

Educator Effectiveness Plan Executive Summary

Educator Effectiveness Plan Executive Summary for Board Information November 2021

As a condition of receiving Educator Effectiveness funds, a school district, county office of education, charter school, or state special school is required to:

- On or before December 30, 2021, develop and adopt a plan delineating how the Educator Effectiveness funds will be spent including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.
- As a condition of apportionment, submit an annual data report and an annual expenditure report detailing information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators or classified staff that received professional development on or before September 30 of each year. In addition, as a condition of apportionment, a final data and expenditure report is also required to be submitted to the CDE on or before September 30, 2026.

Funds may be expended for the purposes identified in Assembly Bill 130, Chapter 44, Section 22. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals, and classified staff that interact with pupils in order to promote educator equity, quality, and effectiveness. Funding apportioned for Educator Effectiveness is subject to the annual audits required by Section 41020 of the *EC*.

Per *EC* 41480, local educational agencies shall coordinate the use of Title II funds with the expenditure of Educator Effectiveness funds and 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.

Jennifer Quinones
Principal
Board Public Hearing: December 1, 2021
Board Adoption: December 8, 2021



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**EDUCATOR EFFECTIVENESS BLOCK GRANT 2021
EXPENDITURE PLAN**

LEA Name:	Contact Name:	Email Address:	Phone Number:
New Village Girls Academy	Jennifer Quinones, Principal	j.quinones@newvillagegirlsacademy.org	(213) 385-4015

Total amount of Educator Effectiveness funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$33,821	December 1, 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.

New Village Girls Academy coordinates Title II funds with the expenditures of the Educator Effectiveness Block Grant funds to support teachers and administrators to build capacity through high quality educator induction programs, and instructional coaching.

Title II funds are used to 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))

New Village Girls Academy serves a highly vulnerable, at-risk adolescent students who face significant challenges (teen pregnancy, history of trauma, highly transient, participated in the juvenile justice system or foster care, experienced learning gaps in their education and are low-income).

Educator Effective Funds will be used to supplement Title II Funds and provide:

- All teachers, administrator, and classified staff with instructional coaching (Big Picture Learning) on Cultural Competency, Culturally Relevant Teaching, implicit bias, strategies to promote a positive school climate, promoting teacher self-awareness, and improving teacher/staff attitudes and beliefs about oneself and others; and supporting learning communities for educators to engage in a meaningful classroom teaching experience. Instructional Coaching includes monthly professional development and one-on-one coaching.
- Teachers and Administrators will also participate in the Big Picture Learning Conference that will provide additional professional development on evidence-based strategies to reengage at-risk students and accelerate student learning.
- Teacher Induction Expenses (supplement Title II): to 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))

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

New Village Girls Academy meaningfully consulted with certificated and classified staff during meetings and professional development to gather input and feedback on professional learning needs, in addition to internal assessments (STAR Reading/STAR Math Assessments) to make an informed decision on the use of EEF Funds.

As a result of the analysis of multiple forms of school and student achievement data in combination with our ongoing schoolwide improvement cycle, findings from classroom observations, and feedback from staff, students and families, we identified the need to provide our teachers, administrators and staff with additional instructional coaching to build staff/teacher capacity, strategies to reengage our students to accelerate student learning, in alignment with our Multi-tiered System of Supports and our school’s mission and vision.

Allowable Use #	Planned Activity:	Total Budgeted per Activity
1 & 5	Instructional Coaching: Big Picture Learning	\$24,821
3	Big Picture Learning Conference	\$3,000
1	Teacher Induction Costs	\$6,000
Total Budgeted Educator Effectiveness Expenditures		\$33,821

[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.