

Audeo Charter School

DBA – AUDEO CHARTER SCHOOL II • AUDEO CHARTER SCHOOL III • AUDEO VALLEY CHARTER SCHOOL

GROSSMONT SECONDARY SCHOOL • SWEETWATER SECONDARY SCHOOL

(A California Non-Profit Public Benefit Corporation)

Gregg Haggart – Chairman

Laura Barreiro - Member, Wayland Myers – Member

SPECIAL BOARD OF DIRECTORS MEETING

Thursday, December 9, 2021, 8:00 am

Via Video Conference and at

North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, 92025, and El Cajon RC 111 Fletcher Parkway, El Cajon, 92020, La Mesa RC 5975 Severin Drive, La Mesa, 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, 91977 and Bonita Office 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, 91950

Access to the live video conference will be accessible prior to the start of the meeting at

Audeo II: <https://audeo2.com/board-and-governance/>

Audeo III: <https://audeo3.com/board-and-governance/>

Audeo Valley: <https://audeovalley.com/board-and-governance/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

This agenda contains a brief, general description of each item to be considered.

Except as otherwise provided by law, no action shall be taken on any item not appearing in the following agenda.

1.0 OPEN SESSION

1.1 Call to Order

1.2 Roll Call

1.3 Consideration and Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)

The Audeo 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 impose or recommend measures to promote social distancing.

1.4 Establishment of Quorum

1.5 Pledge of Allegiance

1.6 Approval of Agenda [P.1-2](#)

2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Audeo Charter School, Inc., Board (non-agenda) shall be no longer than two (2) minutes. Speakers may not yield their time. In accordance with the Brown Act, no discussion or action may occur regarding items that are not on the agenda at this time but it is the Board's prerogative to briefly respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

- 2.1 Non-agenda Public Comment
- 2.2 Agenda Items Public Comment

3.0 CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The President recommends approval of all consent agenda items.

3.1 Consent Action Items for The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School for Each School

- 3.1.1 Consider Approval of Meeting Minutes for December 1, 2021 [P. 3-5](#)

4.0 ACTION ITEMS

4.1 Action Items for Audeo Charter School II

- 4.1.1 Consider Approval of Educator Effectiveness Grant Plan [P. 6-8](#)

4.2 Action Items for Audeo Charter School III

- 4.2.1 Consider Approval of Educator Effectiveness Grant Plan [P. 9-11](#)

4.3 Action Items for Audeo Valley Charter School

- 4.3.1 Consider Approval of Educator Effectiveness Grant Plan [P. 12-14](#)

4.4 Action Items for Grossmont Secondary School

- 4.4.1 Consider Approval of Educator Effectiveness Grant Plan [P. 15-17](#)

4.5 Action Items for Sweetwater Secondary School

- 4.5.1 Consider Approval of Educator Effectiveness Grant Plan [P. 18-20](#)

5.0 BOARD COMMENTS AND ANNOUNCEMENTS

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

6.0 ADJOURNMENT

Next Regular Board Meeting: February 16, 2022

Meeting Agenda available at:

www.audeo2.com, audeo3.com, audeovalley.com, grossmontsecondarycharter.com, sweetwatersecondarycharter.com

Accommodation –Audeo Charter School Non-Profit Board does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Veronica Ballman, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings. Please notify Veronica Ballman at (858) 678-2050 twenty-four (24) hours or more prior to disability accommodations being needed in order to participate in the meeting. Translation services are available by notifying Hayley Beaupre at (858) 678-3908 twenty-four (24) hours or more prior to the board meeting. In compliance with Government Code Section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting may be viewed at 3252 Bonita Road, Chula Vista, CA 91910; or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Hayley Beaupre at (858) 678 -3908.

Certification of Posting

I, Angela Neri, hereby certify that I posted this agenda on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School webpage on December 7, 2021.

