

Certification and Agreement for Funding for the American Rescue Plan Elementary and Secondary Education Relief Fund (ARP ESSER)

BACKGROUND

Purpose

The American Rescue Plan Act (ARP) 2021 was signed into law on March 11, 2021 and provides an additional \$122.8 billion for the Elementary and Secondary School Emergency Relief Fund (ARP ESSER Fund). ARP ESSER Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020.

The Utah State Board of Education (USBE) is distributing these funds by application in alignment with the federal distribution formula. This new funding is intended to help local education agencies safely reopen schools, measure and effectively address accelerated learning, and take other actions to mitigate the impact of COVID-19 on the students and families who depend on our K-12 schools.

Although the ARP ESSER uses of funds are similar to those for ESSER I and ESSER II, there are important distinctions between the ARP ESSER and other ESSER programs, including the period of funds availability, equitable services to non-public schools, maintenance of effort, and a report on efforts to measure and address accelerated learning. LEAs may plan to use all remaining ESSER I and ESSER II funds before making use of the ARP ESSER funds, given the shorter remaining period of availability, however this is not a requirement. Please consult the accompanying [fact sheet](#) to learn more about the ARP ESSER program.

As part of the required state application for the U.S. Department of Education, USBE leaders met with a diverse group of stakeholders to get input on statewide needs in May 2021. USBE identified the following three issues currently facing students and schools across Utah as a result of or in response to the COVID-19 pandemic. We urge LEAs to consider these priority areas in designing plans for the use of ARP ESSER funds.

1. Student mental health and social emotional needs including student health foundations and protective factors.
2. Missing or Disengaged Students in K-12
3. Literacy

The ARP ESSER funds require that an LEA engage in meaningful consultation with stakeholders in the development of this plan. The LEA will assure that the public has been provided the opportunity to provide input to the LEA ARP ESSER plan, that the LEA has taken the public input into account, and that the local school board has adopted the LEA's plan for the use of ARP ESSER funds in an open and public meeting.

Federal Allowable Use Cases

Generally, in determining whether an activity is an allowable use of funds, a State or LEA must determine:

- Is the use of funds intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students?
- Does the use of funds fall under one of the authorized uses of ESSER or GEER funds?
- Is the use of funds permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200)? In particular, is it necessary and reasonable for the performance of the ARP ESSER award?

The use cases as described in the federal American Rescue Plan legislation is detailed below. In addition, LEAs may consider the following companion guidance that was created by the Hunt Institute to support states and LEAs.

Uses of Funds. —A local educational agency that receives funds from ARP ESSER:

1. Shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

Shall use the remaining funds for any of the following:

2. Any activity authorized by the Elementary and Secondary Education Act of 1965.
3. Any activity authorized by the Individuals with Disabilities Education Act.
4. Any activity authorized by the Adult Education and Family Literacy Act.
5. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
6. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
7. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
8. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
9. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
10. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
11. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

12. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
13. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
14. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
15. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
 - (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
 - (ii) implementing evidence-based activities to meet the comprehensive needs of students;
 - (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
 - (iv) tracking student attendance and improving student engagement in distance education.
16. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
17. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
18. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
19. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Non-Allowable Use Cases

The Department generally does not consider the following to be an allowable use of ESSER funds, under any part of section 313:

1. subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs
2. expenditures related to state or local teacher or faculty unions or associations

Funding

The USBE intends to award funding to eligible LEAs based on FFY 2020 Title I-A allocations as directed by the U.S. Department of Education. The USBE has also established a base allocation for all LEAs using the state set aside as we did with the original ESSER I and ESSER II awards.

One-Time Funding

LEAs should note that the ARP ESSER is one-time funding that must be utilized by September 30, 2023 and plan expenses accordingly.

(Please note, due to the federal Tydings Amendment, awardees have an additional 12-months to submit final reimbursement paperwork, which is the 09/30/24 date referenced in the fact sheet. We are encouraging all of our LEAs to make plans to spend by the end of the award period 09/30/23.)

