



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.4

**Meeting Date:** December 16, 2021

**Subject:** Approve Educator Effectiveness Block Grant (EEBG)

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: December 16, 2021)
- Conference/Action
- Action
- Public Hearing

**Division:** Academic Office, Human Resources and Business Services

**Recommendation:** Adopt the District's Plan for the Educator Effectiveness Block Grant

**Background/Rationale:** The District has been awarded 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 was presented at November 18, 2021 Board Meeting for a first reading before its adoption in a subsequent public meeting as required. This must take place on or before December 30, 2021.

**Financial Considerations:** The District expects to receive \$8,923,701 in EEBG funding.

**LCAP Goal(s):** Family and Community Empowerment; Operational Excellence

**Documents Attached:**

1. Executive Summary
2. EEBG Plan Description

<p><b>Estimated Time of Presentation:</b> 10 minutes <b>Submitted by:</b> Rose Ramos, Chief Business Officer <b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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# Board of Education Executive Summary

## Business Services

Educator Effectiveness Block Grant

December 16, 2021



### I. OVERVIEW/HISTORY:

The District has been awarded 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 was presented at November 18, 2021 Board Meeting for a first reading before its adoption in a subsequent public meeting as required. This must take place on or before December 30, 2021.

### II. DRIVING GOVERNANCE:

Districts may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals, and classified staff that interact with pupils in order to promote educator equity, quality, and effectiveness. Funds are subject to annual audit and an annual data and expenditure report will be due each year on or before September 30. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the California Department of Education (CDE).

### III. BUDGET:

The District has been allocated approximately \$8.9 million in EEBG funds for purpose of EEF may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. 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.

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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.
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.

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The District proposes to allocate the funds as indicated in the chart that follows for the period of 7/1/21 – 6/30/26.

### Educator Effectiveness Block Grant 2021

#### Proposed Expenditure Plan

Planned Activity	2021-22	2022-23	2023-24	2024-25	2025-26	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

### Summary of Expenditures

Section Totals	2021-22	2022-23	2023-24	2024-25	2025-26	per Activity
Subtotal Section (1)	\$ 1,784,740	\$ 1,784,740	\$ 1,784,740	\$ 1,784,740	\$ 1,784,740	\$ 8,923,701
Totals By Year:	\$ 1,784,740	\$ 1,784,740	\$ 1,784,740	\$ 1,784,740	\$ 1,784,740	\$ 8,923,701
<b>Total Proposed Planned Expenditures SCUSD:</b>						
					\$ 8,923,701	

#### IV. Goals, Objectives, and Measures:

The District will adhere to spending restrictions by the required deadlines to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. An annual data and expenditure report will be due each year on or before September 30 to the California Department of Education. The District will also submit a final data and expenditure report by the due date of on or before September 30, 2026. Any funds that the District does not expend by June 30, 2026, must be returned to the California Department of Education.

#### V. Major Initiatives:

Allocate funds to provide professional learning for teachers, administrators, paraprofessionals, and classified staff that interact with pupils in order to promote educator equity, quality, and effectiveness.

# Board of Education Executive Summary

## Business Services

Educator Effectiveness Block Grant

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### VI. Results:

Utilize the funds 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.

### VII. Lessons Learned/Next Steps:

- Adhere to the requirements of the Effective Educator Block Grant
- 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.

**Educator Effectiveness Block Grant Proposal**  
**12/16/21**

<b>Educator Effectiveness Grant Proposal to Support Category 1</b>			
<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>			
<b>Action</b>	<b>Focus &amp; Total Allocation</b>	<b>Areas of Focus</b>	<b>Cross-Departmental Collaboration</b>
1	Retention  \$750,000	<u>Administrator Coaching &amp; Partnership Program</u> - 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)	Academic Office Human Resources Health Services Business Office
2	Recruitment & Retention  \$1,000,000	<u>Deferred Action for Childhood Arrivals (DACA) Pathway to Teaching</u> - Build upon the already strong relationships with local universities; this would allow the District to develop and implement a DACA focused pathway to the teaching profession.	Human Resources Academic Office College and Career Health Services Legal Services
3	Recruitment & Retention  \$500,000	<u>Visa H1B, J1 Support to Prospective and Current Employees</u> - 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.	Human Resources Legal Services
4	Recruitment  \$250,000	<u>Advertising</u> - 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	Human Resources Communications

		- The ability to effectively advertise and utilize social media will assist in expanding the scope of reaching top candidates.	
5	Recruitment \$1,250,000	<u>Career Pathways for Administrators and Teachers</u> - 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.	Human Resources Academic Office College and Career
6	Retention \$625,000	<u>Classified Coaching &amp; Partnership Program</u> - 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.	Human Resources Academic Office
7	Retention & Recruitment \$500,000	<u>Professional Learning for Classified &amp; Certificated Substitutes</u> - 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.	Human Resources Academic Office
8	Recruitment & Retention \$771,930	<u>Director II, Talent Management/Educator Effectiveness</u> - This position will be responsible for implementing, monitoring and measuring EEBG-related activities and ensure cross-departmental collaboration to reach goals.	Human Resources Academic Office
9	New Teacher Development \$3,276,771	<u>New Teacher Development</u> - Partner with state, county and local organizations to establish an alternative pathway for acquiring a teaching credential by way of teacher internship opportunities for grades TK-12. - Provide teachers new to SCUSD with a comprehensive orientation and support process aligned with district priorities and Academic Office instructional practices. - Establish and implement a strategic plan to address to bring the Teacher Induction Program	Academic Office Human Resources

		<p>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. Funding will be applied to improve the quality, rigor, assessment and measurement of the Teacher Induction Program (CCTC's Induction Program Accreditation for SCUSD).</p>	
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