

**LEA: Laurel Tree Charter School**  
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**Phone: 707 822-5626**  
**Amount of Funds Received: \$33,821**  
**Date of the Public Meeting Prior to Adoption: 11/30/21**  
**Date of Board Adoption at a Public Meeting: 12/7/21**

**Educator Effectiveness Funding Plan**

Laurel Tree Charter School is receiving \$33,821 in Educator Effectiveness money from the California Department of Education. The Administrative Team discussed the question “What would improve our effectiveness as educators right now?” over the course of the last two staff meetings. We arrived on hiring an in-house .4 floating teacher in primary, and reorganizing afternoon classes in secondary in order to provide regular prep. time and to have an in-house sub available. This gives us someone who is part of our staff, knows our systems, and is known to our students, as back-up to our teachers. This would provide the following benefits:

- A regular schedule of prep-time for our teachers. This would increase our ability to create hands-on curriculum that addresses state standards.
- The ability to have teachers observe in other classes and provide peer training and mentorship.
- An in-house sub to cover when teachers are out sick. This lessens the disruption to students by having someone familiar with our system take over a class.

<b>Primary</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
K/1					8:30-12:30
Madeline	12-3				
Pa		12-3			
Ali				12-3	
Josh			12-3		
<b>Secondary</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	
Becca	1-2	1-2	1-2		
Brenda			2-3:30		1-3:30 * available to be at Arcata site
Colby	2-3:30	2-3:30			
Gwen	2-3:30	2-3:30			
Maya	1-2	1-2	1-2		

Teachers will use this regularly scheduled time to observe in another classroom for 30 minutes and providing written feedback to the teacher they observe. They will also use

part of this time to creating a rubric that uses common core standards for one of their Laurel Tree Wild lessons, as well as planning and prep.

By increasing our capacity to create high quality curriculum and reducing stress for our teachers, we will increase our ability to provide effective education for our students. Our plan meets the recommendations for allowable uses listed below. Specifically, it allows us to better coach and mentor staff as listed in number 1, it leads to effective, standards-aligned instruction as mentioned in number 2, and it creates a positive school climate as mentioned in number 5.

This year is a particularly high-stress year. As we work on rebuilding systems and culture that were eroded by the pandemic we need to focus on supporting our staff. Moving forward into 2022-23, we would like to use this money to focus on training around inclusion, implicit bias, and retraining in the area of restorative practice.

Budget:

Planned Activity	Budgeted 21-22	Budgeted 22-23	Allowable Uses	Total for Planned Activity
Hire .4 Floating Teacher/Sub	\$28,000		1,2,8	\$28,000
Reorganize Secondary Afternoons	\$0		1,2,8	\$0
Training in Implicit Bias, Restorative Practices, and Inclusion.		\$5,821	5,6	\$5,821
Total				\$33,821

Allowable Uses:

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.