

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodside Elementary School District	Steven Frank Superintendent	sfrank@woodsideschool.us (650) 851-1571 Ext. 4005

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$160,361	December 14, 2021	December 15, 2021

[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.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
1. A Consultant is partnering with Woodside School District to coach and mentor certificated and classified staff to support the District's Diversity, Equity, and Inclusion Plan and Framework for the District for the 21-22 school year. The emphasis will be to strengthen the skills and understanding of the leadership team and the teaching faculty. This is a combination	\$30,000					30,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
of virtual and in-person sessions that are about building leadership capacity, content understanding and instructional competency and to help achieve the SMART goals articulated by the District. In addition, the Consultant will create a written toolkit for the District to be able to use as a supplement to the professional development sessions. This work is a continuation of the work done during the 2020-2021 academic year. This work promotes teacher self-awareness, self-management, social awareness, and improves teacher attitudes and beliefs to support a meaningful classroom teaching experience.						
2. Clear Administrative Credential Programs for two Administrators	\$5,000					5,000.00
Subtotal	35,000.00	0.00	0.00	0.00	0.00	35,000.00

(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.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
1. Professional development conferences and trainings for the Technology Director and Network Coordinator that are job related, and to enable coaching teachers in design theory and integration grades TK-8. NOTE: Planned Activities described in this Educator Effectiveness Block Grant Plan are included in the District LCAP Goals and Actions.		\$10,000	\$10,000			20,000.00
2. Attendance at the summer DesignThinking Institute dedicated to sharing design thinking		\$4,400	4,400			8,800.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<p>practices and processes with other educators. Teachers attend trainings on incorporating design thinking into their teaching practice as well as to further deepen their practice. Participants gain understanding of how to create design thinking curricula that fosters creative and innovative problem solving skills.</p>						
<p>3. Continue ongoing participation in the summer Columbia Teachers College Reading and Writing Project. Three week teacher programs are offered in June and July for instruction in teaching reading and writing in grades K-8. A summer phonics institute is offered for the Units of Study phonics program grades K-2. Due to COVID the instruction for the past 2 summers was held virtually at \$850 per teacher. Before COVID protocols, expenses per teacher were approximately \$4,000 each.</p>	\$850	\$8,000	\$8,000	\$8,000		24,850.00
<p>4. Continue ongoing participation in the Silicon Valley Math Initiative for teacher professional development at the summer institute, and in workshops during the school year. SVMl provides teachers with classrooms lessons and differentiation strategies for teaching mathematics in the classroom. Trainings include Supporting Mathematically Powerful Classrooms, studying the draft of the California Math Framework including Data Science, and Student Engagement and Equity. Trainings are available for the MAC/MARS assessments. The Silicon Valley Mathematics Initiative is a comprehensive effort to improve mathematics instruction and student learning. The annual membership is \$6,300 and Summer Institute participation is \$1,000 per teacher.</p>	\$6,300	\$11,300	\$11,300	\$11,300	\$11,300	51,500.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
5. Adopt the SMARTS Executive Functioning Curriculum to work with existing curricula in general education classrooms, special education classrooms, and learning centers. The program teaches students executive function strategies that help them master challenging academic tasks, e.g., studying for tests, juggling homework and projects, reading and analyzing challenging material, and shifting flexibly especially when moving between in school, hybrid, and remote learning environments.	\$2,000					2,000.00
Subtotal	9,150.00	33,700.00	33,700.00	19,300.00	11,300.00	107,150.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(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.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
1. Participation by the Student Services Team in the one year Institute for Social and Emotional Learning Leadership Program to build and sustain an inclusive, equitable, SEL-rooted school community. The program begins in February 2022 at a cost of \$2,200 per participant. Trainings will be provided to	\$6,600					6,600.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
support the SEL of teachers, students, and parents. The District's LCAP Plan includes SEL professional development for administrators and teachers.						
Subtotal	6,600.00	0.00	0.00	0.00	0.00	6,600.00

(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.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(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.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(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.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
1. Professional development workshops for the English Learner Lead Teacher to support		\$5,000				5,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
implementing effective language acquisition programs and assessments.						
Subtotal	0.00	5,000.00	0.00	0.00	0.00	5,000.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(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.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
1. Provide professional development opportunities for preschool through TK certificated and classified employees in early childhood education and childhood development.		\$6,611				6,611.00
Subtotal	0.00	6,611.00	0.00	0.00	0.00	6,611.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	35,000.00	0.00	0.00	0.00	0.00	35,000.00
Subtotal Section (2)	9,150.00	33,700.00	33,700.00	19,300.00	11,300.00	107,150.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	6,600.00	0.00	0.00	0.00	0.00	6,600.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	5,000.00	0.00	0.00	0.00	5,000.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	6,611.00	0.00	0.00	0.00	6,611.00
Totals by year	50,750.00	45,311.00	33,700.00	19,300.00	11,300.00	160,361.00

Total planned expenditures by the LEA:
160,361.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.