

**Piner-Olivet Charter School
Educator Effectiveness Block Grant Spending Plan
2021-22 through 2025-26**

The Piner-Olivet Charter School Educator Effectiveness Block Grant total allocation is **\$33,821** to be spent between the fiscal years 2021-22 and 2025-26.

Educator Effectiveness expenditures will be aligned to the district goals and priority areas as identified in the Local Control Accountability Plan and individual school plans.

The funds will be used to support professional development for certificated teachers, administrators, and paraprofessional educators/classified staff with a focus on any of the following ten areas that are included in Education Code 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. 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 *EC* 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.

Each year, the district will work closely with staff to identify specific areas of focus for district/schoolwide professional development, as well as optional/supplemental professional development opportunities, that are aligned with one or more of the ten areas described above. The district will solicit input from stakeholders and use qualitative and quantitative data to help determine professional development focus areas, as well as seek staff feedback regarding trainings that have been conducted to help determine next steps.

Use of Educator Effectiveness Block Grant Funds may include the following:

- Additional professional development days/hours paid on timesheet
- Use of consultants to provide trainings
- Employee stipends for attendance/participation in optional professional development activities
- Employee stipends for teacher or staff leaders/providers of in-house of trainings (Training of Trainers model)
- Travel and conference expenses (including travel, registration fees, and substitute costs)
- Materials to support professional development

The district will report Educator Effectiveness Block Grant expenditures annually to the California Department of Education.