

EDUCATOR EFFECTIVENESS BLOCK GRANT UPDATE

Educational Services
Santa Rosa City Schools
June 14, 2023

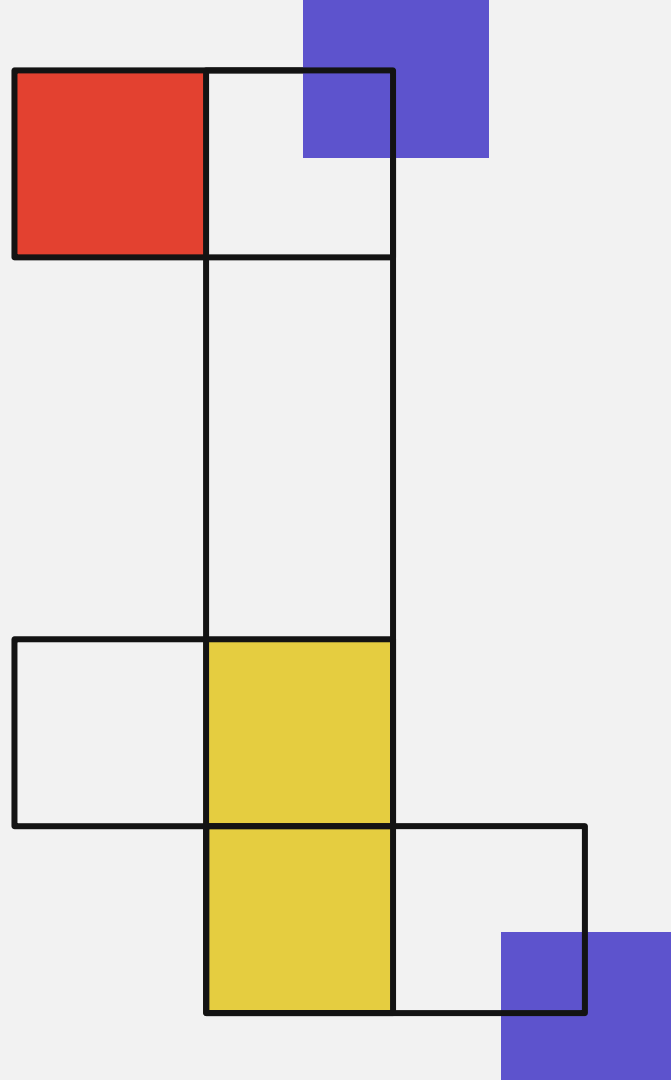


AGENDA

01	BACKGROUND	Block Grant History & Original Areas of Focus
02	CURRENT FOCUS AREAS	District Refined Areas of Focus
03	CHARTER SCHOOL UPDATES	Charter Schools' Areas of Focus
04	NEXT STEPS	District-identified Future Plans

“The most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community.”

—MILBREY MCLAUGHLIN,
PROFESSOR,
STANFORD UNIVERSITY

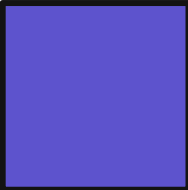


BACKGROUND

The Educator Effectiveness Block Grant:

- allocates **one-time state funding** of \$3,443,208 to SRCS LEA, including charter schools, that may be expended during the **2021-26 fiscal years**
- **targets professional learning** for teachers, administrators, paraprofessionals, and classified staff
- promotes **educator equity, quality, and effectiveness**
- approved by SRCS Board, December 2021, based on initial focus areas





