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Mission

Ravenswood City School District empowers every student to fully engage critically and creatively in their education with the skills and mindsets necessary to successfully fulfill their unique potential.

Educator Effectiveness Grant Spending Plan

Through Assembly Bill 130, the State created an Educator Effectiveness Block Grants. Ravenswood has, through that program, automatically been awarded \$606,365.00. These funds can be expended during the 2021-22 school year or during any point before the end of the 2025-2026 school year.

There are two conditions of these funds. They are:

- (1) On or before December 30th, 2021, the district must develop and adopt a plan delineating the expenditure of funds. The plan shall be presented in a public meeting of the governing board of the school district before its adoption in a subsequent public meeting.
- (2) Annually, submit a data and expenditure report detailing the requested information to the California Department of Education (CDE). On or before September 30th, 2026, a final data and expenditure report is also required to be submitted.

There are a number of possible uses for these funds. Specifically:

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 multi-tiered systems of support, transforming a school site's culture



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.

The legislature has given the district significant time to spend these funds. We have made significant investments in professional development this year – including a near \$1m expenditure this past summer and significant school-site specific and district-wide investments in PD during the school year. Therefore instead of planning on spending these funds this year, we plan on incorporating these funds into the SY22-23 (and beyond) budgeting process. While specific amounts are yet to be determined, we plan on all, or some portion, of the following approaches:

- Allocating these funds to each school to use for their own specific professional development – while following the broad guidelines above;
- Giving teachers autonomy to choose from a curated list of options and be reimbursed for attending that development opportunity on their own time;
- Centrally-led or sponsored professional learning opportunities (i.e. development that is on the Curriculum and Instruction Department's budget) for staff, which may include teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils.

Regardless of how these funds are mechanically spent, all of the uses will fall under the ten broad categories above.