



Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide 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 “Planned 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.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
95424.00

The following table provides the LEA’s expenditure plan for how it will use EEBG 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 allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
<p>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.</p>	<p>Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils, they are teaching; Low-income, English Learners and Foster Youth have access to standards-aligned Instructional materials. Provide additional support for new teachers:</p> <p>Activities include but are not limited to:</p> <ol style="list-style-type: none"> 1. Professional Learning Opportunities (PLO) 2. Clear Credential Support 3. Highly Qualified Teacher (HQT) 4. New Teacher Materials and Supplies 5. BTSA Support Provider/TIPS 6. Mentor Teachers 7. Job Recruitment/Fair (Materials and supplies) 8. Strategies to improve beginning teacher retention and support through teacher induction programs 	<p>10,000</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>Provide professional development for Common Core State Standards Content Mastery for teachers in the area of ELA and Mathematics, newly adopted Social Science Framework, Science and Rigorous Lesson Design.</p> <p>Professional Development will be provided for all TK-8th grade teachers to build their capacity in educational pedagogy and assessment. Professional learning goals will meet the needs of all students especially Low-income students, English learners, and foster youth. The topics of the PD will be centered on our district’s</p>	<p>85,424</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>initiatives of high achievement for all students and closing the achievement gap.</p> <p>Activities include but are not limited to:</p> <ol style="list-style-type: none"> 1. Tulare County offices of Education (TCOE) Service Plans for ELA and Mathematics 2. DataWorks - Consultant contract for Language Acquisition Development; Title I supplemental funds) 3. Materials and Supplies 4. Add 2 additional In-Service Days for professional training to the Instructional Calendar for literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science. (To be negotiated with WTA) 5. Classified Staff - Provide Instructional Aides (IA) professional learning opportunities in the areas of common core standards training, instructional pedagogy/best practice, and student services to support teachers in the classroom. (Title I supplemental funds) 	
<p>3. Practices and strategies that reengage pupils and lead to accelerated learning.</p>	<p>Provide direct support for pupil academic achievement and mitigate learning loss related to COVID-19 school closures:</p> <p>Summer School/Extended Year: Offer Summer School for remediation, intervention, and enrichment course offerings principally directed towards at-risk, low-income, English Learners, and Foster Youth students. Our expectation is that these services will result in increased performance of students on CAASPP over the next three years.</p> <p>Activities include but are not limited to::</p> <ol style="list-style-type: none"> 1. Extended Day 	<p>0</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<ul style="list-style-type: none"> • Increase Teacher Hourly Rate of Pay from \$40.00 to \$50.00 incentivizing or enticing teachers to teach intervention after school. (To be negotiated with WTA). <p>2. Summer Learning (Summer School)</p> <ul style="list-style-type: none"> • Certificated and Classified Salary and benefits - Title I • Materials and Supplies • CORE Intervention Consultant Contract(s) • Enrichment Consultant Contract(s) <p>The achievement of Low-income and English Learners students on state assessments is below all students. To meet this need the district will provide intervention summer school principally directed towards English Learners, Low-income, and Foster Youth, and all students at risk of not progressing toward proficiency. It is WUSD's experience that English Learners, Low-income, and Foster Youth students are at greater risk of not achieving grade-level standards, not progressing towards proficiency, and are underrepresented in college. This action will help close the achievement gap for these 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>The district is adding social-emotional support personnel (expansion of psychological support services), principally directed, to support the social-emotional health of at-risk students including; low-income, English learners, and foster youth. SEL personnel train at-risk and trauma-affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</p>	0

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	Activities include but are not limited to: 1. COE Behavioral Health Support (BHS) Counselor/Special Services Contract. 2. Increase BHS Counselor Service Days by adding a day per week.	
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.	Positive Behavior Intervention and Supports (PBIS) at comprehensive and alternative education TK--8 settings in Woodville USD. Anticipated outcomes include using the PBIS framework to establish positive school culture, increase safety on campus, increase school attendance and academic achievement, decrease behaviors that impede learning, define/model/teach/reinforce behavioral expectations, and establish tiers of support for behavioral and social-emotional needs of students. Services will be principally directed towards LI, EL, FY, and Homeless students. Activities include but are not limited to: 1. Tulare County Office of Education (TCOE) Service Plan 2. Breakfast or lunch with the principal 3. Name on the announcements and/or “wall of fame” 4. Incentive giveaways/Student Store 5. Special field trips 6. Classroom freebies 7. \$5 fast food gift card 8. PBIS program implementation 9. Conference attendance for administration and workshop teachers 10. PBIS training for staff.	0
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.	The achievement of unduplicated special education students is below all students, to meet this need the district will enhance services to students with Individual Education Plans (IEPs) principally directed toward FY,	0

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>LI, and EL students or otherwise qualifying for Special Education programs/services.</p> <p>Activities include but are not limited to:</p> <ol style="list-style-type: none"> 1. WUSD will continue to use Supplemental funds (Title 1) for new programs to serve our special education students at the elementary school. This action will help close the achievement gap for these students. 2. Offer PLO for staff to increase awareness of IDEA, program services, and strategies for SWD. 3. Additional Materials and Supplies and electronic programs. 4. Provide one certificated staff member for an extended year of learning for SWD (Salary and Benefit). 5. PLC training for all staff on Universal Design Learning (UDL) and Instructional Rounds. 	
<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>Provide support to English Learner students with Designated and Strategic ELD programs.</p> <p>Activities include but are not limited to:</p> <ol style="list-style-type: none"> 1. Training and Support from TCOE to increase the achievement of ELs on the ELPAC Assessment. 2. Contract Services with DataWorks. 3. TCOE ELPAC Training for Instructional Aides to support annual assessment administration. 4. Additional Hours for Classified Support Staff in the administration of the ELPAC State Assessment 5. CLASSIFIED STAFF - Instructional Aides; Salaries and Benefits (TITLE I Funds) to support teachers in the classroom. Add one EL Resource (60% FTE) to support ELPAC and EL Learners Assessments (Title III Funds). 6. Provide an English workshop for all identified English Learners. 7. Develop a data tracking and analysis model to inform decisions. 	<p>0</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>8. Train staff on EL process, procedures, and best practices.</p> <p>9. Purchase supplemental curriculum and materials for identified English Learners.</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>Maintain competitive substitute pay rate with surrounding school districts in Tulare County to promote teacher collaboration time for the implementation of PLC, Instruction Rounds, and absenteeism.</p> <p>Activities Include:</p> <ol style="list-style-type: none"> 1. Teacher professional development school business day(s) 2. PLC collaboration 3. Cover staff absenteeism 4. Instructional Rounds classroom visit/pedagogy data collection observations 5. Networking with other districts engaging in educational-related professional learning and debriefing on effective pedagogy practices. 	0
<p>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.</p>	<p>TCOE Readership network is comprised of teachers, coaches, and leaders from Tulare County. The network is led by the English Language Arts team at Tulare County Office of Education's Educational Resource Services department. We convene four sessions during the school year at Network Meetings to focus on culture and mindset, reading instructional practices, content pedagogy, and continuous improvement. Teachers receive over 100 books for their classroom that are High Quality Diverse Literature, professional resources, five days of coaching, and the opportunity to network alongside other schools. Additionally, districts receive hundreds of books to go into the hands of students. Our focus is on engaging the community in literacy, providing access to high-quality culturally diverse</p>	0

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	reading material, conducting student empathy interviews, and empowering teachers and leaders.	
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.	<p>Provide early learning support for 0-5 years of age to enable them to enter school ready to learn, including English Learners, LI, Foster Youth, and Homeless students. Provide preschool for all (1 additional classroom) and expanded TK staffing (1 teacher) for students turning 5 in December and January of each school year to attend school from the start of the school year.</p> <p>Activities include but are not limited to:</p> <ol style="list-style-type: none"> 1. Modernization of the old Woodville Fire Station to New Pre-School/Community Hub 2. Provide Transportation 3. Material and Supplies 4. Technology Infrastructure 	0
Subtotal		95,424.00

Educator Effectiveness Block Grant Plan Instructions

Introduction

A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at <https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp>.

Purpose and Requirements

As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- 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:
 - 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**.
 - 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.

Areas that to be considered for funding as outlined in Education Code include:

- (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) - *see slide 12 for 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**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA

Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table

The table is in three parts, **Allowable Use of Funds**, **Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds

The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

(2) Planned Use of Funds (Actions)

- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- 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**.
- On or before **September 30, 2026**, report detailed expenditure information to 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 CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.