BROAD AREAS OF FOCUS, DEC. 2021

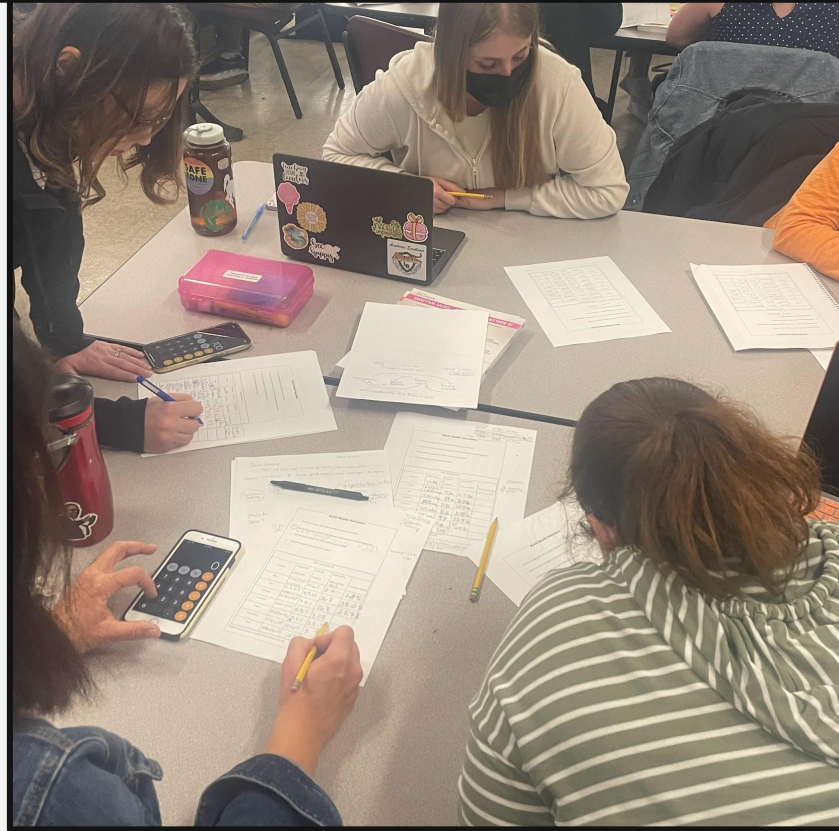


- **New teacher** and **administrator support**
- Technology integration to support **literacy** acquisition
- Professional learning through **conference attendance**
- **MTSS: Restorative Practices/Positive Behavioral Interventions & Support**
- **SEL strategies/LGBTQ+ Awareness**
- **Ethnic Studies**
- **Guest teacher** training & support
- Various **release days** & **collaboratives**

CURRENT FOCUS AREAS

Refined areas of focus identified based on analysis of 2021-22 data and community feedback in order to target areas of need more precisely:

- **Teacher and Administrator** Induction
- **Mathematics, 4-12**
- **Literacy** across All Content Areas
- **English Language Acquisition Programs**
- **Ethnic Studies** Education Cohorts
- **MTSS/SEL/PBIS/Well-being**



TEACHER INDUCTION

2021-22:

- NCSOE teachers: 83
- USF Interns: 1
- SSU Interns: 5

2022-23:

- NCSOE teachers: 109
- SSU Interns: 2

2022-23:

- NCSOE administrators: 13

ADMINISTRATOR INDUCTION

MATHEMATICS, 4-12



Fall Math Conference

Sixteen teachers & administrators attended the NCSM conference, focused on powerful math instruction, math leadership, coaching and systems for equity and social justice.



January 27th PD Day

All SRCS teachers in grades 4-12 attended a full-day session with Dr. Jo Boaler focused on tools, strategies and resources to build positive math identity and a growth mindset.



Grade Level Band Cohorts

In grade level bands of 4-6, 7-8, and 9-12, teachers participated in cohorts to continue learning begun on Jan. 27th, including student engagement and access to grade level concepts for all students.

BOALER COHORTS FEEDBACK

I'm interested in math integrated into science projects that are inquiry-oriented and support developing collaboration and communication skills in math/science.

Using data visuals to engage students in data analysis.

I really like the data science. I will be using the soccer data in my classroom full of soccer fanatics.

The power of open-ended tasks that allow for multiple ways of problem solving. Data Talks based on the Youcubed resources. Connecting math to daily life happenings.

Having students work together to create math visualizations and asking the right questions to guide student thinking.

