



## Compass Charter Schools

### Special Meeting

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#### Date and Time

Saturday December 4, 2021 at 9:30 AM PST

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The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1) (B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to improve or recommend measures to promote social distancing.

Please join the meeting from your computer, tablet or smartphone:

<https://zoom.us/j/93637666494>

Please join the meeting from your phone:

Meeting ID: 936 3766 6494

One tap mobile

+12532158782,,93637666494# US (Tacoma)

For questions or requests regarding accessibility, please call Josue Garcia at (805) 341-6053.

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#### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>9:30 AM</b>
Opening Items			
<b>A. Call the Meeting to Order</b>		Thomas Arnett	1 m

	Purpose	Presenter	Time
<b>B.</b>	Record Attendance and Guests	Josue Garcia	1 m
<b>II.</b>	<b>Consent Items</b>		<b>9:32 AM</b>
<b>A.</b>	Consent Items	Vote	J.J. Lewis
	<p>Consent Items – Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case, the Board Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any meeting minutes will be done through consent, unless removed and voted on separately as noted above, using the same vote count.</p> <p>• Approval of the December 4, 2021 Special Meeting Agenda</p>		
<b>III.</b>	<b>Public Comment</b>		<b>9:37 AM</b>
<b>A.</b>	Public Comment	FYI	Thomas Arnett
	<p>Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card (<a href="https://forms.gle/jEmpDNMxeZYjirg89">https://forms.gle/jEmpDNMxeZYjirg89</a>) and submit it to Josue Garcia, Executive Assistant to the Superintendent. The Speaker Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the Superintendent prior to the start of the meeting. Members of the public may address the Board on any matter within the Board’s jurisdiction and have <b>two (2) minutes each</b> to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.</p> <p>The Board may not deliberate or take action on items that are not on the agenda. However, the Board may give direction to staff following a presentation. The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board’s ability to conduct its business in a timely manner. The Board of</p>		

	Purpose	Presenter	Time
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Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.

<b>IV.</b>	<b>Executive</b>		<b>9:47 AM</b>
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<b>A.</b>	Review and Approval of the Continuing Authority to Hold Virtual Meetings Resolution 2021-02	Vote	J.J. Lewis	5 m
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Attachments:

- Continuing Authority to Hold Virtual Meetings Resolution 2021-02
- AB 361 Summary from the San Diego County Office of Education

<b>V.</b>	<b>Public Hearing</b>		<b>9:52 AM</b>
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<b>A.</b>	Educator Effectiveness Grant Plan	Discuss	J.J. Lewis	10 m
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<b>VI.</b>	<b>Closing Items</b>		<b>10:02 AM</b>
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<b>A.</b>	Upcoming Meetings	FYI	J.J. Lewis	1 m
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Board of Directors Regular Meeting

Saturday, December 4 at 10 am

- Approve Educator Effectiveness Grant Plan
- Approve First Interim Reports
- Review Strategic Plan Year 1 Action Plan
- Department Presentations

<b>B.</b>	Adjourn Meeting	FYI	Thomas Arnett	1 m
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# Coversheet

## Consent Items

**Section:** II. Consent Items  
**Item:** A. Consent Items  
**Purpose:** Vote  
**Submitted by:** J.J. Lewis

**RECOMMENDATION:**

A motion to approve the consent items.

## Coversheet

### Review and Approval of the Continuing Authority to Hold Virtual Meetings Resolution 2021-02

**Section:** IV. Executive  
**Item:** A. Review and Approval of the Continuing Authority to Hold Virtual Meetings Resolution 2021-02  
**Purpose:** Vote  
**Submitted by:** J.J. Lewis  
**Related Material:** Continuing Authority to Hold Virtual Meetings Resolution 2021-02.pdf  
AB-361 Summary - Final.pdf

**RECOMMENDATION:**

A motion to approve Resolution 2021-02: Continuing Authority to Hold Virtual Meetings.



