



**EDUCATOR EFFECTIVENESS BLOCK GRANT 2021
EXPENDITURE PLAN**

| LEA Name: | Contact Name: | Email Address: | Phone Number: |
|------------------------|---------------------------------------|------------------------------|----------------|
| Soleil Academy Charter | Beatriz Gutierrez, Executive Director | bgutierrez@soleilacademy.org | (323) 409-0801 |

| Total amount of Educator Effectiveness funds received by the LEA: | Date of Public Meeting prior to adoption: | Date of adoption at public meeting: |
|---|---|-------------------------------------|
| \$53,148 | November 6, 2021 | December 9, 2021 |

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

Soleil Academy Charter has coordinated the use of Title II Funds and the Educator Effectiveness Block Grant to further support our teachers, paraprofessionals, and support staff with highly effective evidence-based professional development on Social emotional Learning and trauma informed practices in alignment to our school's implementation of a Multi-tiered System of Supports (MTSS). EEF funds will be used to train our entire staff on schoolwide SEL, which research has concluded leads to greater student academic success, decline in student behavioral incidents, and high levels of positive social behaviors. Schoolwide approaches to SEL and trauma-informed practices (TIPS) focus on preventative measures where students are taught how to self-regulate, resolve conflicts, and make responsible decisions, resulting in an environment where students are better able to learn.

EEF Block Grant funds will also be used to provide staff-wide robust professional development on the implementation of literacy-rich early elementary NGSS-aligned science curricula to help ensure the academic success of our young scholars. Soleil Academy will take an integrated approach to supporting both science and literacy development through a rigorous standards-aligned curriculum adoption that is also designed to be accessible to English Language Learners, and aimed at ensuring students meet NGSS and standards aligned ELA and literacy standards.

To build capacity among our school leaders and administrative team, Soleil Academy Charter School will utilize EEF Block grant to fund school leadership coaching and training through Building Excellent School's that equips leaders with the skills and resources they need to ensure their schools excel, and sustain positive outcomes over time. 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.

Soleil Academy solicited and consulted with its educators and staff through ongoing surveys, discussions during staff development and professional development, and data was also collected from classroom observations including a review and analysis of NWEA MAP assessments to identify areas for growth.

With the return to fully in-person instruction, members of our leadership team, educators, support staff, and classified staff have identified staff development needs including SEL, trauma-informed practices and the need to continue with the implementation of literacy-rich NGSS aligned curriculum and instructional practices as our school continues to expand by one grade level annually.

| Allowable Use # | Planned Activity: | Total Budgeted per Activity |
|-----------------|--|-----------------------------|
| 4 | Coaching for teachers, paraprofessionals, staff on: Social-emotional Learning & Trauma-informed Practices (TIPS) | \$3,148 |

| | | |
|---|--|-----------------|
| 2 | Coaching for all content area teachers on i | \$10,000 |
| 1 | Coaching & mentoring for School Administrators: Building Excellent Schools | \$40,000 |
| Total Budgeted Educator Effectiveness Expenditures | | \$53,148 |

[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.