

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
\$1,657,528

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>Onboarding of new staff: teachers, interns, classified .5 TOSA position, 2 years <i>Beginning 2022-23</i></p> <p>The Redwood City School District (RCSD) has experienced a large number of new hires at every level of the system, due to a variety of factors. In past years, most new hires began prior to the beginning of school. More recently, the hiring of new staff has continued during the school year, and support to these new hires varies by site. The .5 Onboarding TOSA would provide:</p> <ul style="list-style-type: none"> - Information about each school site, as needed - An overview of the appropriate curriculum - New staff will be provided with hourly stipends for any additional time spent in onboarding (Title II) 	<p>\$70,000 x 2 years for TOSA</p> <p>\$10,000 stipends</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>	<p>Writing Across the Curriculum 1.0 TOSA, 3 years</p> <p>It has been several years since there has been training in narrative, informational, and persuasive writing for teachers at each grade level. A full time TOSA, with expertise in writing at all grade levels, would provide training, materials, support and coaching in writing, with a particular focus on writing in the subject areas for those students who are developing English language skills.</p> <p><i>Beginning: 2022-23</i></p>	<p>\$140,000 x 3 years</p>

	<p>Science, Technology, Engineering, Arts and Math (STEAM) electives</p> <p>1.0 TOSA, 2 years</p> <p>With the Board’s direction to provide high quality electives at each school site, a full time STEAM TOSA will ensure the development of high quality Maker Spaces, CTE offerings, technology integration and alignment, at sites that do not currently offer these options for their students, while supporting existing STEAM programs at RCSD schools.</p> <ul style="list-style-type: none"> - Staff will be provided with stipends for preparing demo classrooms and projects (Title II) <p><i>Beginning: 2022-23</i></p>	<p>\$140,000 x 2 years</p> <p>\$10,000 stipends</p>
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<p>3. Practices and strategies that reengage pupils and lead to accelerated learning.</p>	<p>N/A</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>N/A</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 or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.</p>	<p>Positive Behavior Intervention and Supports (PBIS) 1.0 TOSA, 2 years</p> <p>With the rise in negative student behaviors upon the return to school, there is a need for TOSA support for positive behavior supports, resulting in a decrease in suspensions, and behavior incidents.</p> <p>The PBIS TOSA will join the PBIS site based teams, provide ideas and trainings, connect with resources, and coach site staff in positive behavior practices. <i>Beginning: 2022-23</i></p>	<p>\$140,000 x 2 years</p>
<p>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.</p>	<p>Equitable Practices: Universal Design for Learning (UDL)/Inclusive practices 1.0 TOSA, 2 years</p> <p>The Multi-tiered System of Support (MTSS) implementation is #1 of the RCSD LCAP goals. The focus is on equitable, inclusive practices that are designed to support each RCSD student. This TOSA will provide training and coaching in the following areas:</p> <ul style="list-style-type: none"> - Universal Design for Learning - Assessments and progress monitoring - More here <p>This TOSA will also work closely with the site-based MTSS TOSAs, to ensure sufficient resources and trainings for each site. <i>Beginning: 2022-23</i></p>	<p>\$140,000 x 2 years</p>

<p>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.</p>	<p><i>This support will continue to be provided through LCAP funding.</i></p>	
<p>8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).</p>	<p><i>This support will continue to be provided through LCAP funding.</i></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>N/A</p>	
<p>10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.</p>	<p>PreK - TK - K program development, training and alignment .5 TOSA, 3 years A .5 TOSA is needed to support the development and training of our expanding TK program (certificated and classified staff), ensuring sufficient materials, and developing the 9 hour program.</p> <p>In addition, this TOSA will work with the PreK and Kinder classrooms across the district to develop an articulated PK - TK - K program design, with aligned strategies, materials and assessments.</p> <p>Stipends will be provided to teachers for extra planning time. <i>Continuing current position through 2025</i></p>	<p>\$70,000 x 3 years \$10,000 stipends</p>

	Subtotal \$1,650,000
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\$7,528 set aside for salary adjustments

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).

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- 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.