Before this training I had not considered incorporating data science into my lessons regularly because it is not a concept that I am familiar with teaching. I feel much more confident in knowing how to incorporate fun ways for students to explore data science now.

The Group Work task was so rich! I have used Data Talks in the past and I am excited to extend into Data Talks.

I would like to do today's activity around global wealth and population. I'm thinking about how to connect it with our current studies of water and life science. I like the label that Carlos Cabana uses for what we call "Details" and how it connects to the real world profession of technical writing.

Treat students like experts, ask questions, and don't give the answer.

Share one to two learnings you will take back to your classroom from today's meeting.

Orton-Gillingham (OG) Structured Literacy Training

LITERACY

When	# of Staff Trained
Summer 2021	3
Fall 2021	22
Summer 2022	20
Fall 2022	20
March 2023	26
June 2023	32



OG TRAINING FEEDBACK

This was eye-opening! It really showed me how I can support my students with dyslexia and learning difficulties. I know I can help them feel more confident. This is very systematic. I learned the why and the purpose of what to teach.

Wish I would have had this earlier in my career. When I think of the number of students I could have helped but did not know how to....

*Phonemic Awareness,
Phonics, Fluency,
Vocabulary,
Comprehension*

I didn't know it was possible to learn how to teach reading in 5 days! I now have a plan and a direction. I loved the differentiation and engagement strategies and ways to make the teaching of reading multisensory.

Everything we learned is accessible and manageable.

Comments regarding strategies to teach students to read (from initial OG training & morphology training).

This approach is so student-focused!!!!

Very organized and given time to practice. Great skills for understanding reading instruction.

Appreciated this phase 2 of OG training on morphology and how it can be taught from the earliest grades on. I plan to integrate these morphology strategies in my teaching of CCD vocabulary--I think it will provide more access to academic and technical vocabulary for all students.

LITERACY & ENGLISH LANGUAGE ACQUISITION

Literacy across content areas and English Language Acquisition were an integral part of conference attendance.

Conference	# of SRCS Participants
NCSM (National Council of Supervisors of Mathematics)	16
NABE (National Association of Bilingual Education)	28
CABE (California Association of Bilingual Education)	9
La Cosecha Dual Language	14

CONFERENCE FEEDBACK

Comments regarding the impact of conference attendance.

I learned ways to engage with families and build a bond to make them comfortable. I brought back support for my families like affordable, enjoyable ways to support their students at home.
-Family Engagement Facilitator

I learned ways to communicate with our families and how to best support them like organizing parent workshops and/or family information nights.

-Family Engagement Facilitator

The experiences allowed our team to connect with colleagues across the nation and build a network for insights, resources and ideas.

-EL TOSA

At NABE and La Cosecha I learned that we are not alone in thinking that the assets of our students should be valued. Both experiences supported me in informing our school community that it was possible to create a school that not only incorporated a dual language program but also a focus on CTE pathways that would benefit our students.

-Administrator

I gained a lot of important information. How to have a better approach to our families to make them more involved in their children's academic success.

-Family Engagement Facilitator

I learned ways to connect with parents, students and teachers. I also learned that Covid not only affected our students in education but in their social emotional skills as well.

-Family Engagement Facilitator

I will use all the information I obtained with the families I work with and also with my colleagues to better support our students & families.

-Family Engagement Facilitator

Multilingualism, Collective Efficacy, Family Engagement

I learned that we need to bring in diversity, and teach about the different cultures so we can bond with the families. It is important to put ourselves in parents' shoes and reach out with modeling behavior. We learned strategies to address the linguistic academic and social and emotional needs of our Newcomers and continue to advocate for immigrants. -Family Engagement Facilitator

ETHNIC STUDIES EDUCATION COHORTS, 2022-23

COHORT 1

38 participants



COHORT 2

20 participants



COHORT 3

17 participants



Note: the lower numbers in Cohorts 2 and 3 are not due to attrition but rather the guest teacher shortages over the 21-22 and 22-23 years that prohibited larger participation.

