

**EDUCATOR EFFECTIVENESS BLOCK GRANT 2021
ILA 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:
\$19,326	11/29/2021	12/2/2021

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

ILA will be using Educator Effectiveness Block Grant (EEBG) to provide in class coaching for our new teachers. This is an urgent need as we have teachers on short term teaching permits, and another teacher that is credentialed, but not for an elementary classroom. ILA teachers need additional support with creation of lesson plans, differentiating learning, establishing PBIS systems in their classrooms, and providing immediate feedback to students. ILA will utilize Title II funding to continue summer professional development, and mid-year professional development for instructional aides that provide small group reteaching. The EEBG will help supplement trainings for teachers and admin by funding in-situ coaching for both teachers and admin.

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

ILA selected topics for professional learning first based upon the input of teachers during the development of our LCAP, when teachers selected the topics most relevant to supporting the needs of our students and based upon teacher skills needed. Topics selected included BTSA support, project based learning, PBIS and Restorative Justice implementation, and Social Emotional Learning. However, based upon

teacher turnover (only one teacher continuing this year), and the addition of teachers that lack teacher credentialing; the primary needs of the school have shifted. Now ILA has two teachers that need intensive support in leading their classrooms. EEBG funds will be used to ameliorate the lack of teacher preparation our teacher have in light of the state-wide teacher shortage, as ILA begins teacher recruitment for the upcoming year this winter. In developing this plan, ILA has meaningful engaged all staff, students, parents, the board, and the public through surveys, a public meeting (11/29/2021). Additionally, teacher and staff input regarding the needs of our students was collected throughout the school year and during a dedicated LCAP input meeting held with all staff members on April 21st, 2021. Additional parent and family input was collected during coffee with the principal meetings, parental input meetings held on April 29th and 30th, 2021; one-on one conferences, and our recent parent input survey.

Allowable Use #	Planned Activity:	Total Budgeted per Activity
1	Teacher Coaching for Short Term Permit Teachers (in classroom)	\$14,326
2	BTSA Coaching to clear credentialed teachers	\$2,000
4	SEL Training for implementation of SEL program (all instructional staff)	\$1,000
5	Montessori Practices Training for our TK/K instructional staff	\$2,000
		\$
		\$
Total Budgeted Educator Effectiveness Expenditures		\$19,326

[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.