EDUCATOR EFFECTIVENESS BLOCK GRANT 2021
EXPENDITURE PLAN

LEA Name:	Contact Name:	Email Address:	Phone Number:
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Total amount of Educator Effectiveness funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
$73,682	December 13, 2021	December 17, 2021

Describe how the LEA is coordinating Title II funds with the expenditure of Educator Effectiveness Block Grant funds to support teachers and administrators.
New Los Angeles Charter School has coordinated Title II Funds with the expenditure of Educator Effectiveness Block Grant funds to further support our educators to reduce teacher turnover. Title II funds will support teachers participating in high quality educator induction programs, certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA

sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv)). In addition, Title II Funds support teachers with evidence-based instructional coaching in Writing through the UCLA Writing Project (UCLAWP); and Project-based Learning through PBL Works to build teacher & leadership capacity in designing and facilitating rigorous quality PBL. Quality PBL allows students to deepen their learning and achieve success in college, career and life. Project base Learning (PBL) is a teaching method which students learn by actively engaging in real-world and personally meaningful projects.

Educator Effective Funds will be used to supplement Title II Funds and provide Humanities teachers with additional professional development and coaching on teaching of writing across all content areas.

In addition, Math teachers will receive Coaching and Professional Development on Cognitively Guided Instruction Math. CGI helps teachers understand how students mathematical ideas develop and provides an opportunity to build on their own thinking through the UCLA Math Project (UCLAMP).

New LA Charter School educators, paraprofessionals and administrators will participate in professional learning that focuses on Diversity, Equity, and Inclusion (DEI) to build an inclusive environment and achieve equity, racial justice, and positive transformational change, that will provide our staff with strategies to engage students, families and effectively address barriers to learning. Providing equitable access to education and supporting tolerance of those who look different or have special needs creates a positive effect on learning.

Educator Effectiveness Funds will also be used to provide teachers, paraprofessionals, and administrators with Coaching on Restorative Practices, that focus on creating a positive school culture/climate, in alignment with our school's Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS).

Describe how the LEA allowed schoolsite and content staff to identify the topic or topics of professional learning.

New LA Charter School meaningfully consulted with its certificated and classified staff during staff meetings and professional development, in addition to staff surveys that are administered regularly. The Leadership Team considered findings from survey results, feedback from staff meetings; schoolwide data, student achievement internal data (i-Ready Assessment), and findings from classroom observations.

New LA Charter School administers i-Ready Reading and math assessments three times per year and are used as universal screeners to assess student learning gaps, needs, develop annual growth targets, and monitor student progress over time. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed.

With the return to full-time in-person instruction, there is a need for our teachers to continue to receive comprehensive professional development and coaching to improve teacher expertise, ensure implementation of evidence-based pedagogical strategies to engage our students in the learning process and improve student academic outcomes.

As a result of the analysis of multiple types of data we have identified the need to continue to build and strengthen leadership and teacher capacity with CGI Mathematics to improve student academic outcomes across all student groups in alignment with the school's mission and educational program.

Allowable Use #	Planned Activity:	Total Budgeted per Activity
1& 2	Instructional Coaching: UCLA Writing Project	$11,841
1& 2	Instructional Coaching: UCLA Math Project	$11,841
5	Instructional Coaching/Professional Development: Diversity, Equity & Inclusion	$25,000
5	Instructional Coaching: Restorative Practices	$25,000
Total Budgeted Educator Effectiveness Expenditures		**$73,682**

EC 41480

(a)(2) 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.**

(b) 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 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.

(c) To ensure professional development meets educator and pupil needs, **local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning.** Professional learning provided pursuant to this section shall do both of the following:

(1) Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.

(2) As applicable, be aligned to the academic content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

(d) As a condition of receiving funds apportioned pursuant to this section, a school district, county office of education, charter school, or state special school shall do both of the following:

(1) On or before December 30, 2021, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be presented in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

(2) On or before September 30, 2026, report detailed expenditure information to the department, including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development. The department shall determine the format for this report.