



## Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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
\$1,572,861.00

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>Provide a portion of the funding to ensure the management, implementation, facilitation, and completion of grant actions.</p> <p>Support to improve a beginning teacher's instructional efficacy. Coaching support may include but is not limited to structured feedback, co-planning of lessons, lesson modeling, and co-analysis of student work to set goals and determine the next steps.</p> <p>Funds may also be allocated to support Universal TK staff development.</p> <p>Funds may also be allocated to support new teacher TTUSD induction including but not limited to, adopted instructional materials training (CPM, Wonders, etc.), Step Up to Writing and Language Essentials for Teachers of Reading, and Spelling (LETRS).</p> <p>Extra duty and release time may be offered to staff to compensate for collaboration and PD offered outside of the contract day.</p>	<p>650,000</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>Provide a portion of the funding to ensure the management, implementation, facilitation, and completion of grant actions.</p> <p>The support for principals includes but is not limited to analysis of student academic progress, using data to identify next steps and strategies, one-on-one coaching, and collaborating on or providing professional development for teachers.</p> <p>This support for teachers includes but is not limited to professional goal setting and planning, feedback on progress toward professional goals, one on one coaching, co-analysis of student work to set goals and</p>	<p>92,000</p>

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	<p>determine the next steps, co-planning of lessons, and/or units; reflection on best practices.</p> <p>Provide the opportunity for all staff to participate in a facilitated lesson study process twice a year with content or grade level matched peers. This will include time for pre-meeting, time to observe colleagues teaching a lesson, and time for a post-meeting, followed by a time to reimplement the lesson with the changes discussed in the post-lesson analysis. The lesson study process has been shown to be some of the most effective PD at helping teachers to level up their instructional practice.</p> <p>Funds may also be allocated to support teacher TTUSD training including but not limited to, adopted instructional materials training (CPM, Wonders, etc.), Step Up to Writing, and Language Essentials for Teachers of Reading and Spelling (LETRS). These funds may include the costs fo materials, trainers, etc.</p> <p>Extra duty and release time may be offered to staff to compensate for collaboration and PD offered outside of the contract day.</p>	
<p>3. Practices and strategies that reengage pupils and lead to accelerated learning.</p>	<p>Provide a portion of the funding to ensure the management, implementation, facilitation, and completion of grant actions.</p> <p>Extra duty and release time may be offered to staff to compensate for collaboration and training offered outside of the contract day</p>	<p>10,000</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>See Area #5</p>	

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<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>Provide a portion of the funding to ensure the management, implementation, facilitation, and completion of grant actions.</p> <p>Coordinate, implement and support effective teaching, professional development, and systems related to a common district-wide Positive Behavioral Interventions and Supports (PBIS) Systems and Instruction. Support at each school may include but is not limited to restorative practices training, Nurtured Heart Approach, and diversity/equity best practices.</p> <p>Actions included but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Develop a group of district/school community members to identify the PBIS needs in the district/schools, including PBIS research-based programs to implement district-wide.</li> <li>2. Identify and establish professional development opportunities for staff to implement PBIS district-wide, including restorative practices, nurtured heart approach, and diversity/equity.</li> <li>3. Develop a process to monitor PBIS progress at each school site.</li> </ol> <p>Extra duty and release time may be offered to staff to compensate for collaboration and PD offered outside of the contract day.</p>	<p>450,861</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>See Item #6</p>	
<p>7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated languagedevelopment within and across content areas</p>	<p>In collaboration with the TTUSD English Learner Coordinator and school ELD Coordinators, provide Instructional Coach support to teachers and school principals to improve integrated language development across all content areas.</p>	<p>10,000</p>

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and building and strengthening capacity to increase bilingual and biliterate proficiency.	Extra duty may be offered to staff to compensate for collaboration and PD offered outside of the contract day.	
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>Implementing and sustaining effective professional learning communities is already a part of TTUSD action plans addressed in the LCAP, ESSER, and ELO plans</p> <p>Extra duty and release may be offered to staff to compensate for collaboration and PD offered outside of the contract day.</p>	10,000
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.	See Areas #1 & #2	
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.	<p>Hire a grant-funded 1.0 FTE position to support the expansion of Universal TK and continued articulation between district/community ECE's and primary school staff, assessments, and programs.</p> <p>In partnership with Sierra Community House, KidsZone, and Tahoe Truckee Reads/Excellence in Education, expand the current K Ready program that serves EL and SED PK students and families actions may include but are not limited to;</p> <ol style="list-style-type: none"> <li>1. Securing additional staff to implement the PD coordination and improvement efforts</li> <li>2. Providing compensation for professional learning time beyond the workday</li> <li>3. Providing training to K Ready staff</li> </ol> <p>Align current and future Eary Childhood Educators with the Language Essentials for Teachers of Reading and Spelling (LETRS) currently being provided to all district elementary teachers by providing LETRS training or a</p>	350,000

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	<p>"LETRS approved" version to ECE teachers. When provided outside of the contract day, ECE staff will be compensated.</p> <p>Provide Instructional Coach (see Item #1 FTE) support to school principals, teacher teams, and ECE's with Universal TK professional development and program implementation.</p> <p>Provide relevant professional development opportunities to current and future ECE's. Compensation, when PD occurs outside of the contract day, will be provided.</p> <p>When substitute teacher resources are available, funds may be used to fund substitute teachers to release teachers to participate in professional development and collaboration opportunities.</p> <p>Extra duty and release time may be offered to staff to compensate for collaboration and PD offered outside of the contract day.</p>	
	<b>Subtotal</b>	<b>1,572,861.00</b>