



Educator Effectiveness Block Grant Proposal

Academics, Business & Human Resources

Board Meeting
December 16, 2021
Agenda Item No. 9.4

Overview

Requirements & Compliance

Funds must be utilized in accordance with the requirements to provide professional learning for teachers, administrators, paraprofessionals, and classified staff that interact with pupils in order to promote educator equity, quality, and effectiveness

Submit the annual data and expenditure reports on or before September 30 of each year to CDE

On or before September 30, 2026, the District will submit a final report to CDE, with detailed final data and expenditure information including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development.

Requirements & Compliance

Funds

Requirements & Compliance

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. t wi.3 ()-6.3 (for t)-lapy lafor t(gra)-2.6

Requirements & Compliance

8. New professional learning networks for educators not already engaged in an education-related professional learning network to support 3do9 (ne)-2.7 (re)-2.6 (qul)-2 (re)-6

Proposed Budget Plan

(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, selfmanagement, social awareness, relationships, and responsible decision-making skills,

Proposed Budget Plan

(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.

Planned Activity	Budgeted 2021-22

Proposed Budget Plan

Summary of Expenditures		
Section Totals	Budgeted 2021-22	Total Budgeted per Activity
Subtotal Section (1)	\$ 1,534,740.19	\$ 7,673,701.00
Subtotal Section (4)	\$ 250,000.00	\$ 1,250,000.00
Totals By Year:	\$ 1,784,740.19	\$ 8,923,701.00
		Total Planned Expenditures
		\$ 8,923,701.00

Recruitment and Retention Focus

Continue to develop cross-departmental collaborations in order to enhance recruitment efforts and grow retention focus

Administrator Coaching and Partnership Program

Retention

Increase retention of site and district administrators by providing them with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities as instructional leaders (SIR Action 8A2)

Research and train school sites where student equity data reflects the highest priority and provide school leaders the opportunity to strengthen their ability to mobilize others, model inquiry and reflection, and data-based decision-making (SIR Action 2C)

Proposed Key Performance Indicators

Focus Area (s)	KPI	Rationale
Retention	<p>Compare the difference in annual and 3-year retention rates of site and district administrators who participate in professional learning and coaching opportunities to those who have not participated.</p> <p>For example, if group A represents those who participated and group B represents those who did not</p>	

Deferred Action for Childhood Arrivals (DACA) Pathway to Teaching

Recruitment and Retention

Build upon the already strong relationships with local universities to allow the development and implementation of a DACA focused pathway to the teaching profession

Focus Area (s)	KPI	Rationale
Recruitment and Retention	<p>Number of local universities including Sacramento State, University of California, Davis, etc. with DACA focused pathway to the teaching profession 2021-2022 Baseline: XXX 2022-2023 Target: XXX</p> <p>Number of SCUSD teacher hires who participated in a local university's DACA focused pathway to the teaching profession: 2021-2022 Baseline: XXX 2022-2023 Target: XXX</p>	This KPI highlights two important process steps. The first is for the universities to create the actual DACA pathways to the teaching profession and second a way to measure the actual utilization of these pathways to the teaching profession.

Visa H1B, J1 Support to Prospective and Current Employees

Recruitment and Retention

The continued focus on recruiting and retaining diverse staff is paramount. Having the ability to provide current and prospective employees with visa support will assist in providing needed support

Support for teacher in high needs areas such as special education and foreign languages

Proposed Key Performance Indicators

Focus Area (s)	KPI	Rationale
Retention	<p>Compare the difference in annual and 3-year retention rates of site and district administrators who received visa support to those who were eligible for visa support but did not request it.</p> <p>For example, if group A represents those who participated and group B represents those who did</p>	

Advertising

Recruitment

Social media subscriptions for postings and recruitment (LinkedIn, etc.); QR Codes for back of business cards with link to our social media page, business cards

To post in some proven and visible sites in search of key positions, some postings are as much as \$500 per posting

Need to increase our digital presence to be more competitive

Focus Area	KPI	Rationale
Recruitment	Compare the difference in the number of applications based on social media over the course of the block grant with the expectation that the number of applicants who cite social media as the recruitment channel increases. 2021-2022 Baseline: XXX 2022-2023 Target: XXX 2025-2026 Target: XXX	Social media is now recognized as a primary professional recruitment channel. It is an emerging best practice to include it in all recruiting efforts

Career Pathways for Administrators and Teachers

Recruitment

Building off past successful programs and expanding with a focus on diversity and sustainability, this would allow for the development and extension of pathways for teachers to become administrators, classified staff to become teachers, and Early Childhood Education teachers to become Transitional Kindergarten (TK) teachers through partnerships and support

Focus Area (s)	KPI	Rationale
Recruitment	<p>Compare the year over year total number of participating teachers who become administrators with the expectation that this number will increase over time</p> <p>2021-2022 Baseline: XXX 2022-2023 Target: XXX 2025-2026 Target: XXX</p> <p>Compare the year over year total number of participating classified staff who become teachers with the expectation that this number will increase over time</p> <p>2021-2022 Baseline: XXX 2022-2023 Target: XXX 2025-2026 Target: XXX</p> <p>Compare the year over year total number of participating</p>	

Classified Coaching and Partnership Programs

Retention

Increase retention of classified staff by providing them with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities

Specific focus on those hard to fill positions or those with high turnover rates such as bus drivers, special education instructional aides, food service assistants, and child care attendants

Focus Area (s)	KPI	Rationale
Retention	Compare the difference in annual and 3-year retention rates of classified staff by job class who participate in professional learning and coaching opportunities to those who have not participated.	yey parep28.8 (l)-5.7 (r)-5.4 (-0.00 16.051 0.2 (e)-1.7

Professional Learning for Classified and

Summary

Approve the Educator Effectiveness Block Grant

Approval required by 12/30/21

Q & A