

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

Da Vinci Communications

## CDS Code:

19768690131128

## Link to the LCAP:

*(optional)*

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## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Da Vinci Communications (DVC) LCAP provides a pathway to support all students with a focus on our unduplicated pupil population (UPP). We use federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP. The DVC LCAP is arranged by three overarching areas of influence established by the LCAP committee and approved by the Governing Board:

1. Provide equitable conditions of learning to all students through safe and secure campuses, access to highly qualified teachers and required materials, and programs and courses that ensure students are college and career ready.
2. Ensure pupil outcomes that show continued academic growth in English Language Arts and Math for English Learners, socioeconomically disadvantaged students, and students in foster care at levels commensurate with the overall student population.
3. Increase parent and student engagement by growing parent participation in school activities and committees, lowering school suspension/expulsion rates and increasing overall student attendance levels particularly in the middle grades.

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 LCAP 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 advisory period (Goal 3), increase the number of academic coaches providing support in core courses, Mathematics, and Language Arts (Goal 4), 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 (Goal 2). The LCAP is intended to be a living and working document. The federal dollars are reviewed with the school's LCAP committees each year along with feedback shared through each school site's annual needs assessment and school-wide family surveys. The DVC reports to the school board regarding the Consolidated Application for federal funds each school year.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

LCAP actions are determined by needs assessments and data analysis aimed at isolating causal factors for poor performance. Stakeholders review data and develop action plans to address those needs. Stakeholder groups include parents, students, community members, staff members, and employee groups. Formal stakeholder input and structure from high-risk groups is ensured through the School Site Council. Monitoring metrics are found throughout the LCAP attached to each of the ten major goals. Once needs are identified, qualifying funding is assigned to carry out the action. Federal funding is placed alongside state funding to enhance various actions.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

**TITLE I, PART A**

**Monitoring Student Progress Towards Meeting Challenging State Academic Standards**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

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 Re-designated 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: (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.

Socioeconomically disadvantaged students and 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 also use the NWEA 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 (Goal 2).

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.

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/Single 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.

## Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

The 2017-18 expulsion rate was 0 and the 2017-18 suspension rate was 2.6%. Based on the 2017-2018 Da Vinci Survey, 87.23% of students report feeling as though they had good or excellent relationships with teachers overall, and 96% of students reported feeling safe or very safe at school and 99% reported feeling safe outside of school. Using this same survey, 85% of students very good or excellent in response to the question of how well the school create a compassionate and caring learning community, while more than 85% of students good, very good or excellent in response to the questions of how well the school creates an environment of high integrity, respect and trust. In a study on chronic absenteeism completed by Johns Hopkins University's Robert Balanz and Vaughan Byrnes (2012), results revealed that chronic absenteeism increases achievement gaps at the elementary, middle, and high school levels, and that students living in poverty benefit the most from being in school. DVC had an average daily attendance rate of 95% in 2017-18. Our goal is 96%. At DVC minimizing chronic absenteeism is addressed through the social-emotional and academic support of students and their families. Our ongoing observations and research reinforce the effectiveness of the following actions which contribute to decreasing chronic absenteeism for unduplicated pupils: Sustain low teacher:pupil ratio of Counselors to support academic, social skills and social/emotional support for students identified with high need (Goal 2). High attendance rates and low incidence of suspension are both due to various intervention and recognition programs, and the continued support of counseling staff on all sites. A campus that is clean, in good repair, and secure further supports student sense of respect for one another and the school sites. DVC sites had exemplary ratings on all indicators for a clean, well-maintained campus.

## Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (as applicable)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

The California State Standards were created with college and career readiness as the ultimate goal. While most students aspire to go on to college, many do not know what it takes to reach their goal. This is particularly true of English Learners and students raised in poverty. DVC students and their parents will engage in college and career exploration via the Naviance Curriculum which addresses the college readiness standards outlined by the ASCA (American School Counselor Association), NOSCA (National Office of School Counselor Advocacy), and Common Core National Standards for Students including knowledge of the college process. The Naviance College & Career Readiness curriculum is a blended learning solution that helps develop critical non-cognitive skills and college knowledge and instills confidence so that students will persevere to reach their long-term college and career goals. DVC Counselors and staff will use data to measure student academic readiness at each grade level. DVC provides various options for students to engage in constructivist learning through day-to-day instruction. All DVC school students complete project-based learning experiences and participate in presentations of learning. In discussions at LCAP committee meetings, a focus on equity for gender and race in Career Tech Education programs was established. Providing career-related, hands-on experiences for students and equal access to such course content remains a priority for DVC. This year DVC rolled out our first full grade level and our four career pathways with industry alignment. Our ongoing observations and experience reinforce the effectiveness of the following actions which contribute to the development of college and career readiness for unduplicated pupils: Provide access to online college and career to all students. (Goal 2).

