

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Da Vinci Communications	Erin D'Souza Principal	edsouza@davincischools.org 310-725-5800

The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Da Vinci Communications has engaged in meaningful consultation with parents at our school through our School Site Councils (SSC), and through and Local Control Accountability Plan Committee (LCAP) and Learning Continuity and Attendance Plan (LCP) Committee. The SSC develops a needs assessment for their school that drives the development of DVC LEA/School Plans for Student Achievement (SPSA) in consultation with our site English Language Advisory Committees. These plans describe the methods and instructional strategies that strengthen our academic program, review intervention supports, and address the needs of all children to ultimately develop the budget for the site’s Title I funding. Every year the DVC LEA/SPSA is evaluated, and a new plan is developed and approved by the Board of Trustees. Through the LEA/SPSA, SSCs develop and implemented effective parent and family engagement strategies and programs focused on access to instruction (math, English-Language Arts, science), safety, and technology.

SSC/LCAP/LCP Committees that engage families, certificated, and classified staff, work to ensure that DVC is providing appropriate supports to students and a thoughtful and relevant parent engagement program. A portion of DVC Title I funds are used to assist with coordination and facilitation of activities related to these areas of focus. The board policies and administrative regulations ensure parent and family engagement is taking place at the school.

There is an abundance of research supporting parent involvement in relation to positive student outcomes and, specifically, how such involvement acts as a predictor of early adolescents' school bonding and academic achievement. More specifically, several studies examine the ways in which immigrant parents' school involvement has been defined and implemented by schools, barriers to immigrant parents' involvement in schools, and the implications for the development and implementation of practices which promote immigrant parents'

involvement in schools (Hajisoteriou, Christina, and Panayiotis Angelides. "Promoting immigrant parental involvement in culturally-diverse schools through a multiple perspectives approach." *International Journal of Pedagogies and Learning* 11.2 (2016): 145-162.). Based on research and input from school surveys, DVC has determined the need for the development of successful systems to increase low income and immigrant parent involvement at school/district events and as a part of stakeholder committee work via staff outreach in Spanish or other languages spoken by parents of English Learners and outreach via a parent engagement liaison. Our ongoing observations indicate that both outreach efforts are effective in connecting in increasing engagement of parents of low-income, English learners, and foster youth.

The Expanded Learning Opportunities Grant Plan was developed based on the needs assessments and the recommendations of all of our various input committees. It is aligned with the needs of all of our students, but also takes into account the identification and targeted intervention for our highest needs populations as well.

A description of how students will be identified and the needs of students will be assessed.

Federal Title dollars work in conjunction with state supplemental dollars and the Expanded Learning Opportunity Plan funds to enhance the supplemental actions which are organized as a Multi-Tiered System of Support (MTSS) to provide strategic and intensive interventions in support of the needs of underperforming student groups (such as Low Socioeconomic Disadvantaged, English Learner, and Foster/Homeless). Student needs are identified using state and local standardized assessments using a multiple measures philosophy; then, students are linked with a variety of supports based on those needs.

Key existing LCAP and LCP actions to support these areas are: maintain full-time counselors support at all students (Goals 1 & 3), increase parent outreach and education and engagement (Goal 3), provide students with a college and career readiness through class periods and a senior year class (Goal 3), increase the number of academic coaches providing support in core courses, Mathematics, and Language Arts (Goals 1,2,3), increase teacher collaboration supports in designing instruction for targeted students (Goal 1), and targeted support services to address high need students through credit recovery, tutoring, intervention, and summer school (Goals 1, 2).

Per our LCP, a weekly review of participation, grades and counseling notes regarding social-emotional needs of students will be conducted. Each week, teams will review the results of student progress, interventions and communication with students/families, and then adjust MTSS interventions as needed.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