Equitable Services:

An LEA that receives ARP ESSER funds under this grant is not required to provide equitable services to non-public school students and teachers with the ARP ESSER funding. The Utah State Board of Education is administering the new Emergency Assistance for Non-Public Schools ([Utah EANS Website](#)) program, which allows non-public schools to seek equitable services directly from USBE.

Maintenance of Records:

Records pertaining to this award under 2 C.F.R. 200.334 and 34 C.F.R. 76.730, including financial records related to use of grant funds, must be retained separately from the LEAs original ESSER I funds awarded in 2020 and ESSER II awarded in 2021.

Application Deadline: August 20, 2021 at 5:00 PM in the Utah Grants Management System

Applications will be reviewed on a rolling basis through the Utah Grants Management system. Most outcomes are determined within 2-3 business days from submission.

USBE Points of Contact:

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LEA Application

Please complete the fields below on pages 5-15 that are highlighted for response and upload to the Utah Grants Management System along with the budget request:

Legal Name: DaVinci Academy of Science and the Arts

Contact Information for LEA Representative

Name: Fred Donaldson

Position & Office: Executive Administrator, District

Address: 2033 Grant Ave, Ogden Utah 84401

Telephone: 801-409-0708

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PROPOSED USE OF FUNDS

Below we are asking each LEA to provide an explanation of how the LEA intends to use the ARP ESSER funds in alignment with the allowable use cases described by the U.S. Department of Education. We encourage LEAs to prioritize **evidence-based practices** and call those out in their narrative.

1. UNDERSTAND & ASSESS: Student Academic and Social Emotional Needs

USBE encourages LEAs to complete a needs assessment before determining how their portion of ESSER funds will be used. LEAs should follow existing needs assessment protocols to determine the most valuable and targeted use of ESSER funds. A needs assessment should include a review of the current state as compared to the desired state, the identification of barriers to reaching the desired state, and an analysis of the potential sources of the identified barriers.

- A. **Impacts of COVID-19 on your LEA:** Please describe the areas that have been most impacted by the coronavirus on your LEA. What has been done to determine the strategies that are needed to mitigate the effects of the pandemic? Please provide any baseline data and stakeholder feedback collected to show the impacts of COVID-19.

Student reading and math scores have dropped from FY20 to FY21, especially in grades K-5, and 7th through 9th grade (See data sheets). We have redesigned our after school and summer extended programs to meet these needs. We have also purchased evidence-based math and reading software to help mitigate some of these issues. We have also hire additional staff to help with reading and math. We have also addressed the emotional or mental health by creating social-emotional programs at all our school locations.

2. DESIGN: LEA ARP ESSER Plan and Aligned Budget

In building budgets, please keep in mind that federal funds should be utilized to supplement your state and local funds. The ARP ESSER budget submitted through the Utah Grants Management System does not have to include state and local funds, but their availability and utilization should be considered the foundation for building recovery and acceleration plans. As you are braiding various state and federal funds, be mindful that some funds expire at different times than others. The increased federal funds will enhance the opportunities that you can offer, but we encourage you to think holistically as you assess your LEA's situation and make plans for academic recovery and acceleration.

- A. **Plan to Address Accelerated learning:** Please provide a narrative response for how your LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of **evidence-based** interventions (e.g., providing intensive or high-dosage tutoring or accelerating learning), such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs, and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

The ARP Act defines the term "evidence-based" as having the meaning in section 8101(21) of the ESEA. Accordingly, "evidence-based" includes several tiers of evidence. Specifically, "evidence-based," when used with respect to a State, LEA, or school activity, means an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - Strong evidence from at least one well-designed and well-implemented experimental study ("tier 1");
 - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study ("tier 2"); or
 - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias ("tier 3"); or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention ("tier 4").

Given the novel context created by the COVID-19 pandemic, an activity need not have generated such evidence during the COVID-19 pandemic to be considered evidence-based. The Department's What Works Clearinghouse (available at <https://ies.ed.gov/ncee/wwc/>) identifies the tier of evidence that reviewed studies meet, as applicable. As part of the "demonstrates a rationale (tier 4)" level of evidence, grantees may develop and use approaches that are novel, if they are consistent with theoretical and empirical findings from research and the grantee will continue to review the effects of the practice to build the evidence base. Developing a logic model can help to demonstrate a rationale. Logic model resources are available at <https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp>.

- i. **Narrative for how your LEA plans use at least 20% of the total ARP ESSER award to address accelerated learning through the implementation of evidence-based outcomes.**

DaVinci is prepared to use ESSER III funds to meet the needs of students who have fallen behind academically due to the Corona Virus pandemic. We plan to use the funds as follows:

1. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. (Federal Category #14)
2. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
 - (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
 - (ii) implementing evidence-based activities to meet the comprehensive needs of students;
 - (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
 - (iv) tracking student attendance and improving student engagement in distance education. (Federal Category #15)
3. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. (Federal Category #12)
4. Purchasing supplies and cleaning equipment to sanitize and reduce the risk of infectious diseases such as COVID and/or other airborne contaminants. (Federal Category #10)

All three of these ESSER III fund use categories work interdependently to capture lost learning due to the COVID pandemic. Categories 1 and 2 increase our ability to identify struggling students and provide targeted programs both in the summer and after school to capture lost learning. Categories 2 and 3 allow us to use evidence-based software like I-Ready, Wilson Reading Program, Read 180, Math 180, Bridges, Math Inventory, Reading Inventory, and others on a larger scale to assess, identify gaps, and provide targeted data to help our instructors individualize learning to each student.

These supplemental programs combined with the use of educational technology will enhance teachers' ability to plan, instruct, assess, and progress monitor struggling students. This will also allow principals and those in the schools to create procedures and systems for enhanced learning. For example, enhancing teacher data collection and use greatly facilitates early identification and evidence-based interventions for struggling students. Early intervention has been proven to increase student motivation to learn and future academic success. Data collection procedures tied into more effective and interactive learning systems allow teachers to focus more time on student learning outcomes and less time on data organization. More time on task greatly increases student learning outcomes, which allows more time and resources for struggling students needing more intervening care. Thus, our finite educational resources are used for the most critical learning needs.

Students will also need equipment like chrome books or devices to extend this targeted learning at home. The current pandemic makes large group instruction difficult to many of these students either because large gatherings have been limited by regulation or by specific health needs of individual students. Hence, having equipment students can take home and use as their own helps reduce the spread and allows for additional learning at home.

Furthermore, many of the students that have struggled the most are those lacking educational tools like chrome books that allow them to access evidence-based instructional practices at ever increasingly complex cognition levels. This educational technology allows for flexible learning, enhanced progress monitoring, and increased rigor for all students. Teachers will be able to integrate writing, inquiry, collaboration, organization, and reading skills into all subjects for all types of learners. They will also be able to run a variety of summer and afterschool supplemental programs to meet the needs of struggling students, especially those of low-income, minority, and those with disabilities.

All three categories also allow teacher training in evidence-based practices like AVID (Achievement Via Individual Determination) to meet the comprehensive needs of students. AVID in particular, focuses on evidence-based practices in writing, reading, inquiry, collaboration, and organization across all grade-levels. Programs like AVID give DaVinci teachers' skills and instructional practices to facilitate learning at increased rates. DaVinci plans to train all teachers in these evidence-based instructional practices K-12 wide in order to recapture lost learning.

Much of the ESSER III funds will be spent on teachers, aides, or mentors as they use the tools, training, and software in a systematic way to identify lost learning and recapture it. DaVinci was focused on this very goal before the pandemic but the pandemic has exponentially increased our pool of students in need in just a few months. DaVinci Academy is confident in its ability to meet this challenge and the ESSER III funds will provide the resources to succeed.

ii. Please complete the table below for each of the activities that you will be pursuing to address learning loss.

Evidenced-based Activity Description	Timeframe for Implementation	Estimated Total Budget for Activity	Data Source for Measuring Effect (ex. Attendance, Acadience, RISE, ACT Aspire, local measure, etc.) - Disaggregated by specific student subgroups	Baseline Measure from 2018-2019 or 2019-2020 (as applicable)	Target for measured effect at conclusion of activity

Math support class for struggling students and at risk of failing or not graduating due to math credits or comprehension	FY22 and FY23 school year	\$300,00	Dibels Math, Rise, ACT Aspire, and ACT math scores disaggregated by student subgroups	FY21 Dibels Math, Rise, ACT Aspire, and ACT EoY scores disaggregated by student subgroup	20% increase of students participating in math support classes by FY23
Extended reading learning opportunities and Summer recovery tutoring	FY22 and FY23 school years and summer	\$300,000	End of Year (EoY) Acadience Reading Scores for students in grades 1-3 in the yellow or red ranges disaggregated by student subgroup; and EoY Reading scores Rise, ACT Aspire, and ACT	FY21 Acadience, Rise, ACT Aspire, and ACT EoY Reading scores disaggregated by student subgroup	20% increase of students participating in extra reading support classes by FY23

iii. What is your process for evaluating the success of the above activities and revising your ARP ESSER plan to reflect improvements?

DaVinci will be using benchmark data along with end-of-year scores for reading and math, as listed above, to ensure the learning recovery efforts are succeeding. We have developed teams at the district, school, and department levels to review this data.

K-6 Reading and Math Process

Screeners given in math and reading--Data from screeners used to determine types of interventions. Interventions given for 6 weeks and student progress is monitored each week. Every 6 weeks benchmarks are given and data from benchmarks are used to create types of interventions.

Tier 1 Instruction – Regular Instruction

Tier 2 Interventions – Given as the teacher formatively assessed student progress and identifies students who are not meeting the benchmark expectations.

Formative assessments are done daily with interventions being implemented daily. If a student is constantly needing Tier 2 intervention or they are not progressing with the interventions provided a Tier 3 intervention may be required.

Tier 3 Interventions – These must be implemented systematically and appropriately monitored to assess their impact. Please follow the steps below.

Step 1: Teachers utilize screener and diagnostic information to determine the academic intervention need.

Step 2: Intervention groups are documented in a spreadsheet.

Step 3: Teachers document progress monitoring data in a spreadsheet.

Step 4: Each week at grade level meeting teachers bring data points and documentation of the intervention used.

Step 5: Teachers compare interventions used to other interventions teachers are implementing and tracking, discuss successes and challenges with those interventions. Review the data that you have been keeping to see if the intervention is successful or not.

Step 6: As a team make a determination if the interventions need to continue or if paperwork needs to be started for the referral process for IEP related services.

Behavior Process

1. Teacher implements tier one behavior strategies that includes but not limited to...
 - a. A classroom management system implemented consistently
 - b. Positive Relationship with students
 - c. Create a welcoming, calm, and caring environment where students feel safe to take risks and reflect on learning.
 - d. Teachers and students believe that they can learn the learning outcomes
 - e. Effective scaffolding and challenging content
 - f. Behavior specialist in K-6 will work with administration and teachers to make sure these tier one supports are in place and implemented effectively.

2. An individual student begins to struggle with the tier one structures, teacher implements a tier two behavior intervention of their choice. The teacher needs to fill out a form and give it to the administrator. The administrator will then decide what supports the child will need and then delegate the implementation of said supports to the teacher and behavioral specialist. Some of the supports decided may be:
 - a. Teacher and behavior specialist should be
 - i. Informing parent of tracker/intervention
 - ii. Documenting parent contact

- iii. Implementing the tracker/intervention with fidelity
- b. Supports available
 - i. Student Intervention Strategies checklist for teacher reflection
 - ii. Observations of students
 - iii. Support in creating a behavior tracker
 - iv. Social skills referral
 - v. Executive functioning skills referral
- c. Behavior specialist working with parents to inform and set up same supports in the home as in the school
 - i. Weekly meetings to discuss progress and make adjustments
 - ii. Train parents on how to positively work with kids
 - iii. Train parents on how to support learning in the home
 - iv. Train parents on how to set up clear boundaries and enforce them in a positive way.

Behavior specialist K-6 needs to work with teachers and students receiving tier-II supports. He or she needs to ensure that supports given by behavioral specialist match the supports given in the classroom. She or he also needs to keep data on the effectiveness of these supports and change them as needed. The results need to be tracked and evaluated by the administrator, teacher, and behavior specialist. A weekly report can be developed by the behavioral specialist and given weekly to the administrator.

3. After a minimum of three weeks of implementing tier II behavior supports with no improvement. The administrator will convene a parent meeting to decide possible next steps. Those may include IEP referrals, more monitoring, refined supports with behavioral specialist, or disciplinary action.

Assessment for Virtual Learning

Students will continue to be assessed using a screener and diagnostic assessment for Reading and Math. Assessments that are used are Dibels Math and Dibels Reading. If we are unable to deliver these assessments virtually, we will utilize other assessment resources such as Reading A-Z, Bridges Math, etc.

Students will be placed into intervention groups based on the needs of their diagnostic assessments.

Students who are learning in person will receive instruction from their small group teacher. Students who are virtual learners will engage with the intervention instruction via video conferencing.

All students who are below grade level will be progress monitored twice a month. Fridays are dedicated to virtual learning and small group instruction. Students who are doing virtual learning will meet with their teacher each week to discuss progress, set goals, and be given progress monitoring assessments.

Additional supports that will be put in place for virtual learners.

Interventionists can video conference one on one to re-do assignments, walk them through assignments as they complete it, and engage in further intervention instruction.

Teachers will reach out to students within 24 hours if assignments are not completed and will seek information from the parents on how to support the child in their virtual learning.

7-12 Grade Math Re-capture Learning Process

To track our students and their progress towards this larger goal as well as the intermediate goal the following intervention processes will need to take place. Students who do not meet the threshold for end of year growth will be the ones referred into layer 3 of this process which would require them to have a math essentials class or to be placed in the ACT Math Class.

Layer 1: Homework Lab
<p>Requirements: A student is referred to a homework lab who is missing more than 3 assignments and/or is failing their specific math class.</p> <p>A homework lab can be viewed as a tutorial as well and students may self select to be in the teacher's classroom after school.</p>
<p>Goals: Students are completing their homework and getting the extra help they need from their math teacher.</p>

Criteria for Exit: A student is assigned to the homework lab as long as they are missing 3 or more assignments and failing, (once they get their
Layer 2: FLEX Remediation
<p>Requirements: A student is referred to the FLEX class for missing multiple assignments, missing assessments, or shows a lack of understanding with a specific concept being taught.</p> <p>Teachers will need to follow the procedure for requesting students to their FLEX period using the google document shared amongst the grade level team. Teacher requesting the students will need to list the students needed the day before the FLEX is to occur.</p> <p>Requesting teacher will need to ensure that attendance for FLEX is taken on the shared google document so that the student's regular FLEX teacher can adjust attendance accordingly.</p>
Goals: Students in FLEX are receiving targeted instruction to fix the deficiencies they did not understand with the initial instruction.
Criteria for Exit: A student can show a mastery of the deficiency for which they were referred to the FLEX class.
Consequence for a student found to be truant from a FLEX remediation is a mandatory one day ISS. A second violation will result in a two day ISS.
grade back to passing, they are no longer required to be in homework lab.)
Consequence for a student found to be truant from a Homework Lab is a mandatory one day ISS. A second violation will result in a two day ISS.

Layer 3: Math Essentials Class (see addendum at the bottom)

<p>Requirements: A student is referred into the Essentials Class based on teacher recommendation following administering of the math pre-assessment for each semester. These classes will be offered for students in grades 7-10.</p>
<p>Goals: The teacher in the essentials class will coordinate with the regular math teacher to ensure that background knowledge is taught to the students in the essentials class the week prior to them receiving instruction in the regular classroom.</p>
<p>Criteria for Exit: The student will show mastery of the concepts tested in the pre-assessment. This only will occur at the end of the semester.</p>

Remediation for 10th Grade
<p>Requirements: Students who are consistently showing gaps in their progress by the end of their 10th grade year will be placed in an ACT prep math course that will take the place of Secondary Math III. These gaps will be measured by an end of year assessment given through the Secondary II classes.</p>
<p>Goals: Students in the ACT Math Class will be reviewing many foundational math pieces in preparation for their ACT Exam. Many of these concepts will be a review and deepening of concepts taught through Secondary Math I and II.</p>
<p>Criteria for Exit: Students in the ACT Math Course will remain in the course for the entirety of their 11th grade year. These students will then take Secondary Math III as Seniors here at DaVinci Academy.</p>

Assessment for Virtual Learning

Students will continue to be assessed using a screener and diagnostic assessment for Math. Assessments that are used are Math Space and SMI. Students will be placed into intervention groups based on the needs of their diagnostic assessments.

Students who are learning in person will receive instruction from their small group teacher. Students who are virtual learners will engage with the intervention instruction via video conferencing. Both of these groups will be monitored closely and receive additional supports each Friday if needed.

All students who are below grade level will be progress monitored twice a month. Fridays are dedicated to virtual learning and small group instruction. Students

who are doing virtual learning will meet with their teacher each week to discuss progress, set goals, and be given progress monitoring assessments.

Additional supports that will be put in place for virtual learners.

Interventionists can video conference one on one to re-do assignments, walk them through assignments as they complete it, and engage in further intervention instruction.

Teachers will reach out to students within 24 hours if assignments are not completed and will seek information from the parents on how to support the child in their virtual learning.

7-12 Reading Learning Re-capture Process

Processes Required:

To track our students and their progress towards reading goal as well as to recapture lost learning opportunities, the following intervention processes will need to take place. Students who are not on grade level will need to be placed in a reading workshop class. Space will be limited to 15 students per workshop class. Teachers will assess how these 15 students are chosen along with alternates based on their reading abilities. Due to the many requirements of students, if a student is unable to be in the workshop class, they will be required to complete the interventions using the Reading Plus software from home or during a study hall type period here at the school. Student selection for the reading workshop class will take place by the classroom teacher and will be prioritized by most significant needs.

The reading workshop teacher will need to monitor student progress via Reading Plus as well as a SRI test administered once per quarter.

Reading workshop teacher will also need to monitor and give feedback to students who are not in the class but are participating with Reading Plus either in a study hall or through home participation.

Assessment for Virtual Learning

Students will continue to be assessed using a screener and diagnostic assessment for Reading. Assessments that are used in Reading Plus and Scholastic Reading Inventory (SRI). Students will be placed into intervention groups based on the needs of their diagnostic assessments.

Students who are learning in person will receive instruction from their small group teacher. Students who are virtual learners will engage with the intervention instruction via video conferencing. Both of these groups will be monitored closely and receive additional supports each Friday if needed.

All students who are below grade level will be progress monitored twice a month. Fridays are dedicated to virtual learning and small group instruction. Students

who are doing virtual learning will meet with their teacher each week to discuss progress, set goals, and be given progress monitoring assessments.

Additional supports that will be put in place for virtual learners.

Interventionists can video conference one on one to re-do assignments, walk them through assignments as they complete it, and engage in further intervention instruction.

Teachers will reach out to students within 24 hours if assignments are not completed and will seek information from the parents on how to support the child in their virtual learning.

- iv. How will the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students? USBE encourages LEAs to reference their needs assessment to support their narrative.**

The DaVinci Academy ESSER III plan is focused on all student learning loss. We need all of our students at or above grade-level standards. This pandemic has affected all students; however, some students have lost more learning than others. Our plan is focused on students with the greatest loss of learning, especially students of underprivileged backgrounds. This plan focuses in on identifying learning loss via reliable and valid assessments, targeted instruction via during school, afterschool, and summer programs with highly trained teachers, aides, and mentors. DaVinci's ESSER III plan is focused on best or evidence-based practices to ensure not only do we recapture lost learning but we continue to advance all students towards post-secondary endeavors.

DaVinci Academy is focused on meeting the needs of all students and will disaggregate data by subpopulations to ensure that those students disproportionately impacted by COVID-19 are identified and addressed. Data teams will review disaggregated data by subpopulation to ensure all learning needs are met.

B. Plan for remainder of funds:

Please provide a narrative response that details your LEA ARP ESSER plan for the remaining funds in alignment with the allowable use cases. We recommend you call out the federal use case language and category number in your response, as well as including your budget narrative from the Utah Grants Management System.

1. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care. (Federal Category #14)
2. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
 - (i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
 - (ii) implementing evidence-based activities to meet the comprehensive needs of students;
 - (iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
 - