



## Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hanford Elementary School District	Doug Carlton Director, Program Development, Assessment, Accountability	dcarlton@hanfordesd.org 558-585-3671

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
\$1,393,940

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
1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or	The District will provide professional learning to teachers, principals, and other school leaders that is	150,000

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
<p>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>directly linked to the professional and learning goals of educators. The district will increase it's team of curriculum specialists, instructional coaches, and master teachers who will provide intensive, ongoing training by working with teachers and schools in training and coaching cycles that are focused on professional learning goals. District leaders, coaches, and educators will partake in professional development around a social/emotional learning.</p> <p>The District also works with outside staff developers (e.g. local COE) in providing professional development through various programs such as:</p> <ul style="list-style-type: none"> <li>a. Leadership Coaching for site/district leaders</li> <li>b. Instructional Coaches Professional Learning Network</li> <li>c. In-class educator coaching</li> <li>d. Professional Learning Community (PLC) support and training</li> <li>e. Equity in Schools</li> </ul>	
<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>The district's will increase it's team of curriculum specialists, instructional coaches, and master teachers are experts in their content areas, specializing in ELA, ELD, math, science, or technology and provide coaching cycles that are focused on identified student learning gaps. Professional learning will be designed around student needs that are identified from analysis of student achievement data, from school leadership classroom observations, and from direct teacher input. The professional learning will be focused on both content and pedagogy.</p> <p>The District also works with outside staff developers (e.g. local COE) in providing professional development through various programs such as:</p> <ul style="list-style-type: none"> <li>a. Literacy Across all Content Areas</li> </ul>	600,000

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<ul style="list-style-type: none"> <li>b. Writer's Workshop</li> <li>c. Integrating Small Group Instruction</li> <li>d. Project Based Learning</li> <li>e. Making Math Meaningful</li> <li>f. Number Talks</li> <li>g. Connecting Literacy and Mathematics</li> <li>h. Cultivating Curiosity with Science</li> <li>i. Teaching with Technology</li> </ul>	
<p>3. Practices and strategies that reengage pupils and lead to accelerated learning.</p>	<p>The district will provide training and professional development to support teachers in identifying students who are struggling academically and who are struggling to reengage in school.</p> <p>The district will provide teacher training on how to use data including student achievement and school climate data; feedback from participants including surveys and direct contact; observations from principals, school site leaders, and the district's professional development team; as well as input from stakeholder groups to identify these struggling students.</p> <p>The district will provide training on how to provide effective after school, small group instruction to struggling students.</p> <p>The District also works with outside staff developers (e.g. local COE) in providing professional development through various programs such as:</p> <ul style="list-style-type: none"> <li>a. Positive Discipline in the Classroom</li> <li>b. Positive Discipline for Paraprofessionals</li> <li>c. Integrating Small Group Instruction</li> <li>d. Building Relationships with Disengaged Youth</li> </ul>	<p>100,000</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
<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 and school sites will implement on-going professional development for teachers, administrators, psychologists, counselors, paraprofessionals, homeless liaison around social/emotional learning that supports students in acquiring and applying the knowledge, attitudes, and skills to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships with peers and adults, and make responsible decisions.</p> <p>The District also works with outside staff developers (e.g. local COE) in providing professional development through various programs such as:</p> <ul style="list-style-type: none"> <li>a. Positive Discipline in the Classroom</li> <li>b. Social Emotional Learning support</li> <li>c. Building a positive classroom culture</li> <li>d. Trauma Informed Practices training</li> </ul>	<p>85,000</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 expression, language, nationality, race or ethnicity, religion, or sexual orientation.</p>	<p>The Director of Child Welfare will coordinate professional development to student support staff including Learning Directors, Counselors, Social Workers, Student Specialists, and Vice Principals and will coordinate trainings around the implementation of school climate actions. The leadership actions include educator training around behavior, career, personal, and social development and support. Through the various trainings throughout the school year, school site leaders will also educate students in their classrooms around school climate.</p> <p>The District also works with outside staff developers (e.g. local COE) in providing professional development through various programs such as:</p> <ul style="list-style-type: none"> <li>a. MTSS training</li> <li>b. Positive Discipline in the Classroom</li> <li>c. Building a positive classroom culture</li> </ul>	<p>100,000</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	d. Building Relationships with Disengaged Youth	
<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>The Assistant Superintendent of Special Services coordinates and provides training to school sites, including Administration, teachers, and other support staff on services and programs to meet the needs of students with disabilities who are or may be eligible for Special Education services. The Assistant Superintendent of Special Services coordinates and provides continual professional development to staff on the process and procedures of identifying students, steps of developing a 504/IEP that best serves the students.</p> <p>The District also works with outside staff developers (e.g. local COE) in providing professional development through various programs such as:</p> <ul style="list-style-type: none"> <li>a. MTSS training for all staff</li> <li>b. Universal Design for Learning training for Special Education staff</li> <li>c. Universal Design for Learning training for General Education staff</li> <li>d. Culturally Responsive Teaching training</li> <li>e. Supporting your SPED Students</li> </ul>	85,000
<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>The Director of Curriculum and Instruction for English Learners coordinates and provides extensive training and professional development throughout the school year to all teachers and paraprofessionals in the district's integrated and designated ELD programs. All teachers will receive training in the district's designated ELD program, while new teachers will receive a more extensive full training that begins before the first day of school and includes follow-up training during the school year. Veteran teachers will receive ongoing training</p>	100,000

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>and support from their school site learning director and/or principal as well as from the district's team of instructional coaches.</p> <p>The district's team of curriculum directors, curriculum specialist, and instructional coaches will provide teachers with research-based professional development designed to increase the English language development and the academic achievement of EL students. Based on needs assessments, additional staff developers (e.g. local COE) will provide high-quality, research based professional development such as:</p> <ul style="list-style-type: none"> <li>a. Integrated and Designated English Language Development training</li> <li>b. English Language Development Standards training</li> <li>c. ELPAC Training</li> <li>d. ELD Toolkit Training</li> <li>e. EL Roadmap Training</li> <li>f. Conversations in the Classroom (Integrated ELD)</li> <li>g. English Learner Identification and Assessment</li> </ul>	
<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>The Director of Induction coordinates an accredited new teacher induction program. From the beginning of their careers, and for their first two-years of their practice, teachers are provided with professional learning and embedded classroom support from full-time induction coaches. The district's professional development team provides continuing support for teachers throughout their careers (as discussed above). As teachers develop in their profession and become school leaders, they are supported with the district's accredited Clear Administrative Service Credential Induction Program. This program provides developing leaders with intensive, ongoing, job embedded professional growth and support.</p>	<p>73,940</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>The district's team of instructional coaches works extensively with each "new" teacher and are exceptionally well-suited to make adjustments as they work directly with teachers, analyzing data and listening to the concerns/needs/learning goals of teachers as part of the job-embedded coaching cycles discussed above.</p>	
<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>		0
<p>10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.</p>	<p>The district will research evidence-based professional development around early childhood education. District leaders will partake in training that encompasses early childhood education and development. Through this training, district leaders will develop and deliver training to teachers and paraprofessionals.</p>	100,000
<b>Subtotal</b>		<b>1,393,940.00</b>

# 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.