**RESOLUTION OF THE BOARD OF DIRECTORS OF  
COMPASS CHARTER SCHOOLS**

Board Resolution 2021-02

Continuing Authority to Hold Virtual Meetings

The Board of Directors (“Board”) of Compass Charter Schools (“Compass”), a tax exempt, California nonprofit public benefit corporation operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of the California Constitution:

WHEREAS, Compass Charter Schools operates Compass Charter Schools of Los Angeles, Compass Charter Schools of San Diego, and Compass Charter Schools of Yolo (collectively, the “Charter Schools”); and

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20’s authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a dedclared State of Emergency subject to certain continues; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees;  
and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors of Compass Charter Schools finds that the Governor’s March 4, 2020 declaration of a state of emergency due to the COVID-19 pandemic remains active; and

BE IT FURTHER RESOLVED, that the Board of Directors of Compass Charter Schools finds that due to the state of emergency meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised trustee(s), staff and the public; and

BE IT FURTHER RESOLVED, that the Superintendent & CEO hereby is authorized to certify this resolution.

\* \* \*

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a special Board meeting this 4<sup>th</sup> day of December, 2021.

By: \_\_\_\_\_  
J.J. Lewis, Superintendent & CEO



To: San Diego County School District Superintendents Date: September 17, 2021

From: Paul Gothold, Ed.D.  
San Diego County Superintendent of Schools

Subject: **Assembly Bill (AB) 361 – State and Local Agencies: Open Meetings and Teleconferences**

With Executive Order N-29-20 set to expire Sept. 30, 2021, legislative bodies will once again be required to hold public meetings in full compliance with the Brown Act, particularly Brown Act teleconferencing requirements that have been waived throughout the pandemic.

With the enactment of AB 361 signed on Sept. 16, 2021, Government Code section 54953 has been amended to provide additional flexibility for legislative bodies to meet remotely. In order for a legislative body to consider the option of meeting remotely and waiving the traditional teleconference requirements found in the Brown Act, the legislative body must first determine whether an active state of emergency exists that makes meeting in-person unsafe. If a state of emergency of this nature exists, then the legislative body may hold a remote meeting if any of the following circumstances are true:

- State or local officials have imposed or recommended measures to promote social distancing; or
- The legislative body is holding a meeting to determine, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or
- Any meeting thereafter the legislative body has determined, by majority vote that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

If a legislative body holds a remote meeting pursuant to any of the circumstances above, and consequently determines that the traditional Brown Act teleconferencing requirements are waived, then the following additional requirements must be strictly adhered to at such meeting(s):

- Provide notice and post the agenda as required by the Brown Act;
- Allow members of the public access to the remote meeting;
- Provide an opportunity for the public to directly address the legislative body pursuant to the Brown Act's other public comment provisions as found in Gov. Code section 54954.3;
- When notice of the teleconferenced meeting is given or when the agenda is posted, include instruction on:
  - how the public can access the meeting; and
  - how to provide public comment



AB 361

September 17, 2021

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- Identify and include in the agenda an opportunity for all persons to attend via a call-in or an internet-based service option (in doing so, the legislative body is not required to provide a physical location for the public to attend or provide comments);
- Ensure teleconference meetings are conducted in a manner that protects the statutory and constitutional rights of the public;
- Adjourn the meeting if:
  - a service disruption prevents the legislative body from broadcasting the meeting to the public using the call-in or internet-based service option, or
  - a disruption in the legislative body's control prevents the public from providing public comment
 (NOTE: if any action is taken during one of the aforementioned disruptions, such action and/or meeting could be challenged by the public)
- Although a legislative body may provide an option to submit a public comment request in advance, the legislative body shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and submit a request to comment in real time.
- In the event a legislative body conducts its teleconferenced meeting through a third-party service (website or other online platform (e.g., Zoom)) that requires users to register in order to participate, the legislative body must do the following:
  - Provide adequate time during the comment period for users to register (e.g., if no public comment has been submitted or requested at the commencement of the agenda item's consideration, provide a buffer to allow a person to register); and
  - Keep the registration period open until the comment period has elapsed for each agenda item.

Lastly, in order for a legislative body to continue holding meetings remotely, the state of emergency must remain active, or state or local officials continue to impose or recommend measures to promote social distancing. Furthermore, the legislative body must meet no later than 30 days following its first remote meeting held pursuant to AB 361, and no later than every 30 days thereafter, to reconsider the circumstances of the emergency and confirm, by majority vote, that either of the following circumstances exist:

- The state of emergency continues to directly impact the ability of members to meet safely in person; or
- State or local officials continue to impose or recommend social distancing measures.

