



Community Roots Academy

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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:
\$129, 897	November 8, 2021	December 6, 2021

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

Community Roots Academy does not receive Title II Funds. Therefore, Educator Effectiveness Block Grant Funds are critical to support our educators, paraprofessionals, and administrators.

Educator Effectiveness Funds will be 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))

Community Roots Academy educators, paraprofessionals and administrators will participate in professional learning that focuses on Diversity, Equity, and Inclusion (DEI) to build an inclusive environment and achieve equity, racial justice, and positive transformational change, that will provide our staff with strategies to engage students, families and effectively address barriers to learning. Providing equitable access to education and supporting tolerance of those who look different or have special needs creates a positive effect on learning.

Our educators and paraprofessionals will also participate in professional learning on strategies to develop a trauma-informed classroom through a trauma lens, to better equip our educator and our school to provide the educational and social-emotional supports necessary to ensure student reach their potential. According to a recent study, approximately 50% of students on a national level, have experienced or continue to experience trauma, violence, or chronic stress. Providing our educators with professional learning on trauma informed practices with a strength-based perspective, educators will focus on the assets they bring and how to create a strength-based classroom learning environment that extends to families and communities.

Community Roots Academy will also utilize EEF Block Grant funds to provide professional development from the Institute for Social and Emotional Learning which empowers educators, students, and parents to transform their schools into caring, inclusive communities. With Social emotional learning (SEL) students perform better academically. It reduces student anxiety, disruptions, and behavioral issues.

To build capacity among our school leaders and administrative team, Community Roots Academy will utilize EEF Block grant to fund school leadership coaching and training to equip its leader with the skills and resources they need to ensure the school excels, strategies to sustain positive outcomes over time; and continue to strengthen organizational decision-making. Coaching and training will strengthen the leadership and Administrators impact at the school, equip leaders to accelerate student achievement, strengthen their skills as Instructional leaders, staff retention, and decision-making with a focus on educational equity, diversity, and inclusion.

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

The identified professional development needs that will be funded with the Educator Effectiveness Fund (EEF) Block Grant was based on a compilation of input and feedback provided by our Leadership Team, staff, educators, including climate surveys administered to our educational partners (staff, teachers, parents, and students); in addition to the analysis of our schoolwide and student achievement data. The feedback resulted in common themes as identified in the planned activities that align with the school's LCAP goals, data-driven decision-making, and CRA's ongoing schoolwide improvement cycle.

Allowable Use #	Planned Activity:	Total Budgeted per Activity
1	Teacher Induction & certification program	\$26,000
1	Administrative Coaching & Mentoring to build capacity	\$34,000
5	Professional Development: Diversity, Equity & Inclusion (DEI): For Administrators, Teachers & Special Education team	\$6,000
4	Professional Development: Institute for Social-emotional Learning: For Administrators, Teachers & Special Education team	\$19,897
4	Professional development and coaching on trauma-informed practices, and strategies on engaging parents as partners.	\$44,000
Total Budgeted Educator Effectiveness Expenditures		\$129,897

[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.