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## Educator Effectiveness Funds 2021–26 FAQs

Frequently Asked Questions (FAQs) and answers regarding Educator Effectiveness.

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### Funding Calculations and Apportionment of Funds

1. [Who is eligible to receive Educator Effectiveness funds?](#)
2. [How will the Educator Effectiveness funding be calculated?](#)
3. [When can local educational agencies \(LEAs\) expect to receive the Educator Effectiveness funds?](#)

The California Department of Education plans to release the first apportionment of funds, reflecting 80 percent of the allocation for each LEA and state special school in mid to late fall 2021, remaining funds will be released in spring 2022.

4. [Where can I find more information on the Educator Effectiveness funds?](#)
5. [What is the Standardized Account Code Structure \(SACS\) code for Educator Effectiveness?](#)

SACS Resource Code 6266: Educator Effectiveness

### Use of Funds and Expenditure Reporting

1. [Are there conditions placed on local educational agencies receiving the Educator Effectiveness funds?](#)

As a condition of receiving Educator Effectiveness funds, a school district, county office of education, charter school, or state special school is required to:

- On or before December 30, 2021, develop and adopt a plan delineating how the Educator Effectiveness funds will be spent including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.
- As a condition of apportionment, submit an annual data report and an annual expenditure report detailing information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators or classified staff that received

professional development on or before September 30 of each year. In addition, as a condition of apportionment, a final data and expenditure report is also required to be submitted to the CDE on or before September 30, 2026.

2. Does a recipient of funds have to submit its local plan for the Educator Effectiveness Fund to the California Department of Education?

No. The local plan for the Educator Effectiveness funds needs to be heard in a public meeting of the governing board of the school district, the county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting. This must take place on or before December 30, 2021.

3. Is a template available for the plan local educational agencies (LEAs) are required to develop and adopt delineating how the Educator Effectiveness funds will be spent?

No, each LEA should develop its own plan. The California Department of Education is not intending to provide a template for the plan.

4. How long do I have to spend the funds?

Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. 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.

5. What are the allowable uses of the Educator Effectiveness funds?

Educator Effectiveness funds may be used to support the 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.
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, 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.
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 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.

6. Can funds be spent on paraprofessionals and/or classified staff?

Yes. A school district, county office of education, charter school, or state special school shall expend funds to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils.

7. Where can I find information on the annual and final data and expenditure reports?

The California Department of Education (CDE) has developed templates indicating the data elements required in the annual data reports and in the annual expenditure reports. The CDE is requiring annual reporting as a response to requests for detailed information in the legislative report, to justify future funding opportunities, and to confirm funding is being appropriately used and tracked at the local level. The annual reports are due on or before September 30 of each year. Moreover, as a condition of receiving funds, local educational agencies shall on or before September 30, 2026, report detailed final data and expenditure information to the CDE, including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development. A link to all of these templates can be found on the [CDE Educator Effectiveness](#) web page. Submission of the required reports will be through an online application.

8. Should a teacher be counted more than once if that teacher received training in more than one core area?

Yes. A teacher should be included in the count for each area in which training was received.

## Annual Audit

1. Will these funds be subject to a state audit?

Yes. The Educator Effectiveness funds are subject to the annual audits required by California *Education Code* Section 41020. Please view the Audit Guide (coming soon).

**Questions: Program Questions: Angie Ford or Alexis Clift | [EEF2021@cde.ca.gov](mailto:EEF2021@cde.ca.gov) | 916-445-7331**

**Fiscal Questions: Categorical Allocations and Audit Resolution Office | [CAAR@cde.ca.gov](mailto:CAAR@cde.ca.gov)**

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