EDUCATOR EFFECTIVENESS BLOCK GRANT 2021
EXPENDITURE PLAN

LEA Name:	Contact Name:	Email Address:	Phone Number:
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Total amount of Educator Effectiveness funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
$64,502	**November 22, 2021** **REVISIONS: August 15, 2022**	**December 13, 2021** **REVISIONS: Sept. 19, 2022**

Describe how the LEA is coordinating Title II funds with the expenditure of Educator Effectiveness Block Grant funds to support teachers and administrators.

Sunrise Middle School has coordinated Title II funds with the expenditure of Educator Effectiveness Block Grant funds to support its teachers through professional learning to effectively implement evidence-based pedagogical strategies to improve the quality

and delivery of instruction, and build teacher capacity.

Title II funds are used to support teachers participating in high quality educator induction programs, certification program aligned with challenging state academic standards, evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv)) Title II funds will also fund Instructional Coaching for school administrators and teachers on the use of effective evidence-based strategies for supporting English Learners academically.

Educator Effective Funds will be used to supplement Title II Funds and provide all teachers with:

- Kagan Professional Learning (3-year plan) that will provide teachers with professional development on evidence-based strategies in the following areas: Cooperative Learning; Social-emotional Learning; Kagan strategies for English Learners; Win-Win Discipline and Brain-friendly Teaching. Kagan cooperative learning is built on a single tenet: engagement. In a Kagan classroom, all students must be engaged and accountable. They must participate frequently and equally, and aims to close learning gaps. Research on Kagan cooperative learning has concluded that when implemented with fidelity, it leads to improved academic achievement, improved ethnic and race relationships, improved social skills and social relations.

Educator Effectiveness Block Grant Funds will also fund costs for the Assistant Principal currently participating in the Administrator Induction program – a 2-year, CCTC-approved, coaching program for clearing the Professional Administrator Services Credential to strengthen and build leadership capacity, **and, under revised plan, also for the costs for Director of Student Relations in the Administrator Credential program, to build leadership capacity. The funds also will cover costs for the credential programs of an English teacher and a BCLAD teacher. This expenditure is deemed more urgent than participation in the CABE (California Association For Bilingual Educators) conferences.**

	Describe how the LEA allowed schoolsite and content staff to identify the topic or topics of professional learning.

Sunrise Middle School meaningfully consulted with certificated and classified staff during staff and leadership team meetings and during professional development to gather input and feedback on professional learning needs. In addition, the leadership team reviewed and analyzed student achievement data (i-Ready assessments); schoolwide data, and findings from classroom observations.

i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. i-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.

Allowable Use #	Planned Activity:	Total Budgeted per Activity
2	Teacher credentialing programs	$11,000
1	Administrator Induction Program	$11,502
3 & 4	Professional Development: Kagan Strategies	$42,000
Total Budgeted Educator Effectiveness Expenditures		**$64,502**

[EC 41480](EC 41480)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

(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.**

(c) To ensure professional development meets educator and pupil needs, **local educational agencies are encouraged to allow schoolsite 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.

(d) As a condition of receiving funds apportioned pursuant to this section, a school district, county office of education, charter school, or state special school shall do both of the following:

(1) On or before December 30, 2021, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be presented 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 public meeting.

(2) On or before September 30, 2026, report detailed expenditure information to the department, including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development. The department shall determine the format for this report.