) at the central office to provide coaching and PD to social studies teachers related to standards-aligned, literacy-rich history-social science instruction (for 3 years)	\$50,000
Subtotal for this section	\$50,000

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

Planned Activity	Total Budgeted per Activity
Intervention Coordinator Teacher on Special Assignment (TOSA) at the central office to provide coaching and PD to school-site intervention staff, aimed at accelerating learning through a Tier 2 academic intervention program that includes intervention courses, small group instruction, and high dosage tutoring (for 3 years)	\$ 50,000
Subtotal for this section	\$50,000

(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.

Planned Activity	Total Budgeted per Activity
N/A	\$

(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 expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Total Budgeted per Activity
N/A	\$

(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.	
Planned Activity	Total Budgeted per Activity
N/A	\$

(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.	
Planned Activity	Total Budgeted per Activity
N/A	\$
Subtotal for this section	\$

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).	
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Planned Activity	Total Budgeted per Activity
N/A	\$

(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.	
Planned Activity	Total Budgeted per Activity
Ethnic Studies Coordinator (Teacher on Special Assignment) to provide coaching and PD to all teachers to incorporate ethnic studies pedagogy into their instruction	\$ (See item 2)

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.	
Planned Activity	Total Budgeted per Activity
N/A	\$

SUMMARY OF EXPENDITURES

Planned Activity	Total Budgeted per Activity
Subtotal Section (1)	\$35,000
Subtotal Section (2)	\$50,000
Subtotal Section (3)	\$50,000
Subtotal Section (4)	\$
Subtotal Section (5)	\$
Subtotal Section (6)	\$
Subtotal Section (7)	\$
Subtotal Section (8)	\$
Subtotal Section (9)	\$
Subtotal Section (10)	\$
Total Funds Budgeted	\$135,000

[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 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.**
- (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.