ETHNIC STUDIES SURVEY FEEDBACK

In what ways has your Ethnic Studies training impacted your practice in the classroom?

Ethnic Studies is THE reason I teach and work with youth. Ethnic Studies has been such an affirming place for me. It gives me the strength I need to continue to do the work I do within the school house.

It has definitely made me more aware of how much student voice/experience is centered in my classroom. I think in doing this, I have a stronger rapport with students. They know I will take each class to have their voices heard by others and myself.

As a Spanish for native speakers teacher, I have been implementing what I have learned in terms of identity and counter narratives.

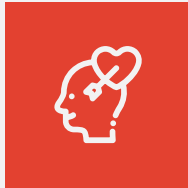
I have such a deep respect for teachers and what we have done with students this year and in years past. It is beautiful to be in community with each other and grow this Ethnic Studies team from the ground up.

In my elementary classroom, Ethnic Studies has allowed me to have conversations surrounding race, gender identity, and anti-racism.

Any success stories to share?

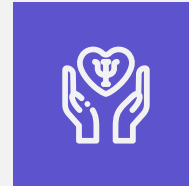
Students appreciated the study of Native Americans through the Ethnic Studies lens. I have had many successful moments teaching ETHS--too many to write here!

SEL | WELL-BEING



January 27th PD sessions with Jess Mercer focused on best practices/approaches for increasing a sense of belonging, safety and inclusion within a school community

Professional learning led by consultant Positive Images about supporting LGBTQ+IA Youth

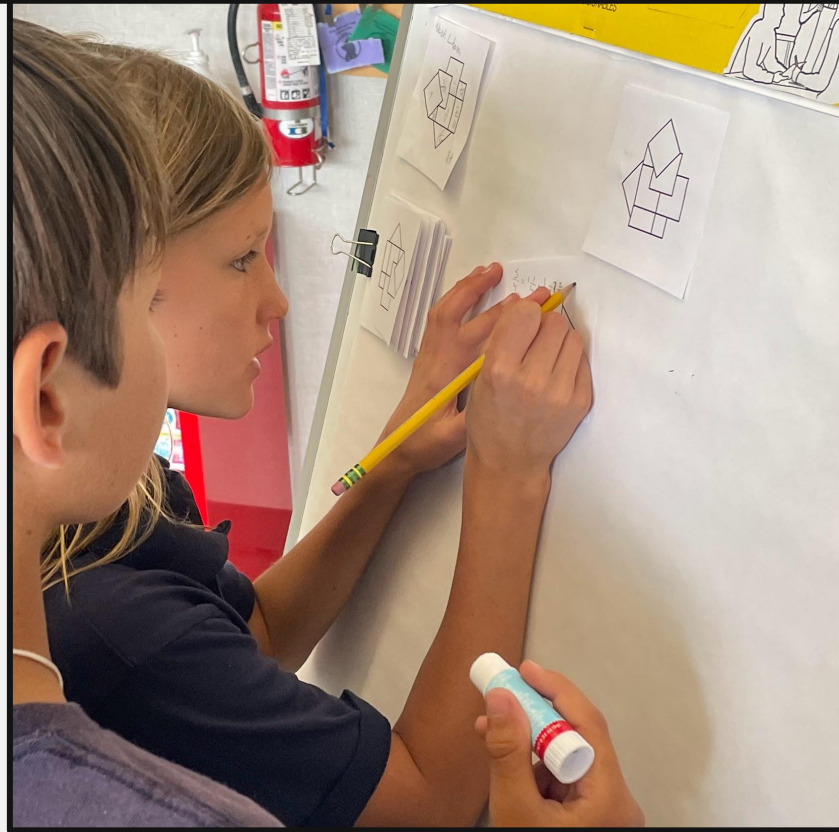


MTSS

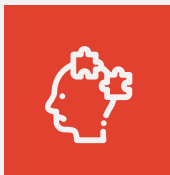
CHARTER SCHOOL UPDATES

Principals from the following schools share updates regarding their use of Educator Effectiveness Block Grant funds:

- Cesar Chavez Language Academy
- Santa Rosa Accelerated Charter School
- Santa Rosa Charter School for the Arts
- Santa Rosa French-American Charter School



CESAR CHAVEZ LANGUAGE ACADEMY



AVID Training

Seven teachers participated in summer training.