AUDEO CHARTER SCHOOL

A California Non-Profit Public Benefit Corporation

DBA – AUDEO CHARTER SCHOOL II ▪ AUDEO CHARTER SCHOOL III ▪ AUDEO VALLEY CHARTER SCHOOL
GROSSMONT SECONDARY SCHOOL ▪ SWEETWATER SECONDARY SCHOOL

Gregg Haggart – Chairman

Laura Barreiro - Member, Wayland Myers – Member

SPECIAL BOARD OF DIRECTORS MEETING MINUTES

Wednesday, December 1, 2021, 8:00 am

Via Video Conference and at

North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, 92025, and El Cajon RC 111 Fletcher Parkway, El Cajon, 92020, La Mesa RC 5975 Severin Drive, La Mesa, 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, 91977 and Bonita Office 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, 91950

Access to the live video conference was available prior to the start of the meeting at

Audeo II: <https://audeo2.com/board-and-governance/>

Audeo III: <https://audeo3.com/board-and-governance/>

Audeo Valley: <https://audeovalley.com/board-and-governance/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

1.0 OPEN SESSION

1.1 Call to Order

Haggart called the meeting to order at 8:05 a.m.

1.2 Roll Call

Members present at the meeting were Gregg Haggart and Wayland Myer.

Absent: Laura Barreiro.

Also in attendance: Lynne Alipio, Wade Aschbrenner, William Berry, Mary Bixby, Sharnita Moore Angela Neri, Cathryn Rambo, and Tim Tuter.

1.3 Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)

The Audeo 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 impose or recommend measures to promote social distancing.

It was moved by Myers and seconded by Haggart to Approve the Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1).

Ayes – 2, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

1.4 Establishment of Quorum

The following directors, constituting a quorum of the Board were present at the meeting:
Gregg Haggart and Wayland Myer.

1.5 Pledge of Allegiance

Haggart led all in the Pledge of Allegiance.

1.6 Approval of Agenda

It was moved by Myers and seconded by Haggart to Approve the Agenda.

Ayes – 2, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

2.0 PUBLIC COMMENT**2.1 Non-agenda Public Comment**

There were no comments from the public.

2.2 Agenda Items Public Comment

There were no comments from the public.

3.0 ADMINISTRATIVE ITEMS**3.1 Approval Special Board Meeting on December 1, 2021, and December 9, 2021**

It was moved by Myers and seconded by Haggart to Approve the Special Board Meeting on December 1, 2021, and December 9, 2021

Ayes – 2, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

3.2 Audeo Valley Charter School– *Time Certain 8:00 a.m., or soon thereafter*

**3.2.1 Governing for Greatness Book Presentation by Dr. Corey Loomis, Charter Schools
Director-Riverside County Office of Education**

Dr. Corey Loomis gave an informative presentation on the Book by Brian Carpenter,
Governing for Greatness.

4.0 PUBLIC HEARING - *Time Certain 8:45 a.m., or soon thereafter*

The Governing Board of Directors encourages participation by parents, teachers, and members of the community interested in the affairs of the Audeo Charter School and The Charter School of San Diego.

Haggart opened the Public Hearing for Audeo Charter School II at 8:46 a.m.

4.1 Public Hearing for the Educator Effectiveness Grant Plan**4.1.1 Audeo Charter School II**

Cathryn Rambo presented the Educator Effectiveness Plan for Audeo Charter School II.

There were no comments from the public. The Public Hearing was closed at 8:51 a.m.

Haggart opened the Public Hearing for Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary Schools at 8:53 a.m.

4.1.2 Audeo Charter School III

Cathryn Rambo presented the Educator Effectiveness Plan for Audeo Charter School III.

4.1.3 Audeo Valley Charter School

Cathryn Rambo presented the Educator Effectiveness Plan for Audeo Valley Charter School.

4.1.4 Grossmont Secondary School

Cathryn Rambo presented the Educator Effectiveness Plan for Grossmont Secondary School.

4.1.5 Sweetwater Secondary School

Cathryn Rambo presented the Educator Effectiveness Plan for Sweetwater Secondary School.

There were no comments from the public. The Public Hearing was closed at 9:17 a.m.

5.0 CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The President recommends approval of all consent agenda items.

5.1 Consent Action Items for The Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School and Sweetwater Secondary School for Each School

5.1.1 Consider Approval of Meeting Minutes for October 20, 2021, and November 15, 2021

It was moved by Myers and seconded by Haggart to Approve the Consent Action Items 5.1.1.

