



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
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\$5,620,346.00

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>	<ul style="list-style-type: none"> ● Induction teachers will participate in 2 academies: cooperative learning and empathy based leadership in the classroom. ● Additional professional learning will be provided to teachers of the Independent Study program. ● Intern teacher mentors will be provided with stipends for each mentor who is participating. Currently, 27 teachers are operating under an Intern Credential. 	<ul style="list-style-type: none"> ● \$300,000 ● \$126,346
<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>	<ul style="list-style-type: none"> ● Training will be provided to Instructional Assistants in the area of small group management, with a focus on literacy and numeracy strategies. ● Substitute teachers will be provided ongoing training in the use of Google classroom, classroom management, and numeracy and literacy strategies. ● District will implement a teacher-in-training program to ensure long-term intermittent staff possess the same skills as credentialed teachers. The intent is for this personnel to be prepared to fill future vacant positions. 	<ul style="list-style-type: none"> ● \$100,000 ● \$75,000 ● \$1,044,000

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.	<ul style="list-style-type: none"> ● During the 2021-22 school year, each school site adopted a SEL (Social Emotional Learning) curriculum. This action will provide for follow up training on this curriculum and these strategies. 	<ul style="list-style-type: none"> ● \$500,000
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.	<ul style="list-style-type: none"> ● In partnership with California State University - San Bernardino, the District will work with a program to recruit male teachers of color to teach in Rialto. The program will begin with potentially 5 teachers in a cohort to expand over the 5 years. The cost will include the cost of the program and the cost of additional FTE to incorporate these teachers. ● To support elementary teachers' understanding of CLRT (Culturally and Linguistically Responsive Teaching), The District will contract with Dr. Sharroky Hollie to create cohorts of schools to implement this training and model. First year’s cohort to include 180 teachers. 	<ul style="list-style-type: none"> ● \$2,000,000 ● 2021-22 - \$125,000 ● 2022-23 - \$200,000 ● 2023-24 - \$250,000

<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>	<ul style="list-style-type: none"> ● Training on inclusive practices (for example, Anne Benninghoff) will be provided; priority will be given to new teachers. 	<ul style="list-style-type: none"> ● \$300,000
<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>	<ul style="list-style-type: none"> ● In partnership with the University of California Riverside, the District will offer a program to support teachers wanting to obtain their bilingual authorization. The program will begin with a cohort of 10 teachers that will expand to 15 teachers per year over 5 years. The cost will include the cost of the program. ● In partnership with the California Association of Bilingual Education (CABE), the District will provide a training program to Bilingual Instructional Assistants that prepare them to work with English Learners acquiring academic English. ● In partnership with CABE and other reputable organizations in the field of Dual Language Immersion (DLI), the District will provide a professional development program for teachers who are currently teaching or aspire to teach in DLI classrooms. 2 days in 2021-22, 4 days in 2022-23 and 2023-24 ● In partnership with CABE and other reputable organizations in the field of second language acquisition, the District will provide a professional development program for teachers to learn advanced strategies in integrated English language development. 	<ul style="list-style-type: none"> ● 2021-22 - \$30,000 ● 2022-23 - \$48,000 ● 2023-24 - \$48,000 ● 2021-22 - \$33,000 ● 2022-23 - \$33,000 ● 2023-24 - \$33,000 ● 2021-22 - \$25,000 ● 2022-23 - \$50,000 ● 2023-24 - \$50,000 ● 2021-22 - \$50,000 ● 2022-23 - \$50,000 ● 2023-24 - \$50,000

8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		

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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.	<ul style="list-style-type: none"> The District will provide professional development opportunities in support of the ethnic studies curriculum. 	<ul style="list-style-type: none"> \$100,000
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.		
Subtotal		\$5,620,346

