

## (DRAFT) Educator Effectiveness Block Grant Plan

### Executive Summary:

The Accelerated Schools will use these funds to build and supplement their professional development model to offer a ***personalized professional learning system (PPLS)***, which will provide targeted support to teachers. The PPLS will include an extensive bank of professional development modules, aligned to a micro-credentialing system, which will track the professional learning of each teacher in the school. Through the PPLS, teachers will be able to access and engage in self-paced professional learning experiences, and be given credit and compensation for demonstrating mastery of PD objectives.

**The Need:** The education profession has evolved so that teachers need more diverse skill-sets to nurture students' academic and socio-emotional well-being, especially post COVID. It becomes more and more necessary to keep track of what professional development has been provided to each teacher, and what competencies each teacher has developed through that professional development. As a result, it becomes more necessary to provide the just in time, just for them, just for where they need to go PD for teachers consistently. A traditional one-size-fits-all PD plan can no longer meet the differentiated needs of different teachers across the organization.

**The Outcomes:** With a personalized professional learning system, The Accelerated Schools can easily track which professional learning experiences have been completed by which teachers, and which competencies those teachers have developed through that PD. Teachers can also use the PPLS to access self-paced PD modules, which will be developed using funding from this grant. Likewise, teachers can be compensated for completing modules outside of contracted work time.

### Evidence-Based Services to Improve Educator Effectiveness:

John Hattie's Visible Learning research points the influence of teachers to growth students beyond a typical 1 year's growth in 1 year's time. This plan is designed to ensure that every teacher across the TAS organization has developed and demonstrated the pedagogical skills necessary for us to achieve influences that are proven to grow students beyond a year..

In order to develop and implement the PPLS, the following steps will be taken:

1. Purchase equipment necessary to develop a constantly-growing video library of research-based practices, implemented by TAS teachers in TAS classrooms.
2. Hire or contract with a videographer to record and edit videos to be used in PD modules.
3. Hire or contract to develop PD modules or micro-credentialing library, using video from our organization's teaching/classrooms.

4. Develop an online platform that will:
  - a. Provide access to PD modules
  - b. Track PD completion and mastery of competencies, through a badging/micro-credentialing system.
5. Provide compensation to teachers for working toward demonstration of competencies outside of contracted work hours.

In order to support additional professional growth, the following steps will be taken:

6. A week-long new teacher orientation will be provided during the summer prior to the start of service, for all teachers new to the school.
7. We will provide reimbursement for teachers and administrators who complete induction & credential-clearing programs.

### How will the effectiveness of the services be measured?

The following factors will be considered in evaluating the effectiveness of the program:

- The number of new PD modules developed during each year of implementation
- The number of PD modules completed by teachers, using the PPLS
- The number of competencies (aligned to PD modules) demonstrated by teachers during observed classes.
- Teacher survey on efficacy of PPLS in growing their pedagogical and professional practices
- Administrators' survey on implementation and efficacy of PPLS in growing teachers' pedagogical and professional practices

### How are services aligned with and described in the LEA's LCAP?

These services align to:

- LCAP Goal 3, Action 3.1: Provide instructional staff with professional development to support classroom core and supplemental instruction, including but not limited to implementation of CCSS, NGSS, technolog, and data analysis.
- LCAP Goal 3, Action 3.2: Provide professional development to improve instructional practices in the classroom for all students, but in particular English learners, SWDs, and struggling students.

Service	Cost				Allowable Expense #
	Total Cost	TAS	ACES	WAHS	
Video Equipment	\$12,000	\$5,620	\$2,810	\$3,560	2

Filming and Video Editing Services	\$50,000	\$23,400	\$11,700	\$14,900	2
Supplemental Teacher Compensation (stipends) for Completing Micro-Credentialing Modules	\$180,170	\$118,161	\$41,934	\$20,085	3
Development of PD Modules	\$97,000	\$45,400	\$22,700	\$28,900	2
Access fee for MISIC Micro-Credentialing Program	\$30,000	\$14,040	\$7,020	\$8,940	2
Supplemental teacher compensation for teachers for additional work on C3 teams and training	\$15,000	\$7,020	\$3,510	\$4,470	2
Reimbursement for New Teacher Induction and Clearing of Administrative Credentials	Funded by Title II				3
New Teacher Orientation Expenses	\$70,000	\$32,770	\$16,380	\$20,850	3
	\$454,170	\$246,411	\$106,054	\$101,705	

**Appendix**

Allowable Expenses per CDE

(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.

Planned Activity:

Total Budgeted per Activity

<Enter planned activity here>	\$
<Enter planned activity here>	\$
<Add table rows as necessary>	\$
Subtotal for this section	\$

(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.

Planned Activity:

Total Budgeted per Activity

<Enter planned activity here>	\$
<Enter planned activity here>	\$
<Add table rows as necessary>	\$
Subtotal for this section	\$

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity:

Total Budgeted per Activity

<Enter planned activity here>	\$
<Enter planned activity here>	\$
<Add table rows as necessary>	\$
Subtotal for this section	\$

(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.

Planned Activity:

Total Budgeted per Activity

<Enter planned activity here>	\$
<Enter planned activity here>	\$
<Add table rows as necessary>	\$
Subtotal for this section	\$

(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.

Planned Activity:

Total Budgeted per Activity	
<Enter planned activity here>	\$
<Enter planned activity here>	\$
<Add table rows as necessary>	\$
Subtotal for this section	\$

(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.

Planned Activity:

Total Budgeted per Activity	
<Enter planned activity here>	\$
<Enter planned activity here>	\$
<Add table rows as necessary>	\$
Subtotal for this section	\$

(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.

Planned Activity:

Total Budgeted per Activity	
<Enter planned activity here>	\$
<Enter planned activity here>	\$
<Add table rows as necessary>	\$
Subtotal for this section	\$

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

Planned Activity:  
 Total Budgeted per Activity  
 <Enter planned activity here> \$  
 <Enter planned activity here> \$  
 <Add table rows as necessary> \$  
 Subtotal for this section \$

(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.

Planned Activity:  
 Total Budgeted per Activity  
 <Enter planned activity here> \$  
 <Enter planned activity here> \$  
 <Add table rows as necessary> \$  
 Subtotal for this section \$

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity:  
 Total Budgeted per Activity  
 <Enter planned activity here> \$  
 <Enter planned activity here> \$  
 <Add table rows as necessary> \$  
 Subtotal for this section \$

SUMMARY OF EXPENDITURES

Planned Activity	Total Budgeted per Activity
Subtotal Section (1)	\$
Subtotal Section (2)	\$
Subtotal Section (3)	\$
Subtotal Section (4)	\$
Subtotal Section (5)	\$
Subtotal Section (6)	\$
Subtotal Section (7)	\$
Subtotal Section (8)	\$
Subtotal Section (9)	\$
Subtotal Section (10)	\$

Total Funds Budgeted            \$

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.