

Educator Effectiveness Block Grant Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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LEAs and State Special Schools that receive funding pursuant to California Education Code (EC) Section 41480(a) are required to develop and adopt a plan, by December 30 , 2021, that delineates the expenditure of funds apportioned including the professional development of teachers, administrators, paraprofessionals and classified staff. The plan shall be presented in a public meeting of the governing board before its adoption in a subsequent meeting.

The following is the LEA’s plan for using its Educator Effectiveness Block Grant funds (EEF) which may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff.

Total Educator Effectiveness Block Grant funds being used to implement professional learning.

\$3,539,094

Plan Year	Plan Title	Action Description	Planned EEF Funded Expenditures
2021-2022	Educator Effectiveness Professional Development		\$0
2022-2023	Educator Effectiveness Professional Development	Implement practices, programs, and strategies that: lead to effective, standards-aligned instruction; reengage pupils; implement social-emotional learning; improve inclusive practices; support implementing effective language acquisition programs for English learners; strategies to incorporate ethnic studies curricula.	\$200,000
2023-2024	Educator Effectiveness Professional Development	Implement practices, programs, and strategies that: lead to effective, standards-aligned instruction; reengage pupils; implement social-emotional learning; improve inclusive practices; support implementing effective language acquisition programs for English learners; strategies to incorporate ethnic studies curricula.	\$1,113,031
2024-2025	Educator Effectiveness Professional Development	Implement practices, programs, and strategies that: lead to effective, standards-aligned instruction; reengage pupils; implement social-emotional learning; improve inclusive practices; support implementing effective language acquisition programs for English learners; strategies to incorporate ethnic studies curricula.	\$1,113,031
2025-2026	Educator Effectiveness Professional Development	Implement practices, programs, and strategies that: lead to effective, standards-aligned instruction; reengage pupils;	\$1,113,031

Educator Effectiveness Block Grant Funds

Educator Effectiveness Block Grant (EEF) may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Funds can be expended for any of the following purposes:

- 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.
- 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.
- Practices and strategies that reengage pupils and lead to accelerated learning.
- Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
- 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 school'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.
- 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.
- 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.
- New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).
- 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.
- Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.