



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 Connect engages in meaningful consultation with parents through our School Site Council (SSC), which examine the Local Control Accountability Plan (LCAP), School Plans for Student Achievement (SPSA), Learning Continuity and Attendance Plan (LCP) and will also review our Expanded Learning Opportunities Grant Plan. The SSC develops a needs assessment for our school that drives the development of Connect LEA needs and interventions 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 Connect learning plans are evaluated by its respective site, and a new plan is developed and approved by the Board of Trustees. Through these practices, SSCs develop and implement

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 work to ensure Connect is providing appropriate supports to students and a thoughtful and relevant parent engagement program. A portion of Connect 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, Da Vinci Schools and Connect have a growing need to development 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. Our ongoing observations indicate that outreach efforts are effective in increasing engagement of parents of students who are low-income, English learners, and/or foster youth in the process as well.

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 Connect 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 Connect utilizes newsletters, emails and phone calls to reach families. Administrative and student support teams have identified students/families who need additional communication outreach. Parents are updated each week 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, parent educator support specialist (K-8), academic counselor (9-12) 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 one day per week (Wednesdays) to collaborate to support students and all teachers offer Office Hours in order to be available to support students and parents.

Da Vinci Connect has also leveraged existing resources and infrastructure for specific benefit to English Learners, Foster Youth and Socioeconomically disadvantaged students. Da Vinci Connect continues to use its website, blog and web portals (Google Classroom and PowerSchool). Da Vinci Connect created specific grade level "trackers" for each grade level so that students (and parents) could easily identify due dates and resources. Da Vinci Connect teachers already had access to ThinkPad laptops and other hardware. Google Suite and PowerSchool are in place to house vital information and track attendance and grades (HS only) 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, general supports for a homeschool hybrid learning program and health needs utilizing school nurse.

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

Da Vinci Connect provides a number of evidence-based educational interventions that enable underperforming students to meet or exceed standards. This includes a variety of vetted curriculum including College Preparatory Mathematics, ST Math, Art of Problem Solving (Beast Academy), Lexia, Reading A-Z, Razkids, BrainPOP, Scholastic Teachables, Science4Us, MAP assessments and MAP Accelerator with Khan Academy, Epic Books, Gizmos, ThinkCerca, and teacher-developed curriculum and project materials. DV Connect administration and grade level teams will focus on small-group interventions for at-risk students, guided by every teacher utilizing the multi-tiered support system (MTSS) tracking document. Additional supports are provided by the Parent Educator Support Specialist (K-8), academic, social emotional learning and college and career support from counselors, a "targeted intervention" academic coach, an English Learner coordinator, a 504

coordinator and Marriage and Family Therapist interns. Students who qualify for special education have a case manager, a designated teacher, possibly additional teachers (speech, occupational therapy, counselor) 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-to-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.

Da Vinci Connect provides a high-quality, standards-based professional development program for classroom teachers, principals, school leaders, administrators, and other school personnel. Over 3 years, 100% of Connect 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), before, during and at the end Da Vinci Connect noted a disparity between the general population of students and socioeconomically disadvantaged students in English Language Arts state test scores in 2017-2018 (most recent results) and thus increased curriculum and supports for students during the 2018-2019 school year. All students are taught by effective, experienced and highly qualified teachers.

Additionally, a Parent Educator Support Specialist teacher is on staff to ensure parents receive support when they are unable (or challenged) to support their students during homeschool learning for K-8th grade students; 9th-12th grade teachers provide "office hours" to support student and parent needs. We use Multi-Tier Systems of Support and a Student Success Team process. Providing a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils increasing students' sense of connection in the Da Vinci Connect community. Counselors utilize a variety of resources, including the CASEL toolkit for support of students and families, along with staff professional development: https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-PlaybookV3.pdf, along with resources from the California Collaborative for Educational Excellence (CCEE) focused on trauma-informed instruction: <https://k12playbook.ccee-ca.org/distance-learning/dldetails/#SEL>. Additional counseling support provided as a targeted assistance funding measure for qualifying Title I students.

Another method to support students who may have additional academic needs is through self-paced instruction that is personalized to each student, allowing to speed up or slow down in their completion of high school courses and TK-8 curriculum\standards. Personalized learning assists students needing additional support to stay on track for graduation and dual enrollment college coursework. Extra support will be provided to struggling students through this personalized learning program within the regular school day. While the program will be available to all students, targeted assistance will be provided through additional tutorial support/coaching and counseling support. All students will receive the technological support and school supplies needed to be successful and feel ready and equipped to do the work.

Additionally, specific strategies and resources provided by the ELO Grant funds include bilingual translation services, improved communication platforms, extended instructional time staffing (summer/after school), supplemental curriculum and training for staff in trauma informed instruction, cognitively guided instruction, technology platforms and tutoring strategies.

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	61,600	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	9,000	
Integrated student supports to address other barriers to learning	131,003	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	0	
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	10,700	
Total Funds to implement the Strategies	247,303	

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 Connect aligned its Expanded Learning Opportunities Grant Plan with its Local Control Accountability Plan (LCAP) for 2019-20 (3-Year Plan), our School Plan for Student Achievement (SPSA), and the ESSA requirements for Federal funds, including the following ESSA areas for Title I Targeted Assistance funding programs:

Da Vinci Connect provides Title I services to Title 1 students. These services include targeted independent study (homeschool/asynchronous) and at-school curriculum, tutoring by teachers when needed, a rigorous student success team process that works directly with parents to identify needs and services and remedial instruction when needed. Title I funding will be utilized to ensure all students successfully transition from their previous schools (whether traditional schools or homeschooling) to Connect and also from Connect to high school following their middle school experience. This includes workshops for parents and students, tours to the Da Vinci high schools and informational sessions to help parents and students understand the middle and high school experience and expectations.

Da Vinci Connect (Connect) 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 Connect 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. Connect 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. Data systems are necessary to identify and support individual student needs for unduplicated pupils. These data allow teachers, administrators and counselors 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 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. Specific strategies and resources provided by the ELO Grant funds include bilingual translation services, improved communication platforms, extended instructional time staffing (summer/after school), supplemental curriculum and training for staff in trauma informed instruction, cognitively guided instruction, technology platforms and tutoring strategies.

Throughout the 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 NWEA MAP tests and Presentations of Learning. The Connect 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 Connect 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. Connect has predefined goals and resources are provided to support Connect in reaching these goals. Connect 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 ELOGrants@cde.ca.gov or 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.

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