To summarize, in addition to complying with the additional requirements outlined herein, a legislative body is required to place an item on their meeting agenda once every 30 days to make findings and vote on the circumstances of the emergency and/or other state or local health and safety measures to continue waiving the traditional Brown Act teleconferencing requirements.

Since the legislature adopted an urgency clause when passing AB 361, this bill became effective immediately upon the Gov.'s signature on Sept. 16, 2021 and will sunset Jan. 1, 2024. With all things considered, the legislature's intent behind passing AB 361, as described in the bill itself, was "to improve and enhance public access to state and local agency meetings during the COVID-19 pandemic and future emergencies by allowing broader access through teleconferencing options."

AB 361

September 17, 2021

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As of this date, the March 2020 state of emergency declared by Gov. Newsom remains active, which provides legislative bodies with three options to consider moving forward:

1. Return to holding meetings in person;
2. Return to holding meetings in person while allowing members of the legislative body to teleconference pursuant to the traditional Brown Act teleconferencing requirements; or
3. Consider the provisions therein AB 361 (and as outlined herein) to determine whether the legislative body is capable of meeting these new requirements and continue to hold meetings in a virtual remote setting while a state of emergency remains active or if state or local officials continue to impose or recommend social distancing measures.

*Note that the options above and information provided herein are provided for informational purposes only and should not be construed as legal advice. For questions about specific situations concerning the Brown Act or AB 361, please seek the advice of your legal counsel.*

# Coversheet

## Educator Effectiveness Grant Plan

**Section:** V. Public Hearing  
**Item:** A. Educator Effectiveness Grant Plan  
**Purpose:** Discuss  
**Submitted by:** J.J. Lewis  
**Related Material:** Educator Effectiveness Grant Plan Presentation.pdf  
Educator Effectiveness Grant Plan - Master Doc.pdf

**RECOMMENDATION:**

To conduct a Public Hearing on the draft Educator Effectiveness Grant Plan.



**COMPASS**  
CHARTER SCHOOLS



# **Educator Effectiveness Grant Plan**

**December 4, 2021**

**(855) 937- 4227**

**CompassCharters.org**

**COMPASS**  
CHARTER SCHOOLS



# Agenda

- Mission and Vision
- Values
- Educator Effectiveness Grant Plan Review
- Q & A



# Our Mission and Vision

## MISSION STATEMENT

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

## VISION STATEMENT

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.



# Our Values

## COMPASS CHARTERS

-  **A**chievement: Engage in and take charge of your learning.
-  **R**espect: Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.
-  **T**eamwork: Work cooperatively with all persons involved in your education. \*Teamwork makes the Dreamwork\*
-  **I**ntegrity: Behave following strong ethical principles, values, and academic honesty.
-  **C**ommunication: Frequently and proactively communicate with all persons involved in your education.



# Educator Effectiveness Plan

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.





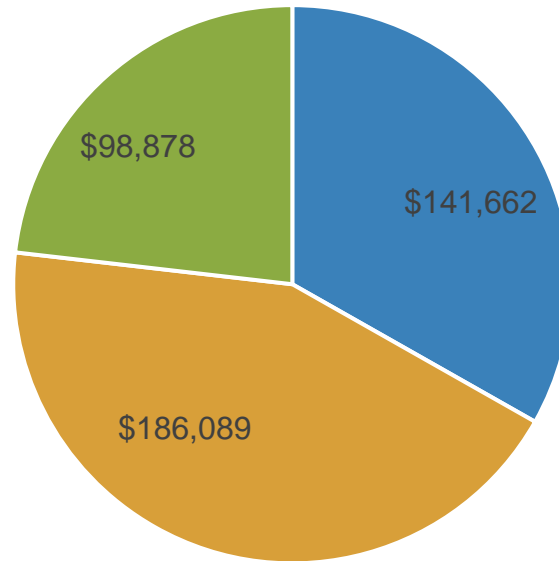
# Educator Effectiveness Plan

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 specific areas.



# Educator Effectiveness Plan

## Educator Effectiveness Grant Allocations



■ Los Angeles ■ San Diego ■ Yolo





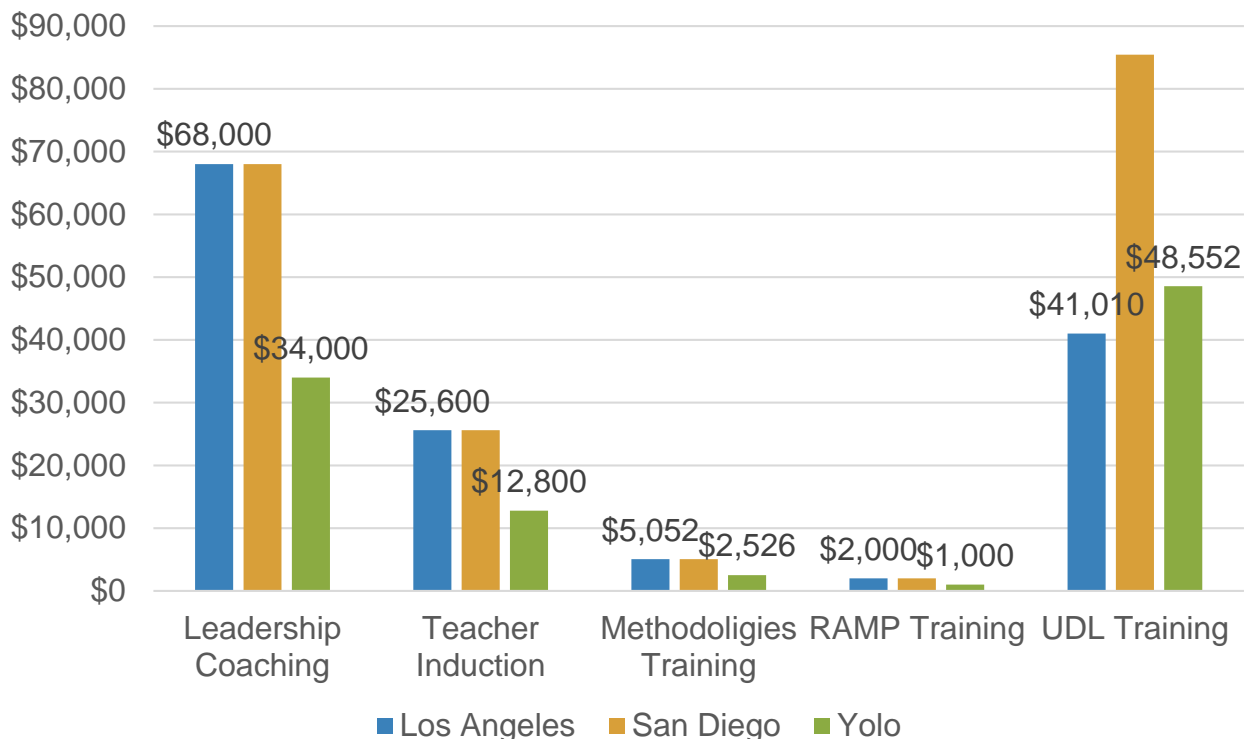
# Educator Effectiveness Plan

Action Title	Action Description
Leadership Coaching	Working with the Learner-Centered Collaborative, provide leadership coaching to our coordinators, directors and chiefs over two (2) years. Year 2 to include a Leadership Academy.
Teacher Induction	Working with the Riverside County Office of Education; provide up to four (4) teachers per year the support to clear their teaching credential.
Methodologies Training	Working with expert organizations, provide a speaker series with follow-up coaching on various instructional methodologies, such as Montessori, Charlotte Mason, Classical, etc., to instructional staff.
RAMP Training	Working with the American School Counselor Association (ASCA), provide training to the Counseling Services Team to support the LCAP goal to become a RAMP (Recognized ASCA Model Program)-certified school.
UDL Training	Working with CAST (Center for Applied Special Technology), provide Universal Design for Learning (UDL) training to instructional staff.



# Educator Effectiveness Plan

## Proposed Expenditures





# Questions?



Contact:

J.J. Lewis | Superintendent & CEO

(818) 824-6233

[jlewis@compasscharters.org](mailto:jlewis@compasscharters.org)

[@lewis1jj](#)



Educator Effectiveness Block Grant 2021						
Expenditure Plan						
<b>LEA Name:</b>	Compass Charter Schools of Los Angeles					
<b>Contact Name:</b>	J.J. Lewis					
<b>Email Address:</b>	<a href="mailto:jlewis@compasscharters.org">jlewis@compasscharters.org</a>					
<b>Phone Number:</b>	855-937-4227					
<b>Total Amount of funds received by the LEA:</b>	\$141,662.00					
<b>Date of Public Meeting prior to Adoption:</b>	4-Dec-21					
<b>Date of adoption at a public meeting:</b>	4-Dec-21					
<a href="#">EC 41480</a>						
<p>(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 <b>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></p>						
<p>(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 <b>teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils</b>, with a focus on any of the following areas:</p>						
<p>(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.</p>						
Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Leadership Coaching	\$20,000	\$48,000	\$ -	\$ -	\$ -	\$68,000

Teacher Induction	\$5,120	\$5,120	\$5,120	\$5,120	\$5,120	\$25,600
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$25,120</b>	<b>\$53,120</b>	<b>\$5,120</b>	<b>\$5,120</b>	<b>\$5,120</b>	<b>\$93,600</b>

(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.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
Methodologies Training	\$ -	\$5,051.60	\$ -	\$ -	\$ -	\$5,051.60
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$5,051.60</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$5,051.60</b>

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

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

(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.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
RAMP Training	\$2,000	\$ -	\$ -	\$ -	\$ -	\$2,000
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$2,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$2,000</b>

(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.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

(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.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
UDL Training through CAST	\$ -	\$41,010.40	\$ -	\$ -	\$ -	\$41,010.40
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$41,010.40</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$41,010.40</b>

(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.

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Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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).**

(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.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**Summary of Expenditures**

Section Totals	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal Section (1)</b>	\$25,120	\$53,120	\$5,120	\$5,120	\$5,120	\$93,600
<b>Subtotal Section (2)</b>	\$ -	\$5,051.60	\$ -	\$ -	\$ -	\$5,051.60
<b>Subtotal Section (3)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (4)</b>	\$2,000	\$ -	\$ -	\$ -	\$ -	\$2,000
<b>Subtotal Section (5)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (6)</b>	\$ -	\$41,010.40	\$ -	\$ -	\$ -	\$41,010.40
<b>Subtotal Section (7)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (8)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (9)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (10)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Totals By Year:</b>	\$27,120	\$99,182	\$5,120	\$5,120	\$5,120	\$141,662

**Total Planned Expenditures by the LEA:**  
\$141,662.00

<b>Budgeting Planner:</b>
<b>Allocation:</b>
\$141,662
<b>Variance:</b>
\$0.00
Expenditures and Allocation Match

Educator Effectiveness Block Grant 2021						
Expenditure Plan						
<b>LEA Name:</b>	Compass Charter Schools of San Diego					
<b>Contact Name:</b>	J.J. Lewis					
<b>Email Address:</b>	<a href="mailto:jlewis@compasscharters.org">jlewis@compasscharters.org</a>					
<b>Phone Number:</b>	855-937-4227					
<b>Total Amount of funds received by the LEA:</b>	\$186,089.00					
<b>Date of Public Meeting prior to Adoption:</b>	4-Dec-21					
<b>Date of adoption at a public meeting:</b>	4-Dec-21					
<a href="#">EC 41480</a>						
<p>(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 <b>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></p>						
<p>(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 <b>teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils</b>, with a focus on any of the following areas:</p>						
<p>(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.</p>						
Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Leadership Coaching	\$20,000	\$48,000	\$ -	\$ -	\$ -	\$68,000

Teacher Induction	\$5,120	\$5,120	\$5,120	\$5,120	\$5,120	\$25,600
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$25,120</b>	<b>\$53,120</b>	<b>\$5,120</b>	<b>\$5,120</b>	<b>\$5,120</b>	<b>\$93,600</b>

(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.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
Methodologies Training	\$ -	\$5,051.60	\$ -	\$ -	\$ -	\$5,051.60
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$5,051.60</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$5,051.60</b>

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

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

(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.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
RAMP Training	\$2,000	\$ -	\$ -	\$ -	\$ -	\$2,000
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$2,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$2,000</b>

(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.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

(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.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
UDL Training through CAST	\$ -	\$85,437.40	\$ -	\$ -	\$ -	\$85,437.40
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$85,437.40</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$85,437.40</b>

(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.

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Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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).**

(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.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**Summary of Expenditures**

Section Totals	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal Section (1)</b>	\$25,120	\$53,120	\$5,120	\$5,120	\$5,120	\$93,600
<b>Subtotal Section (2)</b>	\$ -	\$5,051.60	\$ -	\$ -	\$ -	\$5,051.60
<b>Subtotal Section (3)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (4)</b>	\$2,000	\$ -	\$ -	\$ -	\$ -	\$2,000
<b>Subtotal Section (5)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (6)</b>	\$ -	\$85,437.40	\$ -	\$ -	\$ -	\$85,437.40
<b>Subtotal Section (7)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (8)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (9)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (10)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Totals By Year:</b>	\$27,120	\$143,609	\$5,120	\$5,120	\$5,120	\$186,089

**Total Planned Expenditures by the LEA:**  
\$139,662.00

<b>Budgeting Planner:</b>
<b>Allocation:</b>
\$186,089
<b>Variance:</b>
\$0.00
Expenditures and Allocation Match

Educator Effectiveness Block Grant 2021						
Expenditure Plan						
<b>LEA Name:</b>	Compass Charter Schools of Yolo					
<b>Contact Name:</b>	J.J. Lewis					
<b>Email Address:</b>	<a href="mailto:jlewis@compasscharters.org">jlewis@compasscharters.org</a>					
<b>Phone Number:</b>	855-937-4227					
<b>Total Amount of funds received by the LEA:</b>	\$98,879.00					
<b>Date of Public Meeting prior to Adoption:</b>	4-Dec-21					
<b>Date of adoption at a public meeting:</b>	4-Dec-21					
<a href="#">EC 41480</a>						
<p>(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 <b>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></p>						
<p>(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 <b>teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils</b>, with a focus on any of the following areas:</p>						
<p>(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.</p>						
Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Leadership Coaching	\$10,000	\$24,000	\$ -	\$ -	\$ -	\$34,000



Teacher Induction	\$2,560	\$2,560	\$2,560	\$2,560	\$2,560	\$12,800
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$12,560</b>	<b>\$26,560</b>	<b>\$2,560</b>	<b>\$2,560</b>	<b>\$2,560</b>	<b>\$46,800</b>

(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.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
Methodologies Training	\$ -	\$2,525.80	\$ -	\$ -	\$ -	\$2,525.80
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$2,525.80</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$2,525.80</b>

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

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

(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.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
RAMP Training	\$1,000	\$ -	\$ -	\$ -	\$ -	\$1,000
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$1,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$1,000</b>

(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.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

(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.

<b>Planned Activity</b>	<b>Budgeted 2021-22</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
UDL Training through CAST	\$ -	\$48,552.20	\$ -	\$ -	\$ -	\$48,552.20
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	<b>\$ -</b>	<b>\$48,552.20</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$48,552.20</b>

(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.

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Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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).**

(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.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal for this section:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal for this section:</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**Summary of Expenditures**

Section Totals	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal Section (1)</b>	\$12,560	\$26,560	\$2,560	\$2,560	\$2,560	\$46,800
<b>Subtotal Section (2)</b>	\$ -	\$2,525.80	\$ -	\$ -	\$ -	\$2,525.80
<b>Subtotal Section (3)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (4)</b>	\$1,000	\$ -	\$ -	\$ -	\$ -	\$1,000
<b>Subtotal Section (5)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (6)</b>	\$ -	\$48,552.20	\$ -	\$ -	\$ -	\$48,552.20
<b>Subtotal Section (7)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (8)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (9)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal Section (10)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Totals By Year:</b>	\$13,560	\$77,638	\$2,560	\$2,560	\$2,560	\$98,878

**Total Planned Expenditures by the LEA:**  
\$98,878.00

<b>Budgeting Planner:</b>
<b>Allocation:</b>
\$98,878
<b>Variance:</b>
\$0.00
Expenditures and Allocation Match