

Educator Effectiveness Block Grant (EEBG) Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Carter G. Woodson Public Charter School]	[Dr. Linda Scott, PhD, Charter Director]	[lscott@agapeschools.org 559 4861166]

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
[\$ 128,641]

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.

Action Title	Action Description	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>Each teacher will be assigned a coach/mentor through Toolz 4 teachers, and J-insights, FCSS and Agape College of Business and Science for CTE teachers. Coaches will conduct informal observations and work with teachers monthly foster student engagement through various modalities, introduce new pedagogy, and affect change in the classroom measured by benchmarks and formative assessments. Principals and Education Coordinators will also receive coaching/ mentoring and be assigned task to learn how to coach teachers to affect change, reengagement, and cross curricula collaboration. ACBS will work with CTE teachers to implement new curriculum for CTE courses, standards and school to career strategies. Additionally, ACBS will be working with Substitute teachers to expand their pedagogy and strategies in the classroom through a special certification program. This program will teach lesson planning, classroom structure for effective learning, student equity, behaviors, and social and emotional supports. This will assist in preparing substitutes for long-term subbing. Funds will be spent to also expand the substitute pool of teachers that are qualified in various subjects through recruitment, pay and bonus.</p> <p>Classified Staff will be provided Professional Development Training through Agape College of Business and Science (ACBS) to</p>	<p>[\$ 15,000 Toolz 4 Teachers and J-Insight] student reengagement strategies and framework, coaching and mentoring through the Aspiring Administrators program.</p> <p>\$15,000 ACBS coaching, curriculum development and mentoring for CTE pathway teachers. Substitute Certificate program for training increased pedagogy in multiple subjects. In Addition, Professional Development will be provided to classified staff to support student's learning</p> <p>10,000 for increase substitute pay and recruitment. Virtual Career fairs to extend recruitment. Extended adds and publications for advertising.</p>

	<p>increase the ability to facilitate the interaction with students. Additionally, classified staff will learn to prepare student data to increase analytical review of Student Information. ACBS Course work will provide Professional Development in Social Work for Student Support Counselors to increase socio emotional support. Business Administration Professional Development course work will increase Student data analysis including CALPADS. Classified Staff will learn the ability to formulate and export data from student Information Systems and create presentations on statistical data. Health Administrations Professional Development courses will increase the ability of Classified staff to handle covid immunization issues. Additionally, the Professional Development Course work in all 3 core areas will increase the potential number of pathways teachers and classified staff becoming highly qualified at bachelor's level. This will help to increase the number of CTE teaching staff.</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>Expand teachers' aides in the classroom and there training to assist teachers with standards aligned instruction particularly to math and science subjects. Provide hand on projects tools for science and work to recruitment science teachers and train them to be prepared for the classroom while working on their credential. Provide professional development to effectively use math curriculum through PLC's, workshops, and curriculum consultant</p>	<p>[\$ 5000]</p>

<p>3. Practices and strategies that reengage pupils and lead to accelerated learning.</p>	<p>[Expand professional development among student support staff by expanding the pedagogy of reengagement by addressing the social and emotional barriers. Expand teacher and support staff knowledge of alternatives to suspension as developed within the school multitiered system. Develop school teaming structures for effective MTSS implementation</p> <ul style="list-style-type: none"> • School counselors include SSC and Guidance, paraprofessionals, teachers and administrators would be participating in building supports for students to succeed through PD and reengagement tools that need to be developed. • Professional with new employee orientation with an emphasis on re-engaging students by meeting their individual needs (ILP) along with building positive relationships by establish students' needs and resources to meet those needs. 	<p>[\$ 7,000]</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>Support counselors t will participate in professional developed that address trauma informed practices, suicide prevention and access to mental health services on campus. This includes 2 workshops for all staff. Additionally, a small group will be implemented on campus for students</p>	<p>[\$ 3,000 Trauma informed training Child abuse training \$300 with certificates]</p>

	<p>especially for trauma issues that are most prevalent among our youth since COVID 19. Hire consultants to teach cognitive development from a behaviorist perspective. Ensure Child Abuse training of all staff along with title IX training for all staff.</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 school site'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>[ensure cultural response training of all staff particular to support staff, teachers and administration. Establish restorative justices' practices and training though alternatives to suspension. ("Don't Suspend Me" training FCSS]</p>	<p>[\$ 3,893 consultants] \$5,000 FCSS</p>
<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>[Teams serving special populations including SPED, foster youth, homeless and 504 will receive training and learned practices that fosters tolerance, inclusion, establishes and continues equity. Training will be conducted through sponsoring districts, FCSS and outside consultants as needed. Additional resources will be established for each population including but not limited</p>	<p>[\$ 5,000 software, resources for homeless and foster youth, technology, professional development workshops]</p>
<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>[ELD (English Language Development) instruction through use of both Education coordinators coaches and external consultants (FCSS). Training, materials, and instructional approaches will be provided with teachers, classified personnel, and administrators to as improve instructional practices. Enhancing the Pedagogy of teachers working with EL students through language development</p>	<p>[\$ 7,000 PD through FCSS and reading software PD Achieve 3000]</p>

	and EL Reading Software. In order to increase biliterate proficiency through speaking, listening, and written works.]	
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).	[Our school has developed an Aspiring Administrators program to fill gaps in administration, and train teachers and staff to become Admin. Additionally, the school has promoted Lead teachers as apart of this program to increase teacher's effectiveness though peer leaders. External consultants as well as staff will be working with aspiring administrators on training and mentorship.	[\$ 13,000 consultants]
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.	[Develop ethnic studies curriculum and review state adopted materials for the new school year. Engage in PD for the new curriculum]	[\$ 31,448 curriculum and PD]
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.	[ensure expanding learning through teacher induction program along with paid mentors and coaches as required.]	[\$ 8,000]
Total Funds:		\$128,641

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.