



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1

Meeting Date: January 16, 2025

Subject: Educator Effectiveness Block Grant Update

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated:)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office, Curriculum & Instruction Department, Human Resources

Recommendation: Approve updated budget for the remainder of the grant's implementation

Background/Rationale: In 2021, SCUSD's proposal for the use of Educator Effectiveness Block Grant (EEBG) funds was approved. The plan for the 8.9 million dollars included a focus on recruiting and retaining highly qualified teachers and administration through a collaboration between the Academic Office and the Human Resources Department. Included in the plan were funds for a preliminary administrative credential program, professional development to support the growth and retention of administrators, supports for new teachers who need assistance with employment VISA's, and recruitment events. Additionally, the plan included funding SCUSD's CTC-accredited Teacher Induction Program. SCUSD began implementation of the EEBG during the 2022-23 school year, and the funds are to be expended by September 30th of 2026.

The Academic Office and Human Resources department intend to update the board on the implementation of the EEBG grant, including information about our recruitment and retention efforts and the supports provided to new teachers and administrators to ensure that they continue to grow professionally as highly-qualified educators. We also intend to update the board on the grant's implementation budget and recommend adjustments to the budget for the remainder of the grant's funds. The recommended budget adjustments will ensure that all the funds are used by the end of the grant to

effectively support our new educators and provide professional learning and opportunities for career growth so that all educators will be excellently prepared to teach and guide the students of Sacramento City Unified School District into the brightest futures possible.

Financial Considerations: No new funds recommended
Recommendation for adjustment of EEBG funds

LCAP Goal(s):

Goal 1: College Career Readiness

Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students

Goal 3: Integrated Supports

Goal 4: Culture and Climate – Dismantling Systems

Goal 5: Engagement/Empowerment

Goal 6: Implementation of MTSS/Data-Based Decision Making

Goal 7: Update the District's Graduate Profile

Goal 8: Basic Services and Districtwide Operations/Supports

Goal 9: Focus on Students with Disabilities

Goal 10: Focus on Homeless Youth

Goal 11: Focus on Foster Youth

Documents Attached:

Executive Summary

Estimated Time of Presentation: 15 minutes

Submitted by: Yvonne Wright, Chief Academic Officer,
Erin Findley, Assistant Superintendent of Curriculum & Instruction
Hillary Harrell, Director of Professional Learning, Educator and
Leadership Development, Cancy McArn, Chief Human Resources
Officer, Tiffany Smith-Simmons, Director, Talent Management

Approved by: Lisa Allen, Superintendent

Board of Education Executive Summary

Department Name

Educator Effectiveness Block Grant
January 16, 2025



I. OVERVIEW / HISTORY

In the fall of 2021, The District was awarded the Educator Effectiveness Block Grant (EEBG) in the amount of \$8,923,701 for the purpose of supporting professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. The District’s EEBG Plan was presented at the November 18, 2021 Board Meeting for a first reading and adopted at the December 16, 2021 Board Meeting. Subsequent revisions to the plan require board approval. Based on a number of factors, the District’s original plan has been revised and is therefore being presented this evening for approval.

II. DRIVING GOVERNANCE

Districts may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals, and classified staff that interact with pupils in order to promote educator equity, quality, and effectiveness. Funds are subject to annual audit and 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 (CDE)

III. BUDGET

The District was allocated approximately \$8.9 million in EEBG funds for the purpose of EEF may be used to support 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.

Board of Education Executive Summary

Department Name

Educator Effectiveness Block Grant

January 16, 2025



4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil wellbeing.
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.
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 EC 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.

Funds have been expended for the 2021-22, 2022-23, and 2023-24 school years and are proposed for reallocation for the 2024-25 and 2025-26 school years in accordance with the following table.

Board of Education Executive Summary

Department Name

Educator Effectiveness Block Grant

January 16, 2025



	2022-23	2023-24	2024-25	2025-26	Per Activity Total
1. Admin Coaching & Partnership Programs	\$150,000	\$150,000	\$150,000	\$150,000	\$600,000
2. Recruitment & Retention - Visa H1B, J1 Support	\$100,000	\$100,000	\$265,825	\$265,825	\$731,650
3. Recruitment - Advertising	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
4. Recruitment - Career Pathways	\$250,000	\$250,000	\$450,000	\$450,000	\$1,400,000
5. Retention - Classified Coaching & Partnership	\$125,000	\$125,000	\$325,000	\$325,000	\$900,000
6. Recruitment & Retention - PL for Subs	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000
7. Recruitment & Retention - Dir II, Talent Management	\$154,386	\$154,386	\$154,386	\$154,386	\$617,544
8. New Teacher Development - Teacher Induction Program	\$827,018	\$1,112,253	\$1,040,915	\$1,094,321	\$4,074,507
Per Year Total	\$1,756,404	\$2,041,639	\$2,536,126	\$2,589,532	\$8,923,701

Adjustments for the 2024-26 budget from the budget initially approved in December of 2021 include reallocating unspent funds from the 2021-22, 2022-23, and 2023-24 school years to New Teacher Development/Teacher Induction Program, Visa Support, Career Pathways, and Classified Coaching and Partnerships.

IV. GOALS, OBJECTIVES, AND MEASURES

The District will adhere to spending restrictions by the required deadlines to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. An annual data and expenditure report will be due each year on or before September 30 to the California Department of Education. The District will also submit a final data and expenditure report by the due date of on or before September 30, 2026. Any funds that the District does not expend by June 30, 2026, must be returned to the California Department of Education.

V. MAJOR INITIATIVES

Allocate funds to provide professional learning for teachers, administrators, paraprofessionals, and classified staff that interact with pupils in order to promote educator equity, quality, and effectiveness.

VI. RESULTS

Utilize the funds 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.

VII. LESSONS LEARNED / NEXT STEPS

Board of Education Executive Summary

Department Name

Educator Effectiveness Block Grant

January 16, 2025



- Adhere to the requirements of the Effective Educator Block Grant
- 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.