

**EDUCATOR EFFECTIVENESS BLOCK GRANT 2021-2026
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:
\$53,000	November 18, 2021	December 16, 2021

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

Each of the allocations described in this plan will go toward empowering the professional learning for certificated teachers, administrators, paraprofessional educators, and certificated staff in order to recruit, incentivize, and retain talented and effective educators at LdVCS. LdVCS already puts principles for strong educator evaluation and support systems into practice using Title II Funds. LdVCS will continue to support teachers and administrators through the Educator Effectiveness Block Grant in continually improving instruction through professional development that is data-driven and classroom focused, involving stakeholders in meaningful opportunities to support educators, and using a multi-tiered approach to support students. LdVCS will also continue its efforts to increase equitable access to effective educators through the Educator Effectiveness funds.

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

All stakeholders at LdVCS were invited by email to participate in voting on a public survey listing allowable uses options for the Educator Effectiveness Funds. The survey gave an overview of how these one-time funds to charter schools are to provide professional learning for educators and to promote educator equity, quality, and effectiveness. Included in the survey was a detailed description of the different

allowable uses. The public survey was translated into Spanish in addition to English in order to reach the most stakeholders as possible. All staff were encouraged to give their answers on the all staff copy to more easily identify staff preferences in comparison to community preferences. A public hearing was held at the Regular Board of Trustees meeting on November 18, 2021 for additional input. After taking public comment, this plan will be put up for approval on December 16, 2021.

Allowable Use #	Planned Activity:	Total Budgeted per Activity
4	<p>Sanford Harmony Training & Support/7 Mindsets</p> <p>Conducted by Harmony-certified presenters, our live training webinars provide a variety of opportunities for educators and out-of-school program providers to learn how to successfully deliver Harmony in the classroom and elevate their practice. Webinars include: daily practices, lessons & activities, online learning portal, Q&A/Coaching, Leadership session, increasing family engagement.</p> <p>Decades of experience and research prove that SEL can be taught and modeled, but must also be intentionally practiced. What makes 7 Mindsets different from other SEL providers is that it nurtures the mindsets of both students and educators.</p>	\$7,500
6	<p>Universal Design for Learning Professional Development</p> <p>Universal Design for Learning (UDL) is a framework that can help you plan lessons that meet the needs of all of your students. Based on brain research, UDL will help you meet the needs of diverse learners by planning lessons that consider the wide variability among learners.</p> <p>In this course, you will examine the brain research behind UDL principles and how you can leverage that knowledge to create deeper engagement and comprehension. After gaining a clear understanding of these principles, you will be able to plan lessons that engage students in making sense of the information presented to them while expressing their knowledge in meaningful ways. You'll learn how to incorporate student choice and technology into lessons while still fulfilling Common Core State Standards.</p>	\$5,000
5	<p>IIRP Restorative Practices for Educators</p> <p>Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities.</p>	\$13,500

3	<p>Empty the Cup: Before You Fill it Up</p> <p>Dr. Ernie Mendes is an author, executive coach, and a professional development trainer. He has been training Teachers and Leaders since 1988 and has worked with over 50 diverse organizations, including businesses, school districts, law enforcement agencies, and health centers. Dr. Mendes’ diverse professional background includes a combined 23 years as a classroom teacher at the secondary and post-secondary level and 11 years as a licensed psychotherapist in private practice. He holds a Ph.D. in Psychology. His trainings consistently receive high reviews.</p>	\$5,000
7	<p>SIOP® Training for Teachers Virtual Institute: Learn SIOP® Teaching Practices Online</p> <p>Based on years of research, the Sheltered Instruction Observation Protocol (SIOP®) Model is the only scientifically-validated instructional framework for improving the academic achievement of English learners. Developed by Dr. Jana Echevarría, Dr. MaryEllen Vogt, and Dr. Deborah Short, the SIOP® Model assists thousands of educators, including administrators, specialists, coordinators, and teachers.</p>	\$8,000
1	<p>San Diego Area Writing Project Professional Development (SDAWP)</p> <p>Since 1977, the SDAWP has been providing outstanding professional development for teachers of all curricular areas and across all grade levels.</p> <p>Participants learn the most effective classroom-tested strategies for teaching ELA and math from experienced teachers and become part of a professional learning community.</p> <p>The SDAWP supports socially responsible approaches to the teaching of writing and is dedicated to improving the writing skills of our culturally and linguistically diverse student populations, including English language, special education and at-risk students.</p>	\$14,000
Total Budgeted Educator Effectiveness Expenditures		\$53,000

[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.