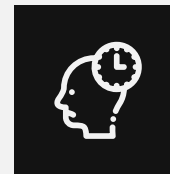
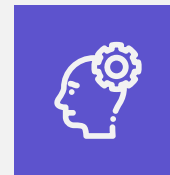


New Teacher Support

New teachers were supported through GLAD training and time to collaborate around assessment analysis to inform implementation of GLAD strategies.

Mathematics

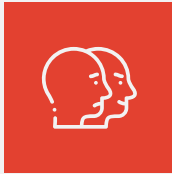
Three math teachers participated in the Asilomar Math Institute.



Next Steps

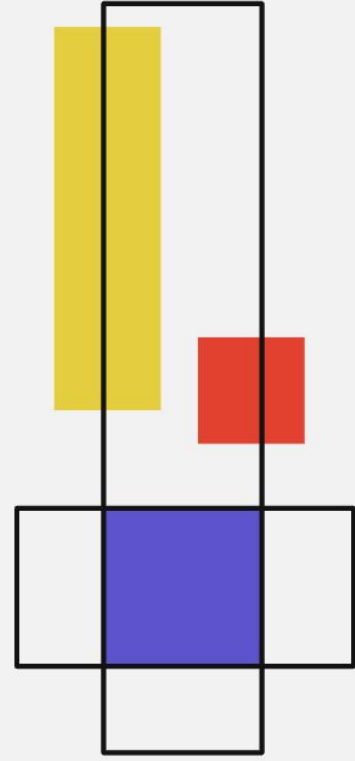
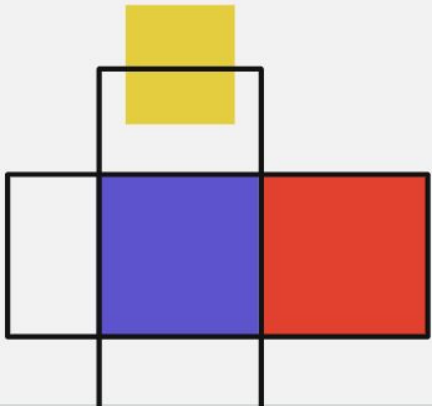
We will continue training in AVID, GLAD, and Maravillas SLA curriculum.

SANTA ROSA ACCELERATED CHARTER SCHOOL

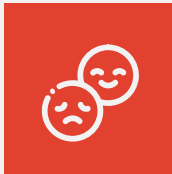


Teacher Collaboration

- Summer teacher collaboration to review all incoming student profiles for best classroom placement & academic and social-emotional supports.
- This collaboration will be especially important during Summer 2023 as SRACS onboards two new teachers following the retirement of two veteran teachers.



SANTA ROSA CHARTER SCHOOL FOR THE ARTS

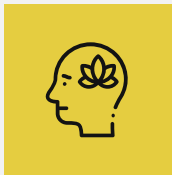
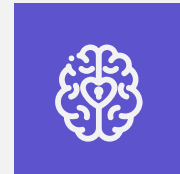


Arts Integration

Training and workshops through LBC and Kennedy Center

Social-Emotional Learning

Support the hiring of a Restorative Specialist

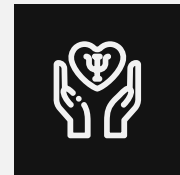


PBIS

Implementation of trauma-informed strategies within PBIS Framework

New Teacher Mentorship

Induction support through SCOE



SANTA ROSA FRENCH-AMERICAN CHARTER SCHOOL

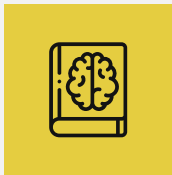
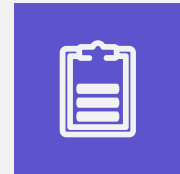


