

TO: Granada Hills Charter Governing Board      DATE: December 13, 2021  
FROM: Frank Tarczynski  
SUBJECT: Approval – Educator Effectiveness Block Grant Expenditure Plan

**Educator Effectiveness Plan  
Executive Summary for Board Information  
December 2021**

As a condition of receiving Educator Effectiveness funds, a school district, county office of education, charter school, or state special school is required to:

- 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 of the governing board of the school district or county board of education, or governing body of the charter school, 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.

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 and content staff to identify the topic or topics of professional learning.

Frank Tarczynski  
Interim Administrative Director of Instruction  
Board Adoption on December 13, 2021

**Attachment(s):**

2021-2026\_Educator Effectiveness Block Grant Expenditure Plan\_Final

## EDUCATOR EFFECTIVENESS BLOCK GRANT 2021

LEA Name:	Contact Name:	Email Address:	Phone Number:
<b>Granada Hills Charter</b>	Frank Tarczynski	franktarczynski@ghctk12.com	(818) 360-2361 ext. 464

Total amount of Educator Effectiveness funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
<b>\$903,678.00</b>	Monday, November 15, 2021	Monday, December 13, 2021

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

GHC utilizes Title II funds for the professional development at the start of every school year. The beginning of the school year professional development is designed to welcome back faculty and staff, provide an overview of the school year’s goals, outline important initiatives the school is working on, and provide necessary professional development on essential teaching practices such as planning, assessment, differentiation, classroom culture, and pedagogy. Funds received through the Educator Effectiveness Block Grant will be used separately from the beginning of the year professional development days. Because of the flexibility of when the funds may be used, GHC intends on using the EEBG funds beginning in 2022-2023.

**A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

An overview of the grant was presented to the English Learner Advisory Committee for input and feedback on Thursday, November 4. The committee provided the following meaningful feedback: the members of the committee were

appreciative of the funds the school received and have no additional comments or questions on how the school should utilize the funds.

A presentation of the grant was given to the GHC Governing Board for discussion on November 15. The governing board provided the following meaningful feedback: questions were asked about the duration of the grant and how GHC intends on spending the monies over that time.

A presentation of the grant was given to the School Site Council for discussion on November 16. The council provided the following meaningful feedback: members asked how the monies will be monitored in alignment with student learning outcomes; members asked if the budgeted items are fixed amounts and/or percentages for the duration of the grant; members asked if they could receive a copy of the plan prior to the meeting to better inform their questions and inquiries; members asked how the previous EEF was monitored and what the impact of that grant had on student learning outcomes; and, members asked if they could review the previous EEF expenditure plan.

A presentation of the grant was given to the Operations Committee for discussion on November 17. The committee provided the following meaningful feedback: teachers asked how input and feedback for identified actions will be gathered and utilized.

A presentation of the grant was given to the Curriculum and Instruction Committee for discussion on November 18. The committee provided the following meaningful feedback: teachers asked a clarifying question if monies from the grant have already been allocated to existing actions and strategies from other plans.

Allowable Use #	Planned Activity:	Total Budgeted per Activity
1	Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction.	\$90,367 (10%)
2	Professional development for standards-aligned instruction.	\$361,471 (40%)
3	Professional development to re-engage pupils and accelerate learning.	\$75,005 (8.3%)

4	Professional development to implement approaches that improve student well-being.	\$75,005 (8.3%)
5	Professional development on implementing practices to create a positive school culture.	\$75,005 (8.3%)
6	Professional development for educators and paraprofessionals who support students with exceptional needs.	\$75,005 (8.3%)
7	Professional development for implementing practices and programs that support English learners.	\$75,005 (8.3%)
10	Professional development for teachers in early childhood education and development.	\$75,005 (8.3%)
<b>Total Budgeted Educator Effectiveness Expenditures</b>		<b>\$903,678.00</b>

[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 school'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 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.

(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.