Ayes – 2, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

6.0 BOARD COMMENTS AND ANNOUNCEMENTS

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

There were no comments.

7.0 ADJOURNMENT

It was moved by Myers and seconded by Haggart to adjourn the meeting.

Ayes – 2, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.



Educator Effectiveness Plan

Audeo Charter School II

The California Department of Education (CDE) has released the California Educator Effectiveness Funds (EEF) 2021 Block Grant Program. This program provides funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalency as reported in the California Longitudinal Pupil Achievement Data System and the California Basic Educational Data System for the 2020–21 fiscal year. **Audeo Charter School II has been awarded \$40,682 by the CDE.**

Audeo Charter School II teachers will receive professional development through a learning plan that supports educator equity, quality and effectiveness. There are currently 11 teachers that will participate in this plan plus other certificated staff and paraprofessional educators for a target of 583 professional development hours through the 2025-26 school year.

Through this plan, teachers will benefit by learning new ways to promote equity and inclusion for a safe school climate as well as learn quality instructional practices to promote student engagement while teaching California Common Core State Standards aligned lessons. Teachers will also benefit from mentors and coaches to promote teacher retention, and improved effectiveness. Teachers will gain access to more tools and supports available to support specific student groups including students with disabilities, socio-economically disadvantaged students, English Learners, and other vulnerable student groups, while focusing on grade-level standards mastery.

Student benefits will include teachers who are equipped with Trauma Informed Practices to meet the Social Emotional needs that may arise, especially as a result of the COVID-19 crisis. Students will also benefit from a safe and supportive school climate and have multiple ways to access equitable instruction and assessment through the Universal Design for Learning while mastering grade level California Common Core State Standards. Through the ethnic studies curriculum development, students will benefit from seeing mirror reflections of themselves and their cultures as well as windows into other cultures, thus broadening their perspectives.



Of the CDE's list of allowable uses, the plan below has been curated to achieve the aforementioned teacher and student benefits.

Allowable Use Criteria	Professional Learning Plan (to include but not limited to)
1	Coaching of teachers in literacy instruction, and mentoring of new teachers and teachers assigned to professional growth training (NTT, PGT, and teacher induction), and teacher wellness/work-life balance
2	California Common Core State Standards (CA-CCSS) focused professional learning in Math, Science, Social Studies, Science, and CTE
3	AVID and Naviance training for engagement and accelerated learning
4	Professional learning in Social Emotional Learning, Trauma Informed Practices, Signs of Suicide, Youth Mental Health First Aid
5	Equity Conferences with County Office of Education, Root Cause Analysis training for administrators, research, plan, and implement a cultural proficiency/culturally relevant practice certification for teachers
6	Universal Design for Learning and Special Education training
7	English Learner Achievement Department (ELAD) training for integrated and designated EL implementation and instruction
8	Research with the goal of joining a professional learning network to provide additional professional learning opportunities at a discounted rate and build partnerships with member universities
9	Training for the creation, adoption, and implementation of ethnic studies curriculum

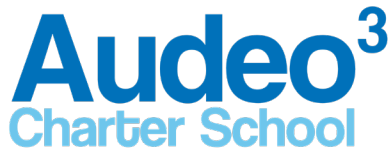
Supplemental Grant Information

The local plan for the EEF must be heard in a public meeting of the governing board before its adoption in a subsequent public meeting. This must take place on or before December 30, 2021. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report will be due each year on or before September 30, beginning September 30, 2022. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.



Educator Effectiveness Funds may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Funds can be expended for any of the following purposes:

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.
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.



Educator Effectiveness Plan

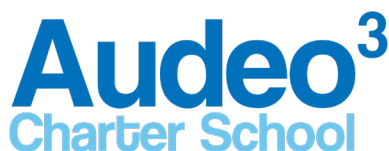
Audeo Charter School III

The California Department of Education (CDE) has released the California Educator Effectiveness Funds (EEF) 2021 Block Grant Program. This program provides funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalency as reported in the California Longitudinal Pupil Achievement Data System and the California Basic Educational Data System for the 2020–21 fiscal year. **Audeo Charter School III has been awarded \$27,685 by the CDE.**

Audeo Charter School III teachers will receive professional development through a learning plan that supports educator equity, quality and effectiveness. There are currently 8 teachers that will participate in this plan plus other certificated staff and paraprofessional educators for a target of 397 professional development hours through the 2025-26 school year.

