



DaVinci Charter Academy

Innovative ♦ Inclusive ♦ Collaborative

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Davis Joint Unified School District	Tyler Millsap Principal	tmillsap@djud.net (530) 757-7154

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.

DVCA solicited direct input from stakeholders while also working in parallel with DJUSD in the larger context of district-wide plans for expanded learning opportunities for students.

At the district level, existing community groups were used to provide ongoing feedback and input. The Superintendent's All Advisory is composed of members from the following advisories: parent, student, District English Learner Advisory Committee (DELAC), District Technology Advisory Committee (DTAC), Climate, Certificated Personnel, Classified Personnel, Parent, Student, Special Education, Native American, AIM (GATE), Administrative Leadership Team. In the winter of 2021, staff presented local data to advisories and facilitated discussion to illicit successes, needs, and vision from the group. Additionally, DJUSD had sites conduct focus groups, consulted with Davis Teachers Association, consulted with district and site leadership, and used the multiple student and parent surveys given over the course of the year to gather inputs.

At the site level, DVCA administration and counseling staff met to review local data from the 2019-20 school year and the Fall semester of the 2020-21 school year. A review of data helped to identify broad areas of need in credit recovery, academic interventions, supporting social-emotional well being, college and career preparation and increased staff professional development. This data was brought to the DVJH and DVHS staff during a regularly scheduled staff meeting on 21 April 2021 for written and verbal input and feedback, specifically on use of the Expanded Learning Opportunities Grant (ELO). The same data was brought to the DVCA Advisory Board, which consists of staff, students, parents, and community members, on 21 April 2021 for stakeholder input and feedback, specifically on use of the ELO Grant.

DVCA administration worked with stakeholders to emphasize the need for coherence and alignment in actions and services of both the LCAP and ELO and to ensure that ELO funds are used appropriately within the ELO Grant guidelines.

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

DVCA will use a variety of methods to identify students in need of expanded learning opportunities and services. The primary methods for identifying students is through the existing Multi-tiered Systems of Support (MTSS) which uses academic, attendance and social-emotional data to determine students in need of support. DVCA will also utilize site counselors to identify students in need of support, particularly DVCA's unduplicated students. DVCA will also utilize teacher reports to administration and counseling as a source of identifying students. Some of the data points used to identify students in need of additional support will include: i-Ready literacy and mathematics assessments in grades 7 and 8; CAASPP in grade 11; Scholastic Reading Inventory (SRI) assessments; students who are not meeting grade level standards as measured by passage with "C" or better in courses for a-g or graduation eligibility; engagement as measured by attendance; and, student, parent and teacher requests for counseling support.

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

DVCA students, parents and guardians will be informed of both district level and site level opportunities through a comprehensive outreach effort. These efforts include redundancy and focused, personalized contact. Information will be made available through:
DVCA administrative communications through School Messenger
Superintendent's Advisories

Superintendent's Constant Contact emails to all families
DJUSD and DVCA websites as appropriate
Social Media as appropriate
Posting on Canvas landing pages
Counselor emails and phone calls
Staff emails and calls as guided by EL Specialists, MTSS teams, and/or teaching staff

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

DVCA's plan to provide supplemental instruction and support strategies has been organized into focus areas and aligned to existing DVCA LCAP goals.

Under each of the focus areas below are descriptions of the most significant expenditures. All items will be organized and articulated within the DVCA Charter budget for tracking of spending and progress.

DVCA will make a significant investment in training and ongoing support for its MTSS system which is an action that supports students across all three goals below.

21st Century Teaching and Learning:

Project-based learning professional development focused on equitable assessment, differentiated instruction and engaging practices
Staff Professional Development for academic and social-emotional support

Closing the Opportunity Gap:

DVCA Credit Recovery Summer School Program
Further development of College Boot Camp for grades 10-12 to increase college going rates
Creation of a College and Career Exploration program for grades 7-9
Paraeducators at each site to provide small group and one-on-one academic support
Staff compensation for facilitate after school academic support
Partnerships with mental health providers to develop one-on-one and small group social emotional supports

Creating Safe and Inclusive Learning Environments:

Gender inclusivity professional development
Staff professional development in peer mentorship programs
Staff compensation and materials to facilitate before/after school social-emotional learning programs

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	\$25,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$191,345	
Integrated student supports to address other barriers to learning	\$65,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$20,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$10,000	
Additional academic services for students	\$0	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$46,379	
Total Funds to implement the Strategies	\$357,724	

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

The federal ESSER funds are being used to support Distance Learning and in-person learning recovery needs, including personal protective equipment (PPE), pupil assessments, Chromebooks and internet access, professional development, additional staffing, and supporting student social and emotional well-being. These funds are being coordinated to align with District goals and initiatives outlined in the ELO grant. Additionally, other state and federal relief funds were used to support cohorts during DJUSD Phase 2 and return to school in Phase 4. These Expanded Learning Opportunities Grant (ELO) funds are being used to support actions that will address the needs of our most vulnerable students, which include students from DJUSD's unduplicated count. The ELO will bolster existing actions within the DJUSD LCAP and provide enhanced services as outlined above.

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.

California Department of Education
March 2021