



Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bass Lake Joint Union Elementary School District	Randall M. Seals Superintendent	rseals@basslakesd.org (559) 642-1555 ext. 1000

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
\$207,251.00

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>Staff will receive professional development that further prepares them to provide meaningful and engaging instruction, services, and/or supports to each and every student. Topics to include: student achievement data analysis systems, supplemental academic support applications, math pedagogy, science of reading, phonological awareness, iReady, student writing, educational technology, English language development, English language arts instructional strategies, and other related topics. Other areas of professional development that will impact multiple goals in the District's LCAP include: behavioral and socialemotional health & safety, trauma informed practices, mental health, academic intervention, services, and supports, PBIS, strategies to support Foster and Homeless Youth, and other related topics targeting the needs of unduplicated pupils.</p> <p>The District will provide for the development of teacher leaders by providing opportunities for teacher collaboration and peer-to-peer teaching and observation opportunities. The District will continuously refine the teacher observation and evaluation process for it to remain focused on improving instruction through the utilization of a coaching model. The teacher and Principal collaboratively select the California Teaching Standard to be reviewed.</p> <p>As the observation approaches, a pre-observation meeting is held,</p>	<p>52,000.00</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>followed by the focused observation, leading to a post-observation meeting during which key data is reviewed. The coaching model is employed, followed by opportunities for peer observations.</p> <p>The District will continuously refine the teacher observation and evaluation process for it to remain focused on improving instruction through the utilization of a coaching model. The teacher and Principal collaboratively select the California Teaching Standard to be reviewed. As the observation approaches, a pre-observation meeting is held, followed by the focused observation, leading to a post-observation meeting during which key data is reviewed. The coaching model is employed, followed by opportunities for peer observations.</p> <p>The District will continue to participate in the Madera Teacher Induction Program, a BTSA style program</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>The District will continue to maintain the Educational Technology Department. Department staff will be responsible for maintaining and upgrading existing technology infrastructure and connectivity throughout the District. A Technology Coach position will be maintained whose primary focus is on the development of staff and</p>	<p>60,000.00</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>students in the utilization of various educational technology applications, software, and hardware. The District will maintain and expand educational opportunities focused on the use of technology, including the Solar Suitcase Program, LEGO Robotics, and other STEAM courses and programs throughout the District.</p> <p>Reading labs and Response to Intervention (RtI) instructional support services are provided to students reading below grade level districtwide in grades K-8, including students with disabilities.</p> <p>The District will provide exceptional focus on mathematics instruction, support, and intervention in an effort to dramatically increase student mathematical achievement. The program will include deployment of iReady Districtwide to provide formative assessment data that will be analyzed by school staff to allow teachers to plan accordingly to meet the unique needs of each and every student.</p>	
<p>3. Practices and strategies that reengage pupils and lead to accelerated learning.</p>	<p>The District will provide students with extended learning opportunities, including but not limited to: after-school programming & clubs, summer enrichment, summer school, Homework Club, Technology Program, GATE-type activities, etc., including Eagle Academy at OES.</p>	<p>25,251.00</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>Unduplicated pupils will have priority for program participation, with other students participating as space allows. The District provides a Director of Special Programs & Projects to oversee the development, implementation, and maintenance of the extended learning opportunities program, in addition to the mathematics, English language arts, English language development, and other such programs. The District also maintains the Bass Lake Independent Study School (BLISS) program, which allows students and families an option for a home school style program to meet the unique individual needs of each child, especially those who need such a program to achieve individual success and personal growth. The District provides opportunities for students to attend outdoor science camp, typically for sixth graders, annually. Since the pandemic deprived students from such opportunities the past two years, the District may attempt to provide such opportunities for sixth, seventh, and eighth grade students in 2021-2022.</p> <p>The District will continue to provide Fresno Flats Community Day School as an educational program option for students who experience behavioral issues and/or perform below grade level and will benefit</p>	

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>from a smaller setting with a more structured learning environment where they will receive individualized instruction, engaging hands-on learning activities, social skills instruction, and study skills instruction. The goal for every student at Fresno Flats CDS is to become reengaged in the learning process in order to accelerate learning to return to the general education setting.</p> <p>The District will continue to provide transportation to and from school for families experiencing difficulty in providing their own transportation for their child(ren). Student learning is heavily connected to regular school attendance. With the District's most recent Chronic Absenteeism rate higher than the State average, the provision of regular daily transportation is imperative for improved student learning.</p> <p>The District will provide transportation for various extended learning and co-curricular student activities such as band/music, field trips, Cadet Corps events, extracurricular activities, etc.</p> <p>The District will strengthen and maintain an effective and efficient school-to-home communications program. The program will be comprised of a number of components, including Blackboard Connect telecommunications platform, Class Dojo, updated and maintained school and District websites, school site social media accounts,</p>	

