

# Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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 Science 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 DVS is providing appropriate supports to students and a thoughtful and relevant parent engagement program. A portion of DVS 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, DVS 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 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 LCP actions to support these areas are: maintain low student: counselor ratio support all students (Goal 3), increase parent outreach and education (Goal 2), provide students with a college and career opportunities (Goals 3 and 5), increase teacher collaboration supports in designing instruction (Goal 3), and targeted support services to address high need students (Goal 4).

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 Science 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 Science 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 Science has also leveraged existing resources and infrastructure for specific benefit to English Learners, Foster Youth and Socioeconomically disadvantaged students. DVS 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, Advisory/"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 Science provides a number of evidence-based educational interventions that will help enable underperforming students to meet or exceed standards. DVS 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 Science provides a high-quality professional development program for classroom teachers, principals, school leaders, administrators, and other school personnel. Over 3 years, 100% of DVS 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 Science 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. Da Vinci Science is developing a new Multi-Tiered Support System (MTSS) for students, particularly to benefit to English Learners, Foster Youth and Socioeconomically disadvantaged students. Led by the assistant principal, a team of teachers representing each core discipline constructs, communicates and adapts these systems to enable DVS staff to provide support in a variety of ways, including assessing students, meeting with students and parents regarding academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and modifying the MTSS system as needed.

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.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	47,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	198,616	
Integrated student supports to address other barriers to learning	26,350	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	12,500	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	40,000	
Additional academic services for students	35,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	36,000	
Total Funds to implement the Strategies	395,466	

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 Science 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:

DVS is Schoolwide Title I, and per pupil allocations are utilized. Site expenditures are budgeted based on a comprehensive needs assessment conducted through the School Site Councils and defined in each school's LEA/School Plan For Student Achievement. Site funds have been primarily spent on intervention support for students in reading and math, parent involvement activities, professional development for teachers, and intervention technology. Each year the effectiveness of the Title I funded programs are evaluated and data on the effectiveness of the plan are utilized in the development of the next year's plan.

When enrolling a student in Da Vinci Science, parents are required to fill out a document regarding their primary residence. This document identifies students that are considered homeless based on their living arrangement. Once identified, the district identified Homeless Liaison coordinates activities with public and non-profit agencies to provide support as needed. Every child identified as homeless is immediately enrolled and provided full access to all district programs. The homeless status is kept confidential, and it is not available on the teacher user side of our student information system. Every site receives training on how to provide support for homeless students through the Homeless Liaison, and every school has certificated counselors that can provide site assistance for homeless students. All staff members are informed of the process at their school to assist homeless students through the school counselor.

Every year Title I funds are reserved for homeless services. Comparable services for homeless students relative to other students including core programs, intervention, counseling, and all other educational programs are provided, and additional services are provided as needed.

Title I funding will be utilized for transition from middle school to Da Vinci Science. DVS hosts the Wiseburn middle school every spring to assist incoming 9th-grade students in preparation for high school. During the visit, students are given detailed information on the high schools and provided enrollment information for the coming year.

Title I funding is not utilized for GATE services to students identified as gifted and talented, or for direct library services. However, DVS offers a 1:1 laptop environment in which students learn and grow in the area of digital literacy in classes and tech labs. Such access both enhances learning and improves student achievement in core academic content areas. Digital citizenship and safety are taught as part of the curriculum to reinforce both safety and access to learning via technology. Instructional practices are evaluated using state standardized testing results in which significant improvement is continually verified.

As a school with 39% poverty, Da Vinci Science has developed and implements initiatives to assist in recruiting, hiring and retaining effective teachers that include working with local universities to provide a large pool of recruits, keeping a small student-to-teacher ratio. We also provide new teacher training in-house and support teachers and administrators in clearing their preliminary credentials via membership in a teacher induction program locally. Title II funding will be utilized to provide professional development beyond our core PD programs to teachers and administrators in building a system of support for excellent teaching and leading.

DVS 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 and site levels. These data are used by School Site Councils and ELAC to update activities annually.

DVS will partner with Cal Poly San Luis Obsipo to Incorporate real-world learning into its career pathways, particularly mechanical engineering and civil engineering. DVS teachers will collaborate with Cal Poly faculty in curriculum development, project design, and collaborative work between students at DVS and students at Cal Poly SLO. Funds used will go toward professional development of DVS teachers through time with Cal Poly faculty; with travel for DVS students and staff to Cal Poly's campus, and through supporting the materials and documentation of collaborative projects between DVS and Cal Poly SLO.

# 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 [ELOGrants@cde.ca.gov](mailto:ELOGrants@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  
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