

# Gold Oak Union School District Educator Effectiveness Funding Plan For the 2021-2026 Fiscal Years

## Background

Provide one time funding to educational agencies to provide professional development and to promote educator quality and effectiveness. These funds may be used to support the professional development of certificated teachers, administrators, and paraprofessional educators. Funds can be expended for any of the following purposes:

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 school'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 EC 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.

The funds must be spent by June 30, 2026. As a condition of receiving the funds, a spending plan for the funds must be presented at a public meeting of the governing board and then approved at the subsequent

public meeting of the governing board. What follows is the proposed spending plan for the Educator Effectiveness funding that will be received.

#### Funding

The estimated amount of one-time funds to be received for this purpose is \$111,634.00.

#### Uses

The Gold Oak Union School District plans to use the funds during the 2021-2026 years in the following manner:

- Provide support to new teachers and administrators participating in induction.
- Provide coaching, mentoring and professional development for teachers to support in improving standards-aligned instruction and teaching strategies.
- Provide strategies to implement social-emotional learning, and access to mental health services that improve pupil well-being.
- To meet the credentialing requirements with the expansion of TK programs, provide professional development in instruction, education, and strategies for certificated and classified educators in early childhood education, or child development.