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

Prior to each school year, the Da Vinci Communications administrative staff and teacher leaders participate in summer professional development days focused on a common theme. Professional development is facilitated and follow up support continues throughout the academic year to ensure coherence in implementing newly studied teaching and learning strategies that support all students. Further, DVC provides 8-10 teacher learning days prior to the start of the school year allowing time for student data review, training on new initiatives and educational technology, and team planning.

To support classroom instruction, the DVC has teachers assigned to coach our new and veteran teachers on changing instructional methodologies and curriculum in Mathematics and English Language Arts, NGSS, Career Technical Education and NGSS. As part of this professional development, DVC works to increase teacher capacity by using data to improve instruction.

Child abuse mandated reporting, sexual harassment awareness, ALICE active shooter civilian response training, blood born pathogen and pest management training is provided to every staff member by the district on an annual basis. Every staff member completes documentation that verifies the completion of the training that includes the identification, prevention, and reporting of sexual abuse.

The DVC provides professional development in NGSS and Career Technical Education activities through the implementation of four career technical education pathways.

Professional development to integrate academic content, career and technical education and work-based learning are provided to all teachers as seen in our CTE programs. Expansion of these programs is always at the forefront of our DVC priorities. Partnerships with local aerospace companies (e.g., Boeing, Northrop Grumman) and universities support our teachers' in offering beyond the bell activities, internships, etc. are provided for students looking for extended learning options.

Additional training in Systems of Support (MTSS), ELD supports, project-based learning, student engagement strategies, and educational technology will be provided to teachers and administrators. Workshops and conferences provided both in-house and through outside agencies are supported, and evaluation of professional development effectiveness will take place through monitoring of formative and summative student outcome data, review of formal and informal surveys, presentation of learned strategies and techniques at staff meetings, peer and administrator observations, and coaching through our teachers on special assignment. Strategies that show an increase in effective teaching will be increased while programs that do not show growth will be modified or eliminated.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

N/A



## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The percentage of Free and Reduced Priced Meals is used as the poverty criteria for Title I, Part A. Da Vinci Communications is a charter school that conducts a lottery for attendance.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities 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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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.

#### **Parent and Family Engagement**

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).  
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Da Vinci Communications has engaged in meaningful consultation with parents at every school through our School Site Councils (SSC), and through and Local Control Accountability Plan Committee (LCAP). At each site, the SSC develops a needs assessment for their school that drives the development of DVC LEA/Single Plans for Student Achievement (SPSA) in consultation with our site English Language Advisory Committees. These plans describe the methods and instructional strategies that strengthen each school's 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 by its respective site, 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.

LCAP Plan committee (LCAP) to ensure the sites are 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 at all sites 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 (Goal 3).

### **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children** ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Da Vinci Communications provides Title I services to Title 1 students. DVC is Schoolwide Title I, and per pupil allocations are provided to each site. Site expenditures are budgeted based on a comprehensive needs assessment conducted through the School Site Councils and defined in each school's Single 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.

### **Homeless Children and Youth Services** ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in

coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

When enrolling a student in Da Vinci Communications, 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.

**Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title I funding will be utilized for transition from middle school to Da Vinci Communication. Wiseburn middle school students visit 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.

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title I funding is not utilized for GATE services to students identified as gifted and talented, or for direct library services. However, DVC 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 and parent education meetings reinforce both safety and access to learning via technology. Instructional practices using digital learning are evaluated using state standardized testing results in which significant improvement is continually verified.

## TITLE I, PART D

### Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Parent and Family Involvement**

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A



## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As a school with 48.7% poverty, Da Vinci Communications 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. In addition, DVC offers a salary scale that is highly competitive across the state to attract the best teachers with the most experience. 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.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Da Vinci Communications 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 Re-designated 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.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A