

Piedmont Unified School District

M E M O R A N D U M

To: Board of Education

From: Randall Booker, Superintendent
Cheryl Wozniak, Assistant Superintendent

Date: November 10, 2021

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

I. BACKGROUND INFORMATION

The Educator Effectiveness Block Grant is state funding provided for school districts to be used for professional learning for teachers, administrators, paraprofessionals that work with pupils, and classified staff that interact with pupils.

Allocation of funds is based on an equal amount per full-time equivalent (FTE) certificated staff which shall not exceed the certificated count, and FTE classified staff for each local educational agency (LEA) and state special school. Calculations will be made using certificated data submitted through the California Longitudinal Pupil Achievement Data System and classified data submitted through the California Basic Educational Data System as of October 2020.

The California Department of Education plans to release the first apportionment of funds, reflecting 80 percent of the allocation for each LEA and state special school in mid to late fall 2021, and remaining funds will be released in spring 2022.

As a condition of receiving Educator Effectiveness funds, a school district is required to:

- On or before December 30, 2021, 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 before its adoption in a subsequent public meeting.
- As a condition of apportionment, 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.

The local plan for the Educator Effectiveness funds needs to be heard in a public meeting of the governing board of the school district before its adoption in a subsequent public meeting. This must take place on or before December 30, 2021.

Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. 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.

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 schoolsite'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.

II. PROPOSED PLAN FOR EEGB FUNDS

Piedmont Unified School District's apportionment for EEGB funds is \$739,935.00. This funding allocation is based on 191.340 certificated FTE and 114.950 classified FTE which totals 306.290 FTE.

The first Action Area of Goal 3 of the District's Strategic Plan is Professional Learning.

GOAL #3 - Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth		
YEAR 1	YEAR 2	YEAR 3
A. Provide training on SEL and MTSS		
(i) Provide staff with training on trauma-informed and executive function instructional practices (ELO Grant)	(i) Train and coach staff on new SEL MTSS and support in its use; train and coach staff on aligned restorative practices, and address the	(i) Provide ongoing training and coaching to adapt to the new MTSS

<p>(ii) Provide training for teachers and staff on how to welcome students back to school following the pandemic (ELO Grant)</p> <p>(iii) Train and coach staff on how to interpret results from the BESS SEL screener</p>	<p>continued impact of Covid-19 learning loss and social-emotional needs</p>	
<p>B. Engage staff in a discourse on race, identity, bias, inclusion, and consent</p>		
<p>(i) Engage in a deep study of the four areas of Teaching Tolerance Critical Practices for Anti-Bias Education to guide teaching and learning in all classrooms: Instruction, Classroom Culture, Family and Community Engagement, Teacher Leadership (AR 0415.1, 1a; 5b,d)</p> <p>(ii) Identify training and support for ongoing discourse on race, identity, bias, inclusion, and consent (BP 0415, 8)</p> <p>(iii) Train staff on how to identify and incorporate anti-racist resources into the TK-12 curriculum in all subject areas (AR 0415.1, 4)</p> <p>(iv) Train staff on ways to respond in a culturally sensitive and responsive way and how to talk about and teach DEI (BP 0415, 8)</p>	<p>(i) Ongoing training and support on inclusive practices and culturally responsive teaching strategies aligned to the Racial Equity and Educational Equity board policies (AR 0415.1; 1a,b,c,d; 4a,b)</p> <p>(ii) Continue to identify training and support for ongoing discourse on race, identity, and bias (BP 0415, 8)</p> <p>(iii) Continue to train staff on how to identify and incorporate anti-racist resources into the TK-12 curriculum in all subject areas (AR 0415.1, 4)</p> <p>(iv) Continue to offer identity-based affinity and support groups for students and staff (AR 0415.1, 1a, 4a,b)</p>	<p>(i) Ongoing training and support on inclusive practices and culturally-responsive teaching strategies (AR 0415.1, 1a,b,c,d)</p> <p>(ii) Continue to identify training and support for ongoing discourse on race, identity, and bias (BP 0415, 8)</p> <p>(iii) Continue to train staff on how to identify and incorporate anti-racist resources into the TK-12 curriculum in all subject areas (AR 0415.1, 4)</p> <p>(iv) Continue to offer identity-based affinity and support groups for students and staff (AR 0415.1, 1a, 4a,b)</p>

(v) Expand identity-based affinity and support groups for students and staff (AR 0415.1, 1a, 4a,b)		
C. Provide ongoing training on core academic instruction		
<p>(i) Provide regular opportunities for teacher collaboration including through PLCs and use of grade/subject-level Essential Learning Outcomes</p> <p>(ii) Train Paraeducators on the stages of literacy development in the Elementary School grades</p>	<p>(i) Support staff to develop differentiated instructional practices and support for students</p> <p>(ii) Provide staff with standards-aligned and content-specific training on updated instructional strategies and textbook adoptions</p> <p>(iii) Train staff on the use of equitable grading strategies and assessment measures, and use differentiated instructional practices such as project-based learning</p>	<p>(i) Continue to support staff to develop differentiated instructional practices and support for students</p> <p>(ii) Promote cross-school collaboration</p> <p>(iii) Provide ongoing access to PLCs and standards-aligned instructional practices</p>

The District Plan for the use of the EEBG funds is as follows:

A. Employ 2.0-3.0 FTE Teachers on Special Assignment per year for the next 3-4 years to provide professional learning for certificated teachers, paraeducators, and administrators to implement the actions outlined in Goal 3, Action Area 1, Professional Learning, of the District's Strategic Plan, and for the following purposes:

1. To provide coaching and mentoring of staff serving in an instructional setting and offering structured feedback and coaching systems
2. To develop system-wide programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas
3. To train teachers on practices and strategies that reengage pupils and lead to accelerated learning.

4. To model in classrooms 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. To model 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 schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics
6. To train teachers on 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. To provide instruction, education, and strategies to incorporate ethnic studies curricula

B. Hire outside consultants to provide training for teachers, paraeducators, and administrators to address the actions outlined in Goal 3 of the District's Strategic Plan when the knowledge and expertise needed cannot be provided by district staff.

III. REVIEW AND DISCUSSION

Assistant Superintendent, Dr. Cheryl Wozniak, will present the proposed plan for use of the Educator Effectiveness Block Grant funds, and current Teachers on Special Assignment will present highlights from their current work. This is a first reading and no action will be taken by the School Board.