The Expanded Learning Opportunity Plan, in conjunction with our SPSA, LCAP, and LCP are intended to be living and working documents that are reviewed by all stakeholders. State and federal dollars are reviewed with the school's School Site Council and other stakeholder committees each year along with feedback shared through each school site's annual needs assessment and school-wide family surveys. Da Vinci Communications has established communication plans that support English Learner, Foster Youth, Homeless and Low-Income students through a variety of communication modes and languages. Da Vinci Communications utilizes newsletters, blogs, emails, and phone calls to reach families. Administrative and student support teams have identified students/families who need additional communication

outreach. Parents are regularly updated on the instructional program, available resources and opportunities to connect with staff for support or community-building. Recommendations for students identified for various MTSS interventions are made to families at the time of identification, and they are notified of eligibility and enrollment in additional supports as students are identified as eligible. Additional supports for all students come in the form of classroom teachers, academic counselors and parent outreach related to safety and health services by the school nurse. This model is principally directed toward targeted unduplicated count students and provides additional adults who know students and can support when needed. Staff have time set aside every week to collaborate to support students and all teachers offer Office Hours in order to be available to support students and parents.

Da Vinci Communications has also leveraged existing resources and infrastructure for specific benefit to English Learners, Foster Youth and Socioeconomically disadvantaged students. DVC continues to use its website, blog and web portals (Google Classroom and PowerSchool). Google Suite and PowerSchool are in place to house vital information and track attendance and grades for all students and families. In addition, support staff will provide targeted assistance in a variety of ways, including intervention curriculum, assessing students, meeting with students and parents regarding academics, Connections/“homeroom” support, attendance accountability, social emotional learning and discipline supports, leading Student Support Team meetings, following up on student success plans, and health needs utilizing school nurse.

#### A description of the LEA’s plan to provide supplemental instruction and support.

Da Vinci Communications provides a number of evidence-based educational interventions that will help enable underperforming students to meet or exceed standards. DVC administration and grade-level teams will focus on small-group interventions for at-risk students, including the creation and monitoring of at promise student plans, using a multi-tiered support system (MTSS). Additional supports are provided by a reading intervention coach, an English Learner coordinator, academic coaches who pushed in and provided instructional support for students in core courses. Special education students have a case carrier, a designated teacher and paraeducators who provide support in small numbers according to the least restrictive environment. Our homeless liaison is also connected to every family who enrolls and needs McKinney Vento Act supports. Finally, students are provided with an exceptionally low student: counselor ratio to ensure social emotional and academic guidance support, with special attention provided to students with unique needs: homeless, foster youth, English Learners and other students who may have access or learning difficulties. A Coordinator of Remote instruction has also been hired along with teachers to provide remote instruction to students who opt for all-remote rather than hybrid or in-person instruction moving forward. Additional supports are provided by intervention classes, credit recovery courses, support seminars, and potentially summer school opportunities will also be made available to recover learning losses incurred over the last year.

Da Vinci Communications provides a high-quality professional development program for classroom teachers, principals, school leaders, administrators, and other school personnel. Over 3 years, 100% of DVC teachers will participate in professional development on common core standards and NGSS. Teachers will participate in professional development activities both on and off site provided during the school year on career technical education and project-based learning. Staff meetings at all sites contain a component of professional development that reinforces the district's annual PD plan. Regarding Educator Equity (ESSA SECTION 1112(b)(2), Da Vinci Communications does not have any disparities between that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The district has established policies and procedures in hiring practices that require all teachers be fully credentialed and working in their area of authorization.

Additional supports for students come in the form of grade-level teams, which have 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of six teachers have greater ability to identify and support struggling students. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This means that teachers have more prep time during the week and there is a lower school-wide student-to-teacher ratio than at comparable large public high schools. In addition, the Dean of Student Achievement will provide support in a variety of ways, including assessing students, meeting with students and parents regarding academics and attendance, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

Another method to support students who may have additional academic needs is through credit recovery courses. Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the recovery sections will be part of their student support plans where appropriate.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	101,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	80,048	
Integrated student supports to address other barriers to learning	35,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	60,000	

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	36,000	
Additional academic services for students	54,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	35,000	
<b>Total Funds to implement the Strategies</b>	<b>401,048</b>	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Da Vinci Communications aligned its Expanded Learning Opportunities Grant Plan with its Local Control Accountability Plan for 2019-20 (3-Year Plan) and to the ESSA requirements for Federal funds, including the following ESSA areas for Title I Schoolwide funding programs:

