



**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:
\$176,122	November 3, 2021	December 8, 2021

Describe how the LEA is coordinating Title II funds with the expenditure of Educator Effectiveness Block Grant funds to support teachers and administrators.

Citizens of the World Charter School – Mar Vista has coordinated Title II Funds with the Educator Effectiveness Block Grant Funds to support its teachers with evidence-based Literacy instructional coaching and professional development. The Literacy Coach (funded

with Title II Funds) focuses on phonics strategies; Wilson Language (Foundations) strategies and evidence-based Tier 2 Interventions. Foundations focuses on multisensory, structured language programs that is integral to a Multi-tiered System of Supports (MTSS) & Response to Intervention (RtI) Framework, providing research-based instruction in Tiers 1 & 2 for struggling readers.

Educator Effectiveness Funds will be used to provide all teachers with Instructional Coaching to improve the delivery of instruction, help teachers develop expertise in academic content standards, use of evidence-based strategies to accelerate student learning, provide & lead professional development, and conduct classroom walkthroughs, and engage in the feedback cycle.

- The Math Instructional Coach will provide teachers with extensive professional development and coaching on the recently adopted Illustrative Math curriculum. To improve math instruction, close achievement gaps, teachers will be provided with Math Coaching tailored to meet teacher needs, develop teaching and content expertise, ensure curricular coherence with and across grade level, facilitate meaningful mathematics discussions, that will build teacher capacity.
- The Literacy & Special Education Instructional Coach will provide General Education and RSP Teachers with Instructional Coaching to supplement the Literacy Instructional Coach with a focus on evidence-based strategies for Students with Disabilities (SWD). The additional coaching will support teachers with strategies to engage all learners including SWD (accommodations & modifications), increase student academic outcomes, and build teacher capacity.
- The English Language Development (ELD) Instructional Coach will provide all teachers with extensive coaching on implemented integrated ELD across all disciplines; and designated ELD to support language acquisition and proficiency of English Learners. Coaching for teachers will also focus on the schoolwide adoption of English 3D ELD curriculum, evidence-based strategies to support English Learners, including reading, writing, and language skills in order to improve annual EL reclassification rates, and EL student performance across disciplines and as measured on ELPAC (English Language Proficiency) and CAASPP ELA assessments.

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

Meaningful consultation took place among certificated and classified staff during staff meetings, and professional development. In addition, the school’s leadership team also reviewed student assessment data, schoolwide data, and compiled findings from classroom observations and feedback cycles.

Citizens of the World – Mar Vista administers NWEA MAP 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. With the return to full-time in-person instruction, there is a need for our teachers 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.

Allowable Use #	Planned Activity:	Total Budgeted per Activity
2	Instructional Coach: Math	\$62,710
2	Instructional Coach: Special Education & Literacy	\$65,032
7	Instructional Coach: ELD	\$48,370
Total Budgeted Educator Effectiveness Expenditures		\$176,112

[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.