Through this plan, teachers will benefit by learning new ways to promote equity and inclusion for a safe school climate as well as learn quality instructional practices to promote student engagement while teaching California Common Core State Standards aligned lessons. Teachers will also benefit from mentors and coaches to promote teacher retention, and improved effectiveness. Teachers will gain access to more tools and supports available to support specific student groups including students with disabilities, socio-economically disadvantaged students, English Learners, and other vulnerable student groups, while focusing on grade-level standards mastery.

Student benefits will include teachers who are equipped with Trauma Informed Practices to meet the Social Emotional needs that may arise, especially as a result of the COVID-19 crisis. Students will also benefit from a safe and supportive school climate and have multiple ways to access equitable instruction and assessment through the Universal Design for Learning while mastering grade level California Common Core State Standards. Through the ethnic studies curriculum development, students will benefit from seeing mirror reflections of themselves and their cultures as well as windows into other cultures, thus broadening their perspectives.

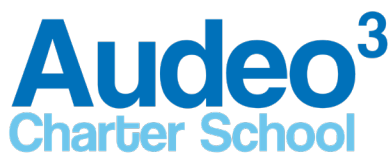


Of the CDE's list of allowable uses, the plan below has been curated to achieve the aforementioned teacher and student benefits.

Allowable Use Criteria	Professional Learning Plan (to include but not limited to)
1	Coaching of teachers in literacy instruction, and mentoring of new teachers and teachers assigned to professional growth training (NTT, PGT, and teacher induction), and teacher wellness/work-life balance
2	California Common Core State Standards (CA-CCSS) focused professional learning in Math, Science, Social Studies, Science, and CTE
3	AVID and Naviance training for engagement and accelerated learning
4	Professional learning in Social Emotional Learning, Trauma Informed Practices, Signs of Suicide, Youth Mental Health First Aid
5	Equity Conferences with County Office of Education, Root Cause Analysis training for administrators, research, plan, and implement a cultural proficiency/culturally relevant practice certification for teachers
6	Universal Design for Learning and Special Education training
7	English Learner Achievement Department (ELAD) training for integrated and designated EL implementation and instruction
8	Research with the goal of joining a professional learning network to provide additional professional learning opportunities at a discounted rate and build partnerships with member universities
9	Training for the creation, adoption, and implementation of ethnic studies curriculum

Supplemental Grant Information

The local plan for the EEF must be heard in a public meeting of the governing board before its adoption in a subsequent public meeting. This must take place on or before December 30, 2021. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report will be due each year on or before September 30, beginning September 30, 2022. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.



Educator Effectiveness Funds may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Funds can be expended for any of the following purposes:

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.
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.



Educator Effectiveness Plan

Audeo Valley Charter School

The California Department of Education (CDE) has released the California Educator Effectiveness Funds (EEF) 2021 Block Grant Program. This program provides funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalency as reported in the California Longitudinal Pupil Achievement Data System and the California Basic Educational Data System for the 2020–21 fiscal year. **Audeo Valley Charter School has been awarded \$27,419 by the CDE.**

Audeo Valley Charter School teachers will receive professional development through a learning plan that supports educator equity, quality and effectiveness. There are currently 12 teachers that will participate in this plan for a target of 393 professional development hours through the 2025-26 school year.

Through this plan, teachers will benefit by learning new ways to promote equity and inclusion for a safe school climate as well as learn quality instructional practices to promote student engagement while teaching California Common Core State Standards aligned lessons. Teachers will also benefit from mentors and coaches to promote teacher retention, and improved effectiveness. Teachers will gain access to more tools and supports available to support specific student groups including students with disabilities, socio-economically disadvantaged students, English Learners, and other vulnerable student groups, while focusing on grade-level standards mastery.