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>weekly Principal newsletters and telephone messages, and strategies to promote the participation of parents of unduplicated pupils, as well as the parents of students with special and exceptional needs. Each school site will periodically host special events to welcome parents, families, and the community onto campus. These include literacy nights, math nights, open houses, Title I parent nights, English Learner advisory committee meetings, and more. Each site's PTA/PTC may also host special events for parents, families, and the community. Schools and the District will utilize various local and social media outlets to promote outstanding accomplishments of students and staff.</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 will provide a multi-tiered system of support focused on behavioral and social-emotional health & safety. Tier 1 support is provided by classroom teachers and support staff. Students requiring Tier 2 services receive support provided by site-specific Tier 2 PBIS paraeducators. Tier 3 support and services are provided to students through the use of site-specific professional counseling services and support providers.</p>	<p>25,000.00</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>The District will implement a tobacco/vaping prevention program for students who are first-time offenders to complete in lieu of suspension.</p> <p>The District will provide students an enhanced physical health program for students to learn healthy lifestyles that include physical fitness and training activities led by certificated instructional staff Districtwide. Such programming will include physical education instruction during school hours weekly, as well as seasonal interscholastic athletic opportunities. A goal of this action is for students who may otherwise not receive such instruction and opportunity for physical engagement to establish and maintain lifelong healthy choices and lifestyles. Improvements to students' physical fitness will be captured with improved Physical Fitness Test (PFT) results at the end of each year</p> <p>The District will implement and maintain a comprehensive school safety program at all District sites. The District will transition from a single Comprehensive School Safety Plan to single site plans that are specific to each site's needs, practices, and protocols. Once approved and in place during the 2021-2022 school year, such plans will be annually reviewed and updated accordingly. The District utilizes the</p>	

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>Catapult Emergency Management System to communicate local emergencies within the District and community areas immediately surrounding District school sites and assist school and District leaders in coordinating response services to such emergencies.</p> <p>The District will establish and maintain the Health & Wellness Committee to address such issues and provide input to school and District leadership to assist in the decision-making process. The committee is also responsible for annual reviews of the District's Wellness Policy and providing suggested changes to the Superintendent for Board consideration. The committee will be comprised of a variety of stakeholders, including school staff, District personnel, parents, and community partners specializing in health & wellness initiatives.</p> <p>The District will provide healthy meals and snacks and a physical education program that meet state and federal requirements. The District will review and update school safety plans annually. The District will review and update the Wellness Policy and implement programs to improve students' and staffs' physical, social-emotional, and mental health and wellness. The District provides a district nurse</p>	

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>and health aide to serve students districtwide.</p> <p>The District will continuously provide clean, caring, safe, and secure learning environments for its students, staff, families, and communities. This includes but is not limited to: physical repairs and upgrades to facilities, general maintenance, video surveillance systems, pandemic-related safety procedures and protocols, clean drinking water, maintenance of the Catapult Emergency Management System (CEMS), and improved bell systems and loud speakers in coordination with the CEMS. Each site in the District will conduct regular safety and maintenance inspections, as well as undergo annual inspections by California Risk Management Authority. Recommended and necessary upgrades or repairs will be completed in timely fashion. The District will also utilize the Facility Inspection Tool (FIT) to conduct such inspections to provide appropriate documentation to be shared with stakeholders in the School Accountability Report Cards, during various stakeholder meetings (Health & Wellness Committee, District Safety Committee, school site council, Board of Trustees, etc.).</p>	