Da Vinci Communications (DVC) offers a seamless implementation of the California State Standards, with appropriate instructional strategies, materials, and assessments. This includes a focus on student ownership of learning, student explanation of their meta-cognitive thought processes, student presentations of learning and the real-world application of learning, and student college and career exploration. Many techniques, strategies, effective student practices, modifications, and accommodations, as well as other interventions, are utilized to evaluate all students in the area of math and English proficiency. In all that DVC does to increase student achievement, the learning needs of each individual student are always taken into consideration. Low-income pupils, English Learners, Foster Youth and RFEP students are the most likely to be in need of intervention services which require consistent tracking of performance outcomes. DVC has prioritized the need to maintain a comprehensive and consistent system for disaggregating and accessing student data allowing for in-depth analysis of low income, English Learner, Foster Youth and Redesignated Fluent English Proficient student performance across the school. The data system is necessary to identify and support individual student needs for unduplicated pupils. These data allow teachers and administrators to group and track progress for these students and to engage with parents and parent groups regarding the progress of unduplicated count students. Data is accessible online at the student, teacher, site, and district levels. Our ongoing observations and experience suggest that the following

actions contribute to increasing parent engagement for the families of unduplicated pupils: (LCAP Goal 3): Use of variety of technologies to increase parent communication, parent information, parent enrollment in parent courses. Our ongoing observations and experience using individual student data is effective in informing focused instructional supports addressing the needs of unduplicated pupils and engaging parents in supporting the specific needs of their low income, English learners, and Foster Youth.

At 48%, socioeconomically disadvantaged students along with students in foster care face unique learning challenges. Da Vinci Communications has set LCAP goals specifically to close the achievement gap. DVC seeks to support these students by providing a caring and nurturing educational setting. At DVC, support programs identify students in need of additional supports, which are provided before, during and after school and during the summer. The results of the 2017 CAASPP assessment show that non-socioeconomically disadvantaged students scored 83% proficient in English Language Arts and 39% proficient in Math. Socioeconomically disadvantaged students scored at 48% proficiency in ELA and at 15% in Math. Preliminary 2018 CAASPP assessment results show that socioeconomically disadvantaged students scored at 55% proficiency in ELA, outperforming their more advantaged peers by 3%, and have a proficiency rate of 12% in Math, which is 19% lower than their advantaged peers. DVC's greatest need was evident in mathematics and 2017-2018 DVC continued its shift from the ALEKS curriculum to CPM Mathematics. DVC will use the CAASPP interim assessment blocks to track on-going progress.

DVC met its 4-year cohort dropout rate goal of 1.4% (1 student). 97.5% of DVC students enrolled at the end of the 2016- 2017 school year returned to DVC for the 2017-18 school year. The adjusted 4-year cohort graduation rate for the class of 2017 was 98.6%, including those students eligible to graduate who elected to remain enrolled in our early college program, Da Vinci Extension. Our ongoing observations and experience suggest that the following actions will contribute to improved educational outcomes principally directed towards Low-income pupils, English Learners, Foster Youth and RFEP students: Provide Summer School, Academic Coaches, Intervention, Tutoring, Seminar (specifically addressing needs of English Learners) and credit recovery courses to address student learning gaps (LCAP Goal 2).

Before, during and at the end of every school year, the effectiveness of our instructional strategies is measured through student results on state benchmark assessments, including SBAC and EAP ELA and EAP Mathematics, and local assessments, including Presentations of Learning. The DVC teams regularly review these data and determine our high priority needs for professional development to address our student outcomes. Based on these supplemental needs, Title I funding is utilized for increased English Language aide support. Instructional strategies for English Learners are reinforced throughout the year through continual PD and coaching. This process helps to ensure a positive and lasting impact on the teachers' performance in the classroom, and thus academic growth for our EL students. Da Vinci Communications provides all schools with student scores for the ELPAC and SBAC. These results are broken down with our data analysis system and disseminated both to administration and teaching staff. DVC has predefined goals and resources are provided to support DVC in reaching these goals. DVC has EL goals defined in their LEA/School Plan for Student Achievement. The LEA/School Site Plan defines actions planned by the site/staff to support EL students in gaining access to curriculum and meeting State academic standards including an EL Coordinator and EL supports in academic seminars.

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGGrants@cde.ca.gov](mailto:ELOGGrants@cde.ca.gov) or [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.



- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

## **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

# Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

## **A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021