



YPI CHARTER SCHOOLS

December 6, 2021

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: 2021-2022 Educator Effectiveness Funding and Expenditure Plans for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School

BACKGROUND

On October 21, 2021, the California Department of Education (CDE) released funding allocations for the Educator Effectiveness Block Grant, a \$1.5 billion program that provides funding for county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. Using data from the California Longitudinal Pupil Achievement Data System (CALPADS) for 2020-21, local educational agency (LEA) allocations were calculated by adding the number of certificated and classified full-time equivalent (FTE) employees, then multiplying by \$2,415.7984955 per FTE. The CDE plans to release 80% of the allocation for each LEA and state special school in mid to late fall 2021, and the remaining funds will be released in spring 2022.

As a condition of receiving the funds, LEAs are required to develop and adopt an expenditure plan by December 30, 2021, that details the use of funds for the development of teachers, administrators, paraprofessionals, and classified staff. Funds may be spent in any, or all the fiscal years from 2021-22 to 2025-26. The plan must be presented at a public meeting of the governing board before its adoption at a subsequent meeting. Funds are subject to audit and may be used to support professional learning with a focus on any of the ten areas included in Education Code Section (EC §) 41480(b)

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. 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.
4. Practices and strategies that reengage pupils and lead to accelerated learning.
5. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
6. 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 school site'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.
7. 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.
8. 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.
9. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

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

10. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to EC § 51226.7 into pupil instruction for grades 7 to 12, inclusive.

11. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Funds may be expended for the purposes identified in Assembly Bill 130, Chapter 44, Section 22. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals, and classified staff that interact with pupils in order to promote educator equity, quality, and effectiveness. Funding apportioned for Educator Effectiveness is subject to the annual audits required by Section 41020 of the EC.

Per EC 41480, local educational agencies shall coordinate the use of Title II funds with the expenditure of Educator Effectiveness funds and to ensure professional development meets educator and pupil needs, local educational agencies are encouraged to allow school site and content staff to identify the topic or topics of professional learning.

ANALYSIS

Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School will receive the following entitlements based on the prior year’s FTE certificated count in CALPADS:

SCHOOL	APPORTIONMENT
Bert Corona Charter School	\$81,937
Monseñor Oscar Romero Charter School	\$86,599
Bert Corona Charter High School	\$52,295

As a condition of receiving these funds, each school must:

- On or before December 30, 2021, develop and adopt a plan delineating how the Educator Effectiveness funds will be spent including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan must be explained in a public meeting before its adoption in a subsequent public meeting.
- As a condition of apportionment, submit an annual data report and an annual expenditure report detailing information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators or classified staff that received professional development on or before September 30 of each year. In addition, as a condition of apportionment, a final data and expenditure report is also required to be submitted to the CDE on or before September 30, 2026.

RECOMMENDATION

Recommendation to approve the Educator Effectiveness Spending Plan for BCCS, MORCS, and BCCHS as submitted.

Attachment Educator Effectiveness Spending Plan For BCCS, MORCS, and BCCHS