



URBAN CHARTER SCHOOLS COLLECTIVE BOARD OF DIRECTORS

PUBLIC MEETING DATE: December 13, 2021

ADOPTION DATE: December 15, 2021

DIVISION: Business Office

BACKGROUND:

On October 21, 2021 the California Department of Education (CDE) released funding allocations for the Educator Effectiveness Block Grant, a \$1.5 billion program that provides funding for county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

Allocations were calculated by adding the number of certificated and classified full-time equivalent (FTE) employees using data from the California Longitudinal Pupil Achievement Data System (CALPADS) for 2020-21, then multiplying by \$2,415.7984955 per FTE. The CDE will release 80% of the allocation for each LEA and state special school in mid to late fall 2021, and the remaining funds will be released in spring 2022.

As a condition of receiving the funds, LEAs are required to:

1. Develop and adopt an expenditure plan by December 30, 2021, that details the use of funds for the development of teachers, administrators, paraprofessionals, and classified staff. Funds may be spent in any, or all the fiscal years from 2021-22 to 2025-26.
2. Present the plan at a public meeting of the governing board before its adoption at a subsequent meeting before or by December 31, 2021.
3. Submit annual expenditure reports to CDE by September 30 of each year detailing purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development in that year.
4. Submit a final expenditure report by September 30, 2026. Funds unspent by June 30, 2026, must be returned to the CDE.

FINANCIAL CONSIDERATIONS: \$134, 270.00

LCAP GOALS & PLANNED ACTIVITIES:

Goal 1, Action 2: HET Teacher Coaching & Support, \$15,000

Goal 1, Action 3: Conceptual Curriculum Training, \$58,500

Goal 1, Action 18: New Teacher Induction Program, \$11,270

Goal 1, Action 20: Administrator & Governance Leadership Training, \$19,500

Goal 3, Action 6: HET Model School Inspection, \$10,000

Goal 4, Action 2: Instructional & Standardized Curriculum, \$20,000

Total Plan Expenditure: \$134, 270.00

DOCUMENTS ATTACHED:

- 1) Timeline for Expenditure Plan Development
- 2) Proposed Yav Pem Suab Academy 2021-2026 Educator Effectiveness Block Grant Expenditure Plan

PREPARED BY: <u>Megan Lao, CFO</u>	REVIEWED BY: <u>Lee Yang, Superintendent</u>
PUBLIC HEARING CONDUCTED: <u>December 13, 2021</u>	RECOMMENDED BY: <u>Academy Council, 12/7/2021</u>

Educator Effectiveness Block Grant Expenditure Plan Development Timeline

Date	Actions
10/29/21	Initial review of the Educator Effectiveness Block Grant Requirements and Conditions
11/1/21	Complete Draft 1 of the Board Informational Item & Expenditure Plan
11/4/21	Create a Timeline of Actions Needed for the Adoption of an Expenditure Plan
11/19/21	Review of Draft 1 of the Proposed EEBG Expenditure Plan
12/2/21	Review of Draft 2 of the Proposed EEBG Expenditure Plan
12/7/21	Present EEBG Requirements, Conditions and Proposed Expenditure Plan to the Academy Council for Discussion and Feedback
12/8/21	Update Draft 3 of the Proposed EEBG Expenditure Plan
12/13/21	Hold Public Hearing and Solicit Feedback
12/14/21	Update Draft 4 of the Proposed EEBG Expenditure Plan
12/15/21	Adopt an Educator Effective Block Grant Expenditure Plan

Yav Pem Suab Academy Public Charter School
Educator Effectiveness Block Grant Expenditure Plan
For 2021-2026

The Educator Effectiveness Block Grant provides funds to support professional learning and to promote educator equity, quality, and effectiveness. A scheduled allocation of \$134,270 is expected to be received by Yav Pem Suab Academy. The first allocation is expected to be received late fall of 2022 and the remainder to follow in Spring of 2022.

Funds are subject to audit and may be used to support professional learning with a focus on any of the ten areas included in Education Code Section (EC §) 41480(b):

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 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).

Subdivision (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:

(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.

(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, and 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.

9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to EC § 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.

To support educator effectiveness according the ten areas highlighted above, YPSA has aligned its professional development, which includes increasing knowledge of standards, curriculum, and instructional strategies, along with coaching, mentoring, and support to that of the Board adopted LCAP. The expenditure plan for the Educator Effectiveness Block Grant is detailed in the table below.

**Educator Effectiveness Block Grant Expenditure Plan
2021-2024**

Goal #	Description of the Goal as Described in the 2021-2024 LCAP	Action	Title	2021-22	2022-23	2023-24	Total Cost
1	All credentialed general and special education teachers will understand the YPSA charter petition and be able to implement the strategies to obtain its outcomes, goals, and objectives.	2	<p>HET Teacher Coaching & Support Cycle A certified HET consultant will be secured and begin coaching support to administrators and teachers by September 2021.</p>	\$15,000			\$15,000
		3	<p>Conceptual Curriculum Training A certified HET consultant will be secured to begin schoolwide HET training in July 2021 and a HET model teaching week will be provided to new teachers and interested veteran teachers by July 2022.</p>	\$4,500	\$27,000	\$27,000	\$58,500
		18	<p>New Teacher Induction Program Secure an induction program, site coordinator, and mentor teachers to provide induction support to five new teachers by August 2021.</p>	\$11,270			\$11,270
		20	<p>Administrator & Governance Leadership Training Attend Charter Schools Development Center (CSDC), School Services of California (SCC), California Charter Schools Association (CCSA), ACSA Superintendent Symposium, CA Department of Education (CDE), Sacramento County Office of Education (SCOE) professional learning opportunities as identified and aligned with the leadership growth goals for leaders at UCSC by June 2022.</p>	\$6,500	\$6,500	\$6,500	\$19,500
3	70% of the 27 classrooms and school facilities will be safe, clean, well-maintained, healthy, and properly supervised to be conducive to support teaching and learning as measured by the HET classroom environment criteria by August 2021.	6	<p>HET Model School Inspection YPSA will secure a CFPEDU consultant to conduct a quality review to establish baseline data to develop an HET learning environment using the HET Model School criteria rubric by September 2021 to and a final review by June 2022.</p>	\$10,000			\$10,000

Goal #	Description of the Goal as Described in the 2021-2024 LCAP	Action	Title	2021-22	2022-23	2023-24	Total Cost
4	Annually, increase 5% of students meeting or exceeding grade level standards in California Assessment for Student Performance and Progress (CAASPP) ELA, CAASPP Math, CA Science Test (CAST), and English Language Proficiency Assessment for California (ELPAC), for a minimum of 20% increase in each respective standardized assessment by 2024.	2	<p>Instructional & Standardized Curriculum To adequately provide teachers with sufficient knowledge and skills to deliver elementary school subject content including ELD, to students through the HET curriculum, one foundational training of ELA, Math, Social Studies and Science is provided to teachers by October 2021, best practices by February 2022, and integration of ELD into ELA, Math, Social Studies and Science by May 2022.</p> <p>Teachers are expected to implement the knowledge and skills received from the training in each classroom according to the training timeline.</p>	\$10,000	\$10,000		\$20,000
Total				\$57,270	\$43,500	\$33,500	\$134,270