



Educator Effectiveness Block Grant Proposal

Academics, Business & Human Resources

Board Meeting
November 18, 2021
Agenda Item No. 11.3

Overview

- District the Educator Effectiveness Block Grant (EEBG) in the amount of \$8,923,701
- For the purpose of supporting professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff
- Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years
- The District’s EEBG Plan must be heard in a public meeting of the governing board of the school district, before its adoption in a subsequent public meeting
- Both meetings must take place on or before December 30, 2021

Requirements & Compliance

- Funds must be utilized in accordance with the requirements to provide professional learning for teachers, administrators, paraprofessionals, and classified staff that interact with pupils in order to promote educator equity, quality, and effectiveness
- Submit the annual data and expenditure reports on or before September 30 of each year to CDE
- On or before September 30, 2026, the District will submit a final report to CDE, with detailed final data and expenditure information including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development.

Requirements & Compliance

Funds can be expended for any of the following 10 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.

Requirements & Compliance

Funds can be expended for any of the following 10 purposes:

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 site'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.

Requirements & Compliance

Funds can be expended for any of the following 10 purposes:

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.

Proposed Budget Plan

(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.

Recruitment and Retention Focus

- Continue to develop cross-departmental collaborations in order to enhance recruitment efforts and grow retention focus
- Strategic focus on increasing diversity
- Strategic focus on increasing sustainability
- Build capacity to better utilize effective practices
- Classified, certificated, and administrative focus

Administrator Coaching and Partnership Program

Retention

- Increase retention of site and district administrators by providing them with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities as instructional leaders (SIR Action 8A2)
- Research and train school sites where student equity data reflects the highest priority and provide school leaders the opportunity to strengthen their ability to mobilize others, model inquiry and reflection, and data-based decision-making (SIR Action 2C)

Deferred Action for Childhood Arrivals (DACA) Pathway to Teaching

Recruitment and Retention

- Build upon the already strong relationships with local universities to allow the development and implementation of a DACA focused pathway to the teaching profession

Visa H1B, J1 Support to Prospective and Current Employees

Recruitment and Retention

- The continued focus on recruiting and retaining diverse staff is paramount. Having the ability to provide current and prospective employees with visa support will assist in providing needed support
- Support for teacher in high needs areas such as special education and foreign languages

Advertising

Recruitment

- Social media subscriptions for postings and recruitment (LinkedIn, etc.); QR Codes for back of business cards with link to our social media page, business cards
- To post in some proven and visible sites in search of key positions, some postings are as much as \$500 per posting
- Need to increase our digital presence to be more competitive

Career Pathways for Administrators and Teachers

Recruitment

- Building off past successful programs and expanding with a focus on diversity and sustainability, this would allow for the development and extension of pathways for teachers to become administrators, classified staff to become teachers, and Early Childhood Education teachers to become Transitional Kindergarten (TK) teachers through partnerships and support

Classified Coaching and Partnership Programs

Retention

- Increase retention of classified staff by providing them with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities
- Specific focus on those hard to fill positions or those with high turnover rates such as bus drivers, special education instructional aides, food service assistants, and child care attendants

Professional Learning for Classified and Certificated Substitutes

Recruitment and Retention

- Provide ongoing professional learning for both certificated and classified substitutes in alignment with district priorities to ensure success in assigned positions and encourage permanent employment with SCUSD

Director II, Talent Management/Educator Effectiveness

Recruitment and Retention

- This position will be responsible for implementing, monitoring and measuring EEBG-related activities and ensure cross-departmental collaboration to reach goals

New Teacher Induction Program

California Commission on Teacher Credentialing Accreditation Site Visit Findings: **"Accreditation with Stipulations"**

Recommended Actions to Remove Stipulations:

- Immediately address Teacher Induction Preconditions
 - Assign mentors to new teachers within 30 days of service (Addressed via Revised HR Process)
 - Inform Site Leaders that no part of the Teacher Induction process & paperwork shall be used for evaluative purposes (Addressed via Academic Office Site Leader Updates)
- Actively involve a wider group of district personnel and partners in the organization, coordination and decision making for all educator preparation programs
- Ensure that educator preparation programs receive sufficient resources
- Implement a clear assessment and continuous improvement process to collect data and assess the impact of the program on candidate learning and competence and the effectiveness of the program to prepare candidates to enter professional practice
- Regularly assess the services and competency of mentors and retain only well-vetted, qualified teachers to provide support to candidates

EEBG New Teacher Development

Expand & Improve New Teacher Induction Program

- Based on the CTC's assessment, findings and recommendations, the Induction Program Coordinator, under guidance and direction of Assistant Superintendent, Curriculum & Instruction, and in collaboration with other departmental leaders, will establish a strategic plan to address the recommended actions as well as to bring the Induction Program into alignment with SCUSD's core value, guiding principle, LCAP and instructional priorities of MTSS, High Quality Instruction through Universal Design for Learning, anti-racism and equity. EEBG funding will be applied to improve the quality, rigor, assessment and measurement of the Induction Program.

Explore Teacher Intern Program with Local Higher-Education Partnerships

- Leverage EEBG funding to engage in strategic planning and partnerships with local partners (eg. [SCOE](#), CSUS, etc.) to establish SCUSD Teacher Intern Cohorts for Multiple Subject, Single Subject and Special Education candidates.

Proposed Budget Plan

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
1. Retention - Admin Coaching & Partnership Program	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 750,000
2. Recruitment & Retention - DACA Pathway	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 1,000,000
3. Recruitment & Retention - Visa H1B, J1 Support	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 500,000
4. Recruitment - Advertising	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 250,000
5. Recruitment - Career Pathways	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 1,250,000
6. Retention - Classified Coaching & Partnership Program	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 625,000
7. Recruitment & Retention - Professional Learning for Certificated and Classified Substitutes	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 500,000
8. Recruitment & Retention - Director II, Talent Management/Educator Effectiveness	\$ 154,386	\$ 154,386	\$ 154,386	\$ 154,386	\$ 154,386	\$ 771,930
9. New Teacher Development - Teacher Intern Program & Teacher Induction Program	\$ 655,354	\$ 655,354	\$ 655,354	\$ 655,354	\$ 655,354	\$ 3,276,771
Subtotal for this section:	\$ 1,784,740	\$ 1,784,740	\$ 1,784,740	\$ 1,784,740	\$ 1,784,740	\$ 8,923,701

Proposed Budget Plan

Summary of Expenditures

	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Section Totals						
Subtotal Section (1)	\$ 1,784,740.19	\$ 1,784,740.19	\$ 1,784,740.19	\$ 1,784,740.19	\$1,784,740.22	\$ 8,923,701.00
Totals By Year:	\$ 1,784,740.19	\$ 1,784,740.19	\$ 1,784,740.19	\$ 1,784,740.19	\$1,784,740.22	\$ 8,923,701.00
				Total Proposed Planned Expenditures SCUSD:		
				\$ 8,923,701.00		

Summary and Q&A

A Board approval required by 12/30/21

Questions?

Q & A