New Teacher Coaching

Support new international teachers to build understanding of state standards & district programs

Standards-Aligned Instruction

Jo Boaler, Orton-Gillingham, Grade Level Release Days, work with the French Ministry

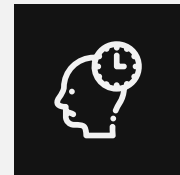


Curriculum

Grade level curriculum sequencing to support differentiation & standards-aligned instruction across subject areas

Future Plan

Concept-based curriculum and English Language Development PD; continued support of new teachers



BUDGET UPDATE

Original block grant allocation, including Charter Schools	\$3,443,208
Total actual expenditures & encumbrances as of May 17, 2023	Expenditures: \$1,000,623 Encumbrances: \$112,219
Remaining Balance as of May 17, 2023	\$2,330,365

PLANS FOR 2023-26

⇒ **Teacher, Counselor, & Administrator** Support, Mentoring, and Coaching

⇒ **Mathematics, TK-12**

- Collaborate with Dr. Jo Boaler around **mathematics instruction, leadership, & student engagement**
- *New for 2023-24: explore **Thinking Classrooms in Mathematics** for enhanced learning, 4-12*

⇒ **Literacy** across All Content Areas

- Build instructional capacity for foundational literacy skills with **Orton-Gillingham (OG)**



PLANS FOR 2023-26 CONTINUED

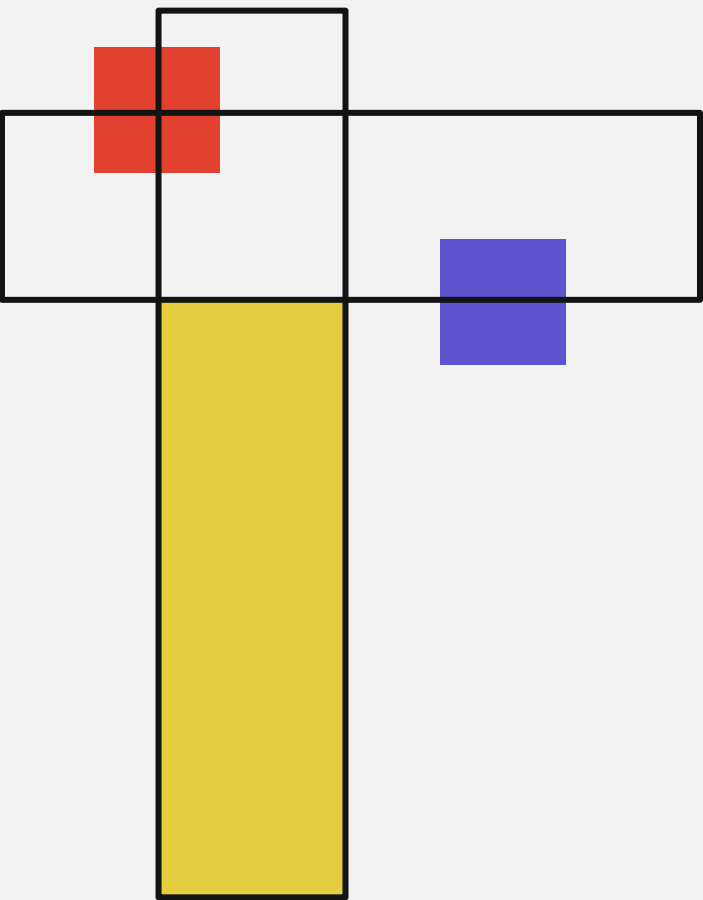


⇒ English Language Acquisition

- Continue to build leadership and instructional capacity through targeted conference participation
- **New for 2023-24:** Specially Designed Academic Instruction in English (SDAIE) training

⇒ MTSS / SEL / Restorative / PBIS / Well-being

- Continue to strengthen MTSS supports
- **New for 2023-24:** provide training to staff in Restorative Practices and Positive Behavioral Interventions (PBIS)



THANK YOU

