

(REVISED) Educator Effectiveness Block Grant (EEBG) Executive Summary:

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The Accelerated Schools will use EEBG funds to supplement their efforts to build collective teacher efficacy. According to the extensive meta-analysis of John Hattie, a staff's belief in their ability to affect outcomes for students has the largest impact on student achievement of any measured influencer with an effect size of 1.57.

The EEBG funds will increase collective teacher efficacy through an investment in the following:

- 1) Professional Development at all levels of the organization in support of coaching and mentoring efforts using internal and external experts.
- 2) Feedback to teachers through the C3 Evaluation Cycle so that they are better equipped to provide meaningful feedback to their students. (Feedback has an effect size of $d=0.72$ or nearly two full years in Hattie's work).
- 3) Professional Learning Networks (PLN) that extends teacher collaboration efforts beyond the organization and to new thought partners, including collaboratives with higher education partnerships.
- 4) Mentoring of first and second year staff through more experienced teachers in the organization in addition to our instructional coaches mentoring.
- 5) Increase teachers' capacity in social emotional learning (SEL) and cultural competencies through training.

The Need: The traditional one-size-fits-all teacher development no longer meets the varied needs of different teachers across the organization. This multi-faceted approach to improving teaching and learning at TAS will accelerate our teachers' development which will accelerate student learning in accordance with our mission of seeing all students graduate on time college, career and life ready.

Outcome: TAS teachers will learn together, collaborate with others and ultimately demonstrate the collective teacher efficacy identified as the top influencers on student achievement.

Evidence-Based Strategies Improve Educator Effectiveness:

Hattie's Visible Learning research points to the influence of teachers to grow students beyond our annual growth goal of one year's growth in one year's time. This plan is designed to ensure that every teacher across the TAS organization has developed and demonstrated the pedagogical skills and the soft skills necessary for us to achieve influences that are proven to grow students beyond a year.

To develop and implement , the following steps will be taken:

1. Organization and site leaders will develop the annual professional development scope and sequence at the annual leadership charge.

2. The C3 Evaluation Cycle will serve as an alternative to the traditional teacher evaluation cycle, with teachers who commit to being evaluated through this process receiving stipends and multi-year contract opportunities.
3. Experienced teachers in our organization will collaborate with teachers of equal or greater experience in other organizations through consulting agreements or partnerships.
4. Teacher-leaders at WAHS, TAS and ACES will receive stipends for serving as a master teacher for first and second year teachers in our organization.
5. Mentor Coaches for New or Aspiring Site Level Administrators (who are by design not direct reports or evaluators but thought partners).

How will the effectiveness of the services be measured?

The following factors will be considered in evaluating the effectiveness of the program:

- The number of teachers who are successful in the C3 evaluation process.
- The number of collaboration hours logged between thought partners at all levels.
- The number of students who successfully complete at least a year of college course math work through the College Bridge Initiative.
- Teacher survey on efficacy of their pedagogical and professional practices annually upon completion of our year-long PD scope and sequence developed at our annual leadership charge.
- Administrators' survey on growing teachers' pedagogical and professional practices and collective teacher efficacy annually upon completion of our year-long PD scope and sequence developed at our annual leadership charge.

How are services aligned with and described in the LEA's LCAP?

These services align to:

- LCAP Goal 3, Action 3.1: Provide instructional staff with professional development to support classroom core and supplemental instruction, including but not limited to implementation of CCSS, NGSS, technology, and data analysis.
- LCAP Goal 3, Action 3.2: Provide professional development to improve instructional practices in the classroom for all students, but in particular English learners, SWDs, and struggling students in need of Tier I, II and III multi-tiered systems and supports..

SERVICES	COSTS	ALLOWABLE EXPENSE #
Annual Leadership Retreat (Summer) & Mid-Year Leadership Charge Expenses	\$75,000	2
New Teacher Orientation & Curriculum Institute Expenses	\$75,000	1
C3 Compensation	\$50,000	1
New Teacher Induction & Clearing of Administrative Credential	\$25,000	8
Coaching Stipends for Outside Service Providers	\$25,000	8
Mentor Stipends for Master Teachers in the TAS Organization	\$25,000	1
SEL Curriculum & Training for Secondary Teachers to improve campus culture	\$75,000	4
Organization-wide professional development on Diversity, Equity, and Inclusion	\$100,000	5

Appendix

Allowable Expenses per CDE

(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.

Planned Activity: Annual New Teacher Orientation, Curriculum Institute, and Teacher/Mentor Stipends
Total Budget per Activity: \$150,000

Week-long NTO and CI Weeks Each Fall through 2026	ACES, TAS and WAHS	\$75,000
C3 Compensation (Stipends) for participation in evaluation process	ACES, TAS and WAHS	\$50,000
Mentor Stipends for Master Teachers in the TAS Organization	ACES, TAS and WAHS	\$25,000

(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.

**Planned Activity: June and December Leadership Professional Development Offsite for the Purposes of Planning Year-Long Scope/Sequence of Professional Development
Total Budget for Activity: \$75,000**

Annual Leadership Professional Development (Summer) & Mid-Year Leadership Charge Expenses	ACES, TAS, WAHS and Home Office	\$75,000
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(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.

**Planned Activity: SEL Curriculum & Training for Secondary Teachers to Improve Campus Culture
Total Budget for Activity: \$75,000**

Lead Teachers for 6th and 9th grade select or develop lesson plans/pacing for mentor teachers in transition grades	TAS MS and WAHS	\$10,000
Training for teachers implementing the activity library curriculum (Project Wayfinder)	TAS MS and WAHS	\$15,000

Secondary Curriculum	TAS MS and WAHS	\$50,000
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(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multi-tiered 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.

Planned Activity: Organization-wide Training on Microaggressions and Unconscious Bias to improve campus culture

Total Budgeted per Activity: \$100,000

Site Leader DEI Training	ACES, TAS and WAHS	\$25,000
Teacher DEI Training	ACES, TAS and WAHS	\$50,000
SEL Training (Challenge Day) for Adults and Students in the Organization	TAS MS and WAHS	\$25,000

(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).

Planned Activity: ERWC Consulting Partner and College Bridge Collaborative, Teacher Induction, and Clearing of Administrative Credential

Total Budgeted per Activity \$50,000

Coaching Stipends for Outside Service Providers	WAHS	\$25,000
New Teacher Induction & Clearing of Administrative Credential	ACES, TAS, WAHS	\$25,000

(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.

(11) Strategies to improve beginning teacher retention and support through teacher induction programs, including mentor training, stipends for mentor teachers, beginning teacher induction program costs following initial preparation, the examination or assessment fee for one administration of the reading instruction competence assessment or a teaching performance assessment, training mentors to support candidates in completing a performance assessment or reading instruction competence assessment, or contracting with commission-approved preliminary teacher preparation programs to provide mentoring support for the completion of required assessments.

Summary of Expenditures by Allowable Use:

Subtotal Section (1) \$150,000

Subtotal Section (2) \$75,000

Subtotal Section (3) \$0

Subtotal Section (4) \$75,000

Subtotal Section (5) \$100,000

Subtotal Section (6) \$0

Subtotal Section (7) \$0

Subtotal Section (8) \$50,000

Subtotal Section (9) \$0

Subtotal Section (10) \$0

Subtotal Section (11) \$0

Total Funds Budgeted \$ 450,000