

**EDUCATOR EFFECTIVENESS BLOCK GRANT (EEBG) 2021
Chino Valley Unified School District**

LEA Name:	Contact Name:	Email Address:	Phone Number:
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Total amount of Educator Effectiveness funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$5,440,837.00	November 18, 2021	December 16, 2021

Educator Effectiveness Block Grant (EEBG) is one-time funding provided to county offices of education, school districts, charter schools, and state special schools to provide professional learning for teachers, administrators, paraprofessionals, and classified staff in order to promote educator equity, quality, and effectiveness. 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. Funds shall be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certification staff with a focus on any of the ten areas included in *EC* 41480(b). Funds are subject to annual audit.

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

Professional development (PD) focuses on CVUSD's Areas of Emphasis (AOEs), and professional development is determined by the Teaching and Learning Task Force. Through the Title II Federal Addendum, the District has allocated money for the school sites to support Professional Learning Communities (PLCs) through the cost of substitutes and extra hours for teachers. Professional learning opportunities through Title II are varied in delivery: district-wide days during school hours, after-school workshops, and site based professional development offerings. Implementation for learning will be supported through site-based professional development from site administrators and coaching opportunities from Instructional Coaches. The EEBG funding will expand the Title II money to now include additional days for PDs/ PLCs to continue to support the AOE's. Likewise, the school sites identify the needs for professional development for classified, certificated, and administrative staff through various professional growth opportunities that will lead to improved outcomes for students.

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

The use of professional development funds was prioritized based on student achievement data as well as quantitative and qualitative data resulting from district surveys, administrative walk-throughs, and collaborative learning rounds. Input was sought from the District's Teaching and Learning Task Force whose role is to establish and prioritize the District's Areas of emphasis and professional development. The Teaching and Learning (T&L) Task Force convened on October 8, 2021. The team reviewed Areas of Emphasis (AOEs) for 2021/2022 and confirmed AOEs for the 2022/2023 school years, analyzed English Language Arts and Math Essential Standards Assessment (ESA) results and determined professional development implications for the 2022/2023 school year.

For the 2021/2022 and 2022/2023 school years, the T&L Task Force agreed to continue the focus on the following District Areas of Emphasis:

- Professional Learning Communities
- Student Engagement through Collaborative Communication

The Task Force is a broad representation of teachers, A.C.T. representatives, and administrators looking for clarity in expectations of teachers, site administrators, and District administrators. The intent of the Task Force is to develop a common language and purpose across our District to provide direction, priorities, and a unified vision. By focusing on a

few priorities together, we will continue to enhance and refine the instructional programs for our students. This plan focuses on prioritizing PD for all groups: certificated, classified, and administration.

On Wednesday, November 3, consultation began with CSEA. On Thursday, November 4, consultation began with ACT. ACT and CSEA gave initial input to this plan on behalf of their constituents. Consultations are ongoing to receive additional input.

On November 18, 2021, this plan was placed on the Board Agenda so that the community had the opportunity to give input prior to the approval at the December 16, 2021 Board Meeting. This plan was revised after the first Board meeting based on stakeholder input.

Allowable Use #	Connected to LCAP Goal 1, Action 7, Professional Development: Support staff's pedagogical needs to increase student achievement	Total Budgeted per Activity
Planned Activities:		
2	Teacher participation in Professional Development to support site and district level PD (e.g., Summer Professional Learning Communities).	\$4,587,671
1	Coaching and mentoring through administrator induction, including, but not limited to, Tier II Administrative Clearance Support for Administrators . This action will provide the coaching and mentoring solutions needed for new administrators which will offer structured feedback and coaching systems.	\$99,742
3	Classified staff will participate in professional development that focuses on practices and strategies that reengage pupils and lead to accelerated learning.	\$341,649
1, 5	Coordinating and improving District-wide practices to promote positive school culture	\$411,775
Total Budgeted Educator Effectiveness Expenditures		\$5,440,837.00

[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.