Student benefits will include teachers who are equipped with Trauma Informed Practices to meet the Social Emotional needs that may arise, especially as a result of the COVID-19 crisis. Students will also benefit from a safe and supportive school climate and have multiple ways to access equitable instruction and assessment through the Universal Design for Learning while mastering grade level California Common Core State Standards. Through the ethnic studies curriculum development, students will benefit from seeing mirror reflections of themselves and their cultures as well as windows into other cultures, thus broadening their perspectives.

Of the CDE's list of allowable uses, the plan below has been curated to achieve the aforementioned teacher and student benefits.

Allowable Use Criteria	Professional Learning Plan (to include but not limited to)
1	Coaching of teachers in literacy instruction, and mentoring of new teachers and teachers assigned to professional growth training (NTT, PGT, and teacher induction), and teacher wellness/work-life balance
2	California Common Core State Standards (CA-CCSS) focused professional learning in Math, Science, Social Studies, Science, and CTE
3	AVID and Naviance training for engagement and accelerated learning
4	Professional learning in Social Emotional Learning, Trauma Informed Practices, Signs of Suicide, Youth Mental Health First Aid
5	Equity Conferences with County Office of Education, Root Cause Analysis training for administrators, research, plan, and implement a cultural proficiency/culturally relevant practice certification for teachers
6	Universal Design for Learning and Special Education training
7	English Learner Achievement Department (ELAD) training for integrated and designated EL implementation and instruction
9	Training for the creation, adoption, and implementation of ethnic studies curriculum

Supplemental Grant Information

The local plan for the EEF must be heard in a public meeting of the governing board before its adoption in a subsequent public meeting. This must take place on or before December 30, 2021. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report will be due each year on or before September 30, beginning September 30, 2022. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.

Educator Effectiveness Funds may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Funds can be expended for any of the following purposes:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and

AudeoValley

Charter School

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.
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.



Educator Effectiveness Plan

Grossmont Secondary School

The California Department of Education (CDE) has released the California Educator Effectiveness Funds (EEF) 2021 Block Grant Program. This program provides funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalency as reported in the California Longitudinal Pupil Achievement Data System and the California Basic Educational Data System for the 2020–21 fiscal year. **Grossmont Secondary School has been awarded \$60,830 by the CDE.**

Grossmont Secondary School teachers will receive professional development through a learning plan that supports educator equity, quality and effectiveness. There are currently 14 certificated staff that will participate in this plan plus other certificated staff and paraprofessional educators for a target of 873 professional development hours through the 2025-26 school year.

Through this plan, certificated staff will benefit by learning new ways to promote equity and inclusion for a safe school climate as well as learn quality instructional practices to promote student engagement while teaching California Common Core State Standards aligned lessons. Teachers will also benefit from mentors and coaches to promote teacher retention, and improved effectiveness. Teachers will gain access to more tools and supports available to support specific student groups including students with disabilities, socio-economically disadvantaged students, English Learners, and other vulnerable student groups, while focusing on grade-level standards mastery.

Student benefits will include teachers who are equipped with Trauma Informed Practices to meet the Social Emotional needs that may arise, especially as a result of the COVID-19 crisis. Students will also benefit from a safe and supportive school climate and have multiple ways to access equitable instruction and assessment through the Universal Design for Learning while mastering grade level California Common Core State Standards. Through the ethnic studies curriculum development, students will benefit from seeing mirror reflections of themselves and their cultures as well as windows into other cultures, thus broadening their perspectives.



Of the CDE's list of allowable uses, the plan below has been curated to achieve the aforementioned certificated staff and student benefits.

