

EDUCATOR EFFECTIVENESS BLOCK GRANT EXPENDITURE PLAN

Estimated Allocation: \$390,439 (one-time)

Resource Code: 6266

Funding distribution: 80% in mid to late fall, 2021; 20% in spring of 2022.

Expenditure Timeline: September, 2021 – June 30, 2026

Background:

On October 21, 2021, the California Department of Education (CDE) released funding allocations for the Educator Effectiveness Block Grant, a \$1.5 billion program that provides funding to promote educator equity, quality, and effectiveness.

Using data from the California Longitudinal Pupil Achievement Data System (CalPADS) for 2020-21, local educational agency (LEA) allocations were calculated by adding the number of certificated and classified full-time equivalent (FTE) employees, then multiplying by a factor of \$2,416 per FTE.

Allowable Expenditures:

Educator Effectiveness funds may be used to support the 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.
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 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.

Conditions of Receiving Funds:

1. On or before December 30, 2021, districts must develop and adopt a plan delineating how the Educator Effectiveness funds will be spent including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan must be explained in a public meeting of the governing board of the school district or county board of education before its adoption in a subsequent public meeting. The plan does not need to be submitted to the California Department of Education.
2. As a condition of apportionment, districts must submit an annual data report and an annual expenditure report detailing information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators or classified staff that received professional development on or before September 30 of each year. In addition, as a condition of apportionment, a final data and expenditure report is also required to be submitted to the CDE on or before September 30, 2026.

Expenditure Plan Details:

Educator Effectiveness Grant funds will be used in combination with funds from Title II, Part A – Supporting Effective Instruction and the unrestricted General Fund to provide professional development, coaching and mentoring in the following areas as outlined in the SHUSD Local Control and Accountability Plan:

- Equity and Cultural Competency
- Science, Technology, Engineering, (Arts) and Math (STEM/STEAM)
- Project-Based Learning (PBL)
- UC Davis Math project for TK-8
- Carnegie Math
- Instructional strategies in language acquisition, English Language Development (ELD), and Guided Language Acquisition Design (GLAD) – provided by WestEd
- Advancement Via Individual Determination (AVID), grades 6-12
- Gradual Release of Responsibility (GRR)
- Social-Emotional Learning (SEL)
- Multi-Tiered System of Support (MTSS)
- Universal Design for Learning (UDL)
- Coaching and training relative to other district initiatives as determined by administration
- Personalized online professional development for staff (topics vary)

2021-22:

Beginning Fund Balance = \$390,439

Estimated Expenditures:

1. Materials and Supplies (related to training/professional development) = \$5,000
2. Travel & Conferences = \$5,000
3. Coaching & Training, Professional Services = \$60,000

Estimated Ending Fund Balance = \$320,439

2022-23:

Estimated Beginning Fund Balance = \$320,439

Estimated Expenditures:

1. Materials and Supplies (related to training/professional development) = \$5,000
2. Travel & Conferences = \$10,000
3. Coaching & Training, Professional Services = \$60,000

Estimated Ending Fund Balance = \$245,439

2023-24:

Estimated Beginning Fund Balance = \$245,439

Estimated Expenditures:

1. Materials and Supplies (related to training/professional development) = \$10,000
2. Travel & Conferences = \$45,000
3. Coaching & Training, Professional Services = \$45,000

Estimated Ending Fund Balance = \$145,000

2024-25:

Estimated Beginning Fund Balance = \$145,000

Estimated Expenditures:

1. Materials and Supplies (related to training/professional development) = \$10,000
2. Travel & Conferences = \$45,000
3. Coaching & Training, Professional Services = \$45,000

Estimated Ending Fund Balance = \$45,000

2025-26:

Estimated Beginning Fund Balance = \$45,000

Estimated Expenditures:

4. Materials and Supplies (related to training/professional development) = \$5,000
5. Travel & Conferences = \$20,000
6. Coaching & Training, Professional Services = \$20,000

Estimated Ending Fund Balance = \$0

For more information on the Educator Effectiveness block grant please visit www.cde.ca.gov