

**EDUCATOR EFFECTIVENESS FUNDS 2021-26
ROCKLIN UNIFIED SCHOOL DISTRICT
EXPENDITURE PLAN**

| LEA Name: | Contact Name: | Email Address: | Phone Number: |
|---------------------------------|-----------------|--------------------------|----------------|
| Rocklin Unified School District | Hannah Anderson | handerson@rocklinusd.org | (916) 630-3306 |

| Total amount of funds received by the LEA: | Date of Public Meeting prior to adoption: | Date of Adoption at public meeting: |
|--|---|-------------------------------------|
| \$2,521,258 | November 17, 2021 | December 15, 2021 |

Background

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Educator Effectiveness Funds (EEF) are required to develop a plan for how they will use their Educator Effectiveness Funds, pursuant to EC 41480. Pursuant to EC, 41480, 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.** 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
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas
3. Strategies that re-engage 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
6. Strategies to improve inclusive practices
7. Instruction and education to support implementing effective language acquisition programs for English learners
8. New professional learning networks
9. Instruction, education, and strategies to incorporate adopted curricula
10. Instruction, education, and strategies for educators in early childhood education

Other LEA Plans Referenced in this Plan

- Local Control and Accountability Plan (LCAP) - <https://www.rocklinusd.org/District-Info/Local-Control--Accountability-Plan-LCAP/index.html>
- Expanded Learning Opportunities Grant Plan (ELO) - <https://www.rocklinusd.org/Departments/Educational-Services/LEA-Plans/index.html>
- Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan - https://www.rocklinusd.org/documents/ESSER-III-Expenditure-Plan_Rocklin-Unified-School-District-1.pdf

A description of how the development of the plan was influenced by staff and community input.

RUSD remains committed to including stakeholders in the development of District-level plans and actions. During the past year, stakeholder input influenced the 3-year LCAP, Expanded Learning Opportunity (ELO) Grant Plan, Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan significantly, from the decision about goal areas to the decision about specific actions and services.

Feedback throughout the engagement processes for each of these plans highlighted the ongoing need for high-quality, in-person instruction, small-group learning opportunities and interventions, behavioral and social-emotional supports, mental health services, and aligned professional development.

The professional development opportunities for staff described in the EEF Expenditure Plan incorporate this feedback and build upon the LCAP and ELO actions. RUSD continues to strive to deliver educational excellence through continued in-person learning, while addressing the academic, social, emotional and mental health needs of all students. *RUSD's Professional Development Committee will continue to provide input for revisions to this plan in order to further refine the priority areas and draft specific professional development actions and activities to be approved alongside the Annual Budget and LCAP each June.*

Summary of Planned Educator Effectiveness Fund Expenditures

| Plan Alignment | Planned Priority Areas | Budgeted 2021-22 | Budgeted 2022-23 | Budgeted 2023-24 | Budgeted 2024-25 | Budgeted 2025-26 | Total Budgeted Per Action Area |
|------------------------------|---|---------------------|---------------------|---------------------|---------------------|---------------------|--------------------------------------|
| LCAP Goal 1, Actions 1-5 & 7 | Continue Math Improvement through the use of improvement science tools and coaching/facilitation, specifically focusing on cycles of inquiry. | \$0 | \$250,000 | \$250,000 | \$40,000 | \$40,000 | \$580,000* |

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|---|--|------------|--------------------|--------------------|-----------------|-----------------|-----------------------------------|
| LCAP Goal 1, Action 1, Goal 3, Action 7; ELO Grant Plan | Continue and deepen Learning Recovery, with a focus on Tier II and Tier III instructional strategies through job-embedded professional learning provided by instructional coaches. | \$0 | \$700,000 | \$700,000 | \$0 | \$0 | \$1,400,000* |
| LCAP Goal 3, Action 1 & 3 | Expand Early Childhood Education (universal Transitional Kindergarten) by providing professional development and education opportunities to TK staff. | \$0 | \$50,000 | \$50,000 | \$50,000 | \$41,258 | \$191,258 |
| LCAP Goal 3, Action 12 | Deepen Multi-tiered System of Support (MTSS) across all subject areas, with a focus on students with disabilities and English Learner students. | \$0 | \$100,000 | \$100,000 | \$0 | \$0 | \$200,000* |
| LCAP Goal 1, Action 4 | Provide support and ongoing professional development to professional learning communities and collaborative data teams. | N/A | \$75,000 | \$75,000 | N/A | N/A | \$150,000* |
| LCAP Goal 3, Action 1 | Provide support, ongoing professional development, and mentoring to New Teachers in implementation of RUSD programs. | N/A | N/A | N/A | N/A | N/A | inc. in Supplemental & Title II** |
| LCAP Goal 2, Actions 1-4 & 7-11 | Provide practices to create a positive school climate for students and staff. This includes integration of Social-emotional learning (SEL) and Behavior Support, including alignment of Positive Behavior Interventions & Supports (PBIS), Restorative Practices, and SEL. | N/A | N/A | N/A | N/A | N/A | inc. in Supplemental & Title II** |
| Totals by year | | \$0 | \$1,175,000 | \$1,175,000 | \$90,000 | \$81,258 | \$2,521,258 |

*Additional Title II and supplemental funds will be invested in these areas. Additional information will be presented with the Adopted Budget and LCAP each June.

**Funds for this priority area are annually included in the Adopted Budget as part of Title II and Local Control Funding Formula Supplemental funds.

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| Total planned expenditures by the LEA: |
| \$2,521,258 |

A description of how Educator Effectiveness Funds are being coordinated with other state, federal, and Covid-related Funds received by the LEA.

RUSD created plans with stakeholder input to address student and staff needs, including academic, behavioral and social-emotional supports, and is utilizing Elementary and Secondary School Emergency Relief (ESSER) funds and Expanded Learning Opportunity (ELO) grant funds to meet the needs of students. Educator Effectiveness Funds, in conjunction with Title II and Supplemental funds, will be targeted to meet the professional learning needs of teachers in delivering high-quality programs to students. The expenditure plan is in alignment with the District professional development plan and the Local Control and Accountability Plan (LCAP). The funding sources used for each component of the overall District plan are dependent upon the fiscal requirements of each source. The majority of the ELO grant funds will be used to assess learning loss and social-emotional needs. Those strategies proven during the 2021-22 school year to be most effective with students will be extended during the 2022-23 school year using ESSER funds. ELO grant funds are included in the District's Local Control and Accountability Plan, where specifically aligned to each goal and action.

Fiscal Expenditure Plan Requirements

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - Teachers;
 - Administrators;
 - Paraprofessional educators;
 - Classified staff.