Allowable Use Criteria	Professional Learning Plan (to include but not limited to)
1	Coaching of teachers in literacy instruction, and mentoring of new teachers and teachers assigned to professional growth training (NTT, PGT, and teacher induction), and teacher wellness/work-life balance
2	California Common Core State Standards (CA-CCSS) focused professional learning in Math, Science, Social Studies, Science, and CTE
3	AVID and Naviance training for engagement and accelerated learning
4	Professional learning in Social Emotional Learning, Trauma Informed Practices, Signs of Suicide, Youth Mental Health First Aid
5	Equity Conferences with County Office of Education, Root Cause Analysis training for administrators, research, plan, and implement a cultural proficiency/culturally relevant practice certification for teachers
6	Universal Design for Learning and Special Education training
7	English Learner Achievement Department (ELAD) training for integrated and designated EL implementation and instruction
8	Research with the goal of joining a professional learning network to provide additional professional learning opportunities at a discounted rate and build partnerships with member universities for Altus University credit
9	Training for the creation, adoption, and implementation of ethnic studies curriculum

Supplemental Grant Information

The local plan for the EEF must be heard in a public meeting of the governing board before its adoption in a subsequent public meeting. This must take place on or before December 30, 2021. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report will be due each year on or before September 30, beginning September 30, 2022. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.



Educator Effectiveness Funds may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Funds can be expended for any of the following purposes:

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.
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.



Educator Effectiveness Plan

Sweetwater Secondary School

The California Department of Education (CDE) has released the California Educator Effectiveness Funds (EEF) 2021 Block Grant Program. This program provides funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. Funds are allocated on the basis of an equal amount per certificated and classified full-time equivalency as reported in the California Longitudinal Pupil Achievement Data System and the California Basic Educational Data System for the 2020–21 fiscal year. **Sweetwater Secondary School has been awarded \$60,419 by the CDE.**

Sweetwater Secondary School teachers will receive professional development through a learning plan that supports educator equity, quality and effectiveness. There are currently 15 teachers that will participate in this plan plus other certificated staff and paraprofessional educators for a target of 867 professional development hours through the 2025-26 school year.

Through this plan, certificated staff will benefit by learning new ways to promote equity and inclusion for a safe school climate as well as learn quality instructional practices to promote student engagement while teaching California Common Core State Standards aligned lessons. Teachers will also benefit from mentors and coaches to promote teacher retention, and improved effectiveness. Teachers will gain access to more tools and supports available to support specific student groups including students with disabilities, socio-economically disadvantaged students, English Learners, and other vulnerable student groups, while focusing on grade-level standards mastery.

Student benefits will include teachers who are equipped with Trauma Informed Practices to meet the Social Emotional needs that may arise, especially as a result of the COVID-19 crisis. Students will also benefit from a safe and supportive school climate and have multiple ways to access equitable instruction and assessment through the Universal Design for Learning while mastering grade level California Common Core State Standards. Through the ethnic studies curriculum development, students will benefit from seeing mirror reflections of themselves and their cultures as well as windows into other cultures, thus broadening their perspectives.



Of the CDE's list of allowable uses, the plan below has been curated to achieve the aforementioned certificated staff and student benefits.

Allowable Use Criteria	Professional Learning Plan (to include but not limited to)
1	Coaching of teachers in literacy instruction, and mentoring of new teachers and teachers assigned to professional growth training (NTT, PGT, and teacher induction), and teacher wellness/work-life balance
2	California Common Core State Standards (CA-CCSS) focused professional learning in Math, Science, Social Studies, Science, and CTE
3	AVID and Naviance training for engagement and accelerated learning
4	Professional learning in Social Emotional Learning, Trauma Informed Practices, Signs of Suicide, Youth Mental Health First Aid
5	Equity Conferences with County Office of Education, Root Cause Analysis training for administrators, research, plan, and implement a cultural proficiency/culturally relevant practice certification for teachers
6	Universal Design for Learning and Special Education training
7	English Learner Achievement Department (ELAD) training for integrated and designated EL implementation and instruction
8	Research with the goal of joining a professional learning network to provide additional professional learning opportunities at a discounted rate and build partnerships with member universities for Altus University credit
9	Training for the creation, adoption, and implementation of ethnic studies curriculum

Supplemental Grant Information

The local plan for the EEF must be heard in a public meeting of the governing board before its adoption in a subsequent public meeting. This must take place on or before December 30, 2021. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. An annual data and expenditure report will be due each year on or before September 30, beginning September 30, 2022. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.



Educator Effectiveness Funds may be used to support professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff. Funds can be expended for any of the following purposes:

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.
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.