



Educator Effectiveness Funds Program 2021-2026

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eagle Collegiate Academy	Dr. Ogo Okoye-Johnson CEO	ookoye-johnson@eaglecollegiateacademy.org 661-347-6016

Total Fund Allocation	Date of Public Meeting Prior to Adoption	Date of Adoption at a Public Meeting
\$24,158	December 13, 2021	December 28, 2021

The Educator Effectiveness Funds is a program that 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.

Allowable Uses of Funds
EEF 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.



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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, multitiered 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. |
| 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. |

The local plan for the Educator Effectiveness funds (EEF) needs to be heard in a public meeting of the governing board of the school district, the county board of education, or governing body of the charter school, 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. 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 California Department of Education (CDE).

The EEF are subject to the annual audits required by California Education Code (EC) Section 41020.

An initial meeting of those plans was presented to the Eagle Collegiate Academy Board on 12/13/2021 and a subsequent meeting was held 12/28/2021 to approve those plans.



Educator Effectiveness Funds Expenditure Plan

Planned Use of Funds	Planned Expenditures				
<p>Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction for, including, standards-aligned instruction-based programs, and practices and strategies to improve pupil well-being and school culture that address a local need for teachers that can serve all pupil populations are indicated in the allowable uses of funds numbers 1-7 and 10 purposes.</p> <p>The following purposes can be implemented in the form of professional development, workshops, conferences, webinars, and other professional learning opportunities that fit the individual and collective needs of the school staff.</p>	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26
	\$4,832.60	\$4,832.60	\$4,832.60	\$4,832.60	\$4,832.60