



Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in [Assembly Bill 130, Chapter 44, Section 22](#) and [Assembly Bill 167, Chapter 252, Section 9](#) and mentioned below in the “Planned Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
3,182,375

The following table provides the LEA’s expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
<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>	<p>(1) Beginning of Year New Teacher Orientation followed by monthly PD/Collaboration meetings focused on a series of topics (curriculum/strategies, etc.)</p> <p>(2) Mandated training support will include compensation for educators to complete the required training outside of the workday.</p> <p>(3) For new administrators, provide at least one year of support, ideally two or more. Stipend with high-quality training for administrator mentors.</p> <p>(4) Enhance the BTSA program to provide additional opportunities for new teachers to be released from the classroom to observe colleagues, ideally with the support from Ed Services to facilitate a post-observation protocol.</p> <p>(5) Substitute/guest teacher monthly orientations.</p> <p>(6) Opt-in lesson studies with on-going collaboration time to incorporate ideas into lesson plans, share and implement best practices.</p> <p>(7) Release time in order for teachers to observe other educators, pending substitute availability.</p>	<p>2,000,000</p>
<p>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.</p>	<ul style="list-style-type: none"> • Technology integration • Digital education/Digital Citizenship • Assess all digital literacy programs currently in use in the district/at school sites 	<p>100,000</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<ul style="list-style-type: none"> • Review and design an assessment system framework • Review and update board policy on technology use 	
<p>3. Practices and strategies that reengage pupils and lead to accelerated learning.</p>	<p>(1) Available Funding for workshops, conferences, and seminars that are focused on equity, social emotional learning, re-engagement, and reaching at-promise youth.</p> <p>(2) Curriculum hours for teacher leaders to design learning opportunities and curriculum to advance learning.</p> <p>(3) A broad variety of summer learning programs focused on social emotional and academic learning, specifically to allow for credit recovery, learning enrichment and acceleration, as well as socialization and personal growth.</p>	<p>100,000</p>
<p>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.</p>	<p>(1) Develop awareness seminars and training's on staff emotional regulation</p> <p>(2) Provide grade level committees to develop protocols and procedures around suicide prevention, positive mental health supports & well-being</p> <p>(3) Consultant funded to facilitate and guide grade-level protocols and procedures</p>	<p>100,000</p>
<p>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</p>	<p>Site specific training for staff in the areas of Restorative Justice and MTSS. in order that staff can apply the theory to their specific campus culture. Train para educators about MTSS and Restorative Justice and how they play a role in the culture of the campus. Train all staff on how to recognize microaggressions and how to respond. Parent education to teach parents how to</p>	<p>200,000</p>

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.	recognize when students are in danger (or present a danger) and how to respond in a way that will support the school mission and culture. Possibly offer mini grants to school sites to support this work? This way staff and parent education can be driven by the needs of the school and community.	
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.	21-22: (1) Create Grade-level Tier 1 MTSS Resource Guide for Positive Behavioral and effective Instructional activities (2) Create CCD-like Grade level Teams (includes GenEd, SPED, EI) (3) Parallel Roll out of Structured Literacy program 22-23: (1) Develop ongoing PD year around to allow teachers to access & train on implementing resource guide (2) Roll out required UDL training for TK-3 23-24: (1) Roll out required UDL training for 4-6 24-25: (1) Roll out required UDL training for 7-9 25-26: (1) Roll out required UDL training for 10-12	100,000
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated languagedevelopment within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.	(1) Professional development for language acquisition and literacy for emergent bilingual students. (2) Grade level/content collaboration opportunities.	200,000
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).	1. Ongoing and in-depth training for Guest Teachers and all Paras (SPED and IA). 2. Paraprofessional attendance at CSEA Para Conference. 3. Provide release days for new teachers to observe other peer and experienced teacher classrooms	100,000

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	<p>4. Look at increase in Induction stipend for longevity. (Due to challenges in recruiting new mentors)</p> <p>5. Opportunities for new teacher interactions in a non-school setting.</p>	
<p>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.</p>	<p>(1) Continue work with CRSH Institute which is focused on creating authentic caring relationships with youth from the community & cultural wealth of students and families, cultivating student identity/identities and voice through emancipating teaching practices, humanizing teaching practices and methods rooted in Indigenous epistemologies, Implementing CRSH practices in academic content, school climate, and policies.</p> <p>(2) Continue work with the Redbud Wellness Model. The model is based on Native health perspectives, evidence-based research, and lived experience of Native people.</p> <p>(3) Release day/time for teachers to develop, implement, and evaluate ethnic studies curriculum.</p> <p>(4) Affinity group workshops as an essential strategy for staff with the goal of transforming schools and work-spaces into equity-centered spaces.</p>	<p>200,000</p>
<p>10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.</p>	<p>Professional development and monthly collaboration meetings for transitional kindergarten teachers and classroom aids.</p>	<p>82,375</p>
Subtotal		3,182,375.00

Educator Effectiveness Block Grant Plan Instructions

Introduction

A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at <https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp>.

Purpose and Requirements

As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:

- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
 - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
 - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

- (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) - *see slide 12 for 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**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA

Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table

The table is in three parts, **Allowable Use of Funds**, **Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds

The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.

(2) Planned Use of Funds (Actions)

- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.
- On or before **September 30, 2026**, report detailed expenditure information to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.