



# DJUSD

DAVIS JOINT UNIFIED  
SCHOOL DISTRICT

## 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.

DJUSD's Expanded Learning Opportunities (ELO) grant was informed by stakeholder input, and included with, and in addition to, Local Control Accountability Plan (LCAP) stakeholder engagement activities. A cross section of community input was made accessible through the Superintendent's All Advisories Committee, which is composed of members from the following District committees: Parent, Student, District English Learner Advisory Committee (DELAC), District Technology Advisory Committee (DTAC), Climate, Certificated Personnel, Classified Personnel, Special Education, Native American, AIM (GATE), and Administrative Leadership Team. In February of 2021, the All Advisories involvement included a review of student performance, and structured feedback to elicit student successes and needs from the group. Additional outreach activities included school site focus groups led by principals, consultation with the Davis Teachers Association, consultation with district and site leadership, and student and parent surveys.

In April of 2021, the Superintendent's All Advisories and DELAC reviewed services and programs for consideration in the LCAP, and will review a completed draft document in May. Throughout winter and spring of 2021, the Superintendent's Parent Advisory and English Learner Parent Advisory were updated, surveyed, and able to review the draft LCAP. In February of 2020, data was shared with the Parent Advisory Committee of the Native American Education and Title VI Program and staff consulted with the Yolo County Office of Education SELPA.

In coordination with these outreach efforts, DJUSD approached these same stakeholder groups to solicit feedback on the use of Expanded Learning Grant funds. Staff worked with each team to emphasize the need for coherence and alignment in actions and services of both the LCAP and the Expanded Learning Opportunities Grant (ELO).

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

DJUSD will use a variety of approaches to identify students in need of expanded learning opportunities and services. These approaches include data currently in use by site teams who coordinate Multi-Tiered System of Supports (MTSS), and site counselors who conduct outreach and case management of unduplicated students. Additional metrics used to identify students include proficiency data obtained through i-Ready literacy and mathematics assessments in grades K-8 and CAASPP in grade 11. English Learner (EL) Specialists on each school site measure student progress using the ELPAC. English Learners who are not making progress, and any student who is not meeting grade level standards, will be served by opportunities outlined in this grant proposal. Students not meeting standards are measured by report card data, or who are not making progress for A-G or graduation eligibility.

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

DJUSD parents and guardians are contacted by means of multiple communication channels to ensure that information is accessible and understood. Information is distributed through District-level committees, including the English Learner Parent Advisory Committee and Superintendent's Parent Advisory who pass that information on through their school site committees. Additionally, a Superintendent Constant Contact email is sent to all District families at least bi-weekly, all of which contain important updates that are re-sent through principal communications to their site families. Program updates and offerings are housed on the District website, and are further distributed through a variety of social media channels. Furthermore, our Spanish Speaking Partnership Network, a group of 15 District staff, conduct outreach to Spanish-speaking families directly to inform them of District offerings, services, and opportunities. These opportunities are also posted directly to our Canvas Learning Management System (LMS) landing pages for student accessibility. Lastly, our counselors, teachers, EL Specialists, and leaders will conduct outreach through emails, calls, and meetings to invite and explain these opportunities.

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

DJUSD's plan to provide supplemental instruction and support strategies has been organized into focus areas and aligned to existing LCAP goals. The Expanded Learning Opportunities plan will act as a booster and maintain coherence to the plan developed in the LCAP.

DJUSD will offer professional development and ongoing support for the District's Multi-Tiered Systems of Support (MTSS), which is the infrastructure for interventions and the means by which we achieve the three goals outlined below. Under each of the focus areas below are descriptions of some planned expenditures.

#### Goal 1: 21st Century Teaching and Learning

Using one-time Expanded Learning Opportunity funds, DJUSD staff and community have prioritized professional development and action research specific to grading for equity and work with the UC Davis Writing, Math, and History Projects. Additionally, resources will support establishing innovative learning spaces, such as Outdoor and MakerSpace environments for staff and students to use. DJUSD will also scale up opportunities for students to become eligible for the State Seal of Civic Engagement. The bulk of funding under this category supports a robust set of K-12 offerings for a summer enrichment program, which is anticipated to serve upwards of 700 students and will be offered during the summers of 2021 and 2022. Additional program offerings under this goal include curriculum and tech supports for DJUSD's Virtual Academy, CTE grant development, and professional development compensation for teachers involved in any of these activities.

#### Goal 2: Closing the Opportunity Gap:

There are a variety of Expanded Learning Opportunity resources dedicated to this goal. An important allocation will be committed to further developing and supporting the Multi-Tiered System of Supports, which is coordinated by teams at each school site and implemented by collaboration time for teachers in grade level or department teams. The required 10% allocation from the grant for Paraeducators will also support MTSS and Positive Behavior Intervention Supports (PBIS) at elementary schools. Resources have been identified for English Learner Development (ELD) materials, assessments, and supplies for the Bridge program. Special Education has a substantive allocation for curriculum and assessment purchases, and importantly, additional one-time staffing to support with assessments and staffing to mitigate for the interrupted services during school closures in 2020-21. DJUSD is increasing afterschool programming and tutoring across many sites. Professional development is included for research-based ELD strategies and updated policy and guidance on graduation and program

options for students with disabilities. Resources from the grant will also address much needed upgrades to the Nutrition Services department to support student access to meals. Finally, given the need for broader community outreach, particularly to non-English speaking families, additional FTE is included in the grant for a community liaison, which will supplement the allocation in the LCAP.

**Goal 3: Creating Safe and Inclusive Learning Environments:**

To support this goal, DJUSD will leverage ELO resources to provide professional development that supports Ethnic Studies programming and implementation, staff and leadership work with the National Equity Project, and the International Institute of Restorative Practices. As part of recovery from the COVID-19 pandemic, we will increase nursing supports for enrichment activities during the summer as well as during the 2021-22 school year. Additional staff support is included under this goal to provide structured recess activities at elementary sites. These resources will also be used to support events and community building strategies for students transitioning from elementary schools to junior high schools as well as from junior high schools to high school sites. Allocations for “wrap around” services have also been increased for students who may benefit from them, and sites will also provide more intramural and youth programs to better engage students in the school community.

## Expenditure Plan

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

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	\$1,015,000.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$533,310.00	
Integrated student supports to address other barriers to learning	\$827,000.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$80,000.00	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$140,000.00	
Additional academic services for students	\$407,000.00	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$1,390,000.00	
Total Funds to implement the Strategies	44,392,310.00	

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](mailto:ELOGrants@cde.ca.gov) or [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)*

## Instructions: Plan Requirements

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

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

For purposes of this requirement

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

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

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

The seven supplemental instruction and support strategies are:

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

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

### **Fiscal Requirements**

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

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



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

## **Instructions: Plan Descriptions**

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

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

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

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

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

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

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

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

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

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

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



# Instructions: Expenditure Plan

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

Complete the Expenditure Plan data entry table as follows:

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

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

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

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

California Department of Education  
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