



Sacramento Valley Charter School



Educator Effectiveness Funds Plan 2021-26 Initial Plan Dated December 13, 2021

Background and Requirements:

The State of California is providing SVCS with an estimated \$93,008 in funding to provide professional learning opportunities to certificated teachers, administrators, paraprofessional educators, and certificated staff to promote educator equity, quality, and effectiveness.

SVCS has developed this local plan for the Educator Effectiveness funds (EEF) to be heard at its December 8, 2021 public meeting of the governing body of the charter school, before its adoption in a subsequent public meeting. The subsequent meeting is scheduled for December 13, 2021, which meets the requirement that the subsequent meeting take place on or before December 30, 2021.

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 (CDE).

The EEF are subject to the annual audits required by California *Education Code (EC)* Section 41020.

Allowable Uses:

Educator Effectiveness Funds may be used to support 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 *EC* 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.

Planned Use of Funds:

For 2021-22: Year 1 focus on Allowable Use #7. Estimated funds \$10,000.

- English Learner Authorization/CLAD/BCLAD Certification Bilingual, Cross-Cultural, Language and Academic Development
- Other professional learning opportunities with a focus on EL support and success.

For 2022-23: Year 2 focus on Allowable Uses # 7, 1, and 5. Estimated funds \$20,752.

- Mindfulness in everyday life, mindful communication, mindful eating, Guided meditation, mindful movement, mindfulness of emotions. (receive a certificate and 20CEs)
- Two-day training on Bullying Prevention.

For 2023-24: Year 3 focus on Allowable Uses # 4 and 6. Estimated funds \$20,752.

For 2024-25: Year 4 focus on Allowable Uses #1, 2 and 9. Estimated funds \$20,752.

For 2025-26: Year 5 focus on Allowable Uses #1, 2 and 9. Estimated funds \$20,752.

Any year where more funds are used than planned, other sources may be used, or a future year or years' planned uses may be reduced. Any year where less funds are used than planned, the future year or years' plans may be expanded for any of the allowable uses to ensure the full award is properly expended by June 30, 2026.

This is the initial Plan. The Plan will be brought back periodically to future Board Meetings to add or change the focus of the professional learning options and/or cost expectations.