



MEETING AGENDA - iLEAD Agua Dulce Board

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all of the Board members shall be available for public inspection at the main office of the school between 9:00 am and 3:30 pm.

Meeting

	Special meeting
Meeting Date	Tuesday, December 7, 2021
Start Time	5:00 PM
End Time	5:15 PM
Location	Address: 11311 Frascati Street, Agua Dulce, CA 9190 Zoom Meeting: https://zoom.us/j/5395735793 Meeting ID: 539 573 5793 Dial in Number: 1-669-900-6833
Purpose	Educator Effectiveness Plan Review

Agenda

1. Opening Items

1.1. Call The Meeting To Order (5:00 PM - 5:00 PM)

1.2. Roll Call (5:00 PM - 5:00 PM)

1.3. Approve Agenda (5:00 PM - 5:00 PM)

Due date: 12/7/2021

2. Public Comments

2.1. Public Comments (5:00 PM - 5:00 PM)

The public may address the iLEAD Agua Dulce governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card. Comments for the public will be limited to 3 minutes.

3. Discussion And Reports

3.1. Educator Effectiveness Plan Review (5:00 PM - 5:00 PM)

Documents

- iLEAD Agua Dulce 2021 Educator Effectiveness Block Grant DRAFT Plan.docx (1).pdf
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4. Board Comments

4.1. Board Comments (5:00 PM - 5:00 PM)



5. Closing Items

5.1. Adjournment

(5:00 PM - 5:00 PM)

Please note: items on the agenda may not be addressed in the order they appear. The Board of Directors may alter the order at their discretion.

- **Board Room Accessibility:** The Board of Directors encourage those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the office at least 48 hours before the scheduled Board of Directors meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

The Secretary of the Board of Directors, hereby certifies that this agenda was publicly posted 72 or 24 hours prior to the meeting as required by law.



**iLEAD AGUA DULCE
EDUCATOR EFFECTIVENESS BLOCK GRANT 2021
EXPENDITURE PLAN**

LEA Name:	Contact Name:	Email Address:	Phone Number:
iLEAD Agua Dulce	Lisa Latimer	lisa.latimer@ileadaguadulce.org	(661) 268-6386

Total amount of Educator Effectiveness funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$204,135.00	12/7/21	Pending

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

Through the funds provided by the Educator Effectiveness Block Grant, iLEAD Agua Dulce will be able to implement a more robust professional development plan to support the growth of all learners. The LEA plans to supplement Title II funds with the Educator Effectiveness Block Grant funds to provide additional teacher and administrator training in the areas of Coaching & Mentoring, Standard-Aligned Instruction, Accelerated Learning, Social Emotional Support, Positive School Climate, Individualized Education Plans, English Learner Programs, Professional Learning Networks, Ethnic Studies, and Early Childhood Education.

Describe how the LEA allowed school site and content staff to identify the topic or topics of professional learning.

The school staff reviewed ongoing, past, and present staff development needs and plans to develop what specific training may take place using the Educator Effectiveness Block Grant according to the allowable categories and school data.

Total Expenditure FY 2022-23	Total Expenditure FY 2023-24	Total Expenditure FY 2024-25	Total Expenditure FY 2025-26	Total Budgeted Educator Effectiveness Expenditures
\$51,033.75	\$51,033.75	\$51,033.75	\$51,033.75	\$204,135.00

Planned Activities

1	<p><u>Coaching & Mentoring:</u></p> <p>Activities may include but are not limited to: Teacher induction to clear credentials, other coaching and mentoring work, iLEAD methods, etc.</p>
2	<p><u>Standard-Aligned Instruction:</u></p> <p>Activities may include but are not limited to: Language arts, math, PBL, science, social studies, CTE curriculum pathways, iLEAD methods, dual language immersion training, data protocols, etc.</p>
3	<p><u>Accelerated Learning:</u></p> <p>Activities may include but are not limited to: AP summer institutes, IB training and certification, etc.</p>
4	<p><u>Social Emotional Support:</u></p> <p>Activities may include but are not limited to: Trauma-informed training, Leader in Me, etc.</p>
5	<p><u>Positive School Climate:</u></p> <p>Activities may include but are not limited to: Equity training, MTSS, restorative practices, 7 Habits, play-based learning, etc.</p>
6	<p><u>Individualized Education Plans:</u></p> <p>Activities may include but are not limited to: Orton Gillingham training, special education training, etc.</p>
7	<p><u>English Learner Programs:</u></p>

	Activities may include but are not limited to: EL training, etc.
8	<u>Professional Learning Networks:</u> Activities may include but are not limited to: Education conferences, required travel, and memberships such as A+, CCSA, CSDC, College Board, etc.
9	<u>Ethnic Studies:</u> Activities may include but are not limited to: Ethnic studies training, diversity, equity and inclusion training, etc.
10	<u>Early Childhood Education:</u> Activities may include but are not limited to: Early childhood education training and coursework, etc.

[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.