

## MEMORANDUM

**DATE:** November 18,2021  
**TO:** MEMBERS, Mt. Baldy JESD School Board  
**FROM:** Nancy Sirski, Superintendent/Principal  
**SUBJECT:** Executive Summary – Educator Effectiveness Block Grant

### **Purpose**

This is an initial presentation of the Educator Effectiveness Block Grant to the Board for the purpose of review and input. A final version will be submitted during the December 9<sup>th</sup> meeting for approval.

Assembly Bill (AB) 130 and AB 167 include funds for the Educator Effectiveness Block Grant afforded to county offices of education, school district, and charter schools based on 2020-2021 full-time equivalent for certificated and classified staff. Funds are intended to support professional learning for teachers, administrators, classified staff, and paraprofessionals who work with pupils.

The planning template is aligned to Education Code, and outlines the following ten potential areas of use (not all of which need to be addressed):

1. Coaching and mentoring of staff
2. Increasing literacy across subject areas
3. Reengaging students and accelerating learning
4. Social-emotional learning
5. School climate
6. Individuals with exceptional needs
7. Language acquisition
8. Professional learning networks
9. Ethnic studies
10. Early childhood education

### **Allotment**

District and charter school allocations were posted by the California Department of Education during the week of October 18<sup>th</sup>, 2021. The total allocation of \$26,791.00 was allocated to the district.

Availability of funds begins with the 2021-2022 academic year, and extends through the 2025-2026 academic year.

### **Determination of usage of funds**

Dedication of part of the funds for the purpose of supporting new teachers with induction support was determined by the administration. Identification of other areas of need occurred with input from teachers during the November 1, 2021 Pupil Free day.

# 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
\$26,791.00

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>All new teachers are supported through a two-year induction program that is associated with Ontario-Montclair School District. The first group of teachers will be enrolled in the program for the 22-23 school year and will complete the program by the summer of 2024.</p>	<p>\$10,000.00</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>		

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
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, multi-tiered 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.		\$

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
<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>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>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>(c) 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:</p> <p>(1) 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</p> <p>(2) 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, 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.</p>	<p>In the 2021-22 school year, Mt Baldy staff is engaging in a school visioning process to identify areas of improvement based on input from community partners, teachers, and staff.</p> <p>Topics and actions for improvement efforts will be identified so teachers can engage in professional learning networks of educators starting in the 22-23 school year to increase effective instructional practice through collaboration, coaching, and expert support.</p> <p>The cycle of feedback and reflection will include a focus on academic content alignment within the school vision and for the development of new learning opportunities for students.</p>	\$16, 791.00

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
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.		\$
<b>Subtotal</b>		\$26,791.00