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
<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 District will provide and support efforts to effectively establish the California Cadets Corps leadership program districtwide to benefit all students, especially unduplicated pupils, in leadership development.</p> <p>The Nutritional Services Department will prepare and provide healthy meals and snacks for students throughout the District. This includes a school breakfast program, lunch, and after-school program nutritional snacks. Such meals are best provided when they are prepared onsite, which is why the District will remodel and upgrade the Wasuma Elementary School kitchen with the expectation of reopening the facility with appropriate staffing during the 2021-2022 school year. Meals and snacks will continue to be prepared at the Oak Creek Intermediate (OCI) central kitchen for OCI students, as well as students at Oakhurst Elementary School (OES), due to the close proximity of the schools.</p> <p>The District will provide a multi-tiered system of support focused on behavioral and social-emotional health & safety. Tier 1 support is provided by classroom teachers and support staff. Students requiring Tier 2 services receive support provided by site-specific Tier 2 PBIS paraeducators. Tier 3 support and services are provided to students</p>	<p>10,000.00</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>through the use of site-specific professional counseling services and support providers.</p> <p>The District will establish and maintain a District Safety Committee to address the variety of safety-related issues that develop in schools.</p> <p>The committee is expected to provide input to school and District leaders, particularly in the development of the Comprehensive School Safety Plans at each site. The committee will be comprised of a variety of stakeholders, including school leadership, District leaders, school staff from each site, parents, and community partners who specialize in school and community safety.</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>The District will provide necessary activities, supplies, and materials to support the unique needs of Foster Youth and students who experience Homelessness.</p> <p>Supplemental instruction and support will be prioritized for students identified in at least one of the following groups:</p> <ul style="list-style-type: none"> *Low-income students *English learners *Foster youth *Students experiencing homelessness *Students with disabilities *Students at-risk of abuse, neglect, or exploitation *Disengaged students 	<p>25,000.00</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>*Students who are performing below grade level *Middle school students at-risk of not meeting promotion requirements</p> <p>Students identified in at least one of the priority categories described above will receive priority to participate in the expanded learning program by receiving services and support through such program components during the school day, after-school programs, and/or during other expanded learning opportunities including, but not limited to, summer school/enrichment programs. To determine which of these students need academic, social-emotional health, and/or other supports, including the provision of healthy snacks and meals, the District will use a variety of resources and strategies. These include the use of student assessment data, including CAASPP and ELPAC performance, iReady assessment data, results from Lexia reading diagnostics, curriculum-embedded grade level tests, and other student achievement data (i.e., grades). Recommendations from certificated staff will be strongly considered. Results from student surveys, social-emotional and mental health referrals, and reliance upon the expert knowledge of the District's psychologists, site principals, PBIS Tier 2 paraeducators, and PBIS Tier 3 counselors will be used to identify students at-risk of abuse, neglect, or exploitation, as well as those in need of additional social-emotional supports and/or services. Instructional staff and site principals will be instrumental in identifying other students in need of receiving supports and/or services, as well.</p> <p>The expanded learning program will include, but not be limited to the following:</p>	

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>School Year Learning Recovery and Acceleration Program:</p> <p>The focus in this program area includes accelerating progress and achievement to close learning gaps through the implementation, expansion, and/or enhancement of learning supports and services:</p> <ul style="list-style-type: none"> *Response to Intervention Reading Labs *Response to Intervention Math Labs *Social-emotional learning (SEL) curriculum and program in each classroom at every grade level *Implementation of iReady supplemental curriculum Districtwide at all grade levels *Use of current and additional English learner community liaisons to increase communication and support from schools to English learners and their families *Use of supplemental digital supplemental curriculum applications and software to support core curriculum and classroom instruction *After-school programming to include tutoring led by certificated staff, middle school elective program enrichment through EdGenuity options, extra-curricular activities & opportunities, healthy snacks & meals, late-bus transportation services, coordination of programming partnerships with community-based organizations, and more. <p>Integrated Student Supports to Address Other Barriers to Learning and Achievement Program:</p> <p>The focus in this program area includes, but is not limited to:</p> <ul style="list-style-type: none"> *Multi-Tiered System of Supports Response to Intervention Behavioral/Social-Emotional Health Program (PBIS) *Coordination of integrated student support services--- school psychologists, Tier 2 PBIS paraeducators, Tier 3 PBIS counselors, health aide, 	

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>District school nurse, Special Education instructional and support staff, speech & language services staff, etc.</p> <ul style="list-style-type: none"> *Continue WiFi hotspots and low-cost home internet options for low-income families through community partnerships with service providers *Increased instructional aide time in Special Education program *Training for school staff on strategies to engage students and families in the students' social-emotional health and academic needs *Instructional staff planning time, collaboration, and professional development activities 	
<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 District will support the needs of English language learners (ELs) with a comprehensive English language development (ELD) program Districtwide. Staff assigned to the ELD program will receive additional training on ELD principles, strategies, and processes. ELs will receive additional services and supports, including pullout activities, one-on-one support, and push-in strategies with classroom aide support. The District will employ EL family and community liaisons to assist with school-to-home communications. Individual school sites will recruit EL parent stakeholders to service on site committees, all of whom will comprise a District advisory committee.</p>	<p>10,000.00</p>
<p>8. New professional learning networks for educators not already engaged in an education-related</p>	<p>No plans with the use of these funds at this time.</p>	<p>0</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
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.	No plans with the use of these funds at this time.	0
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.	No plans with the use of these funds at this time.	0
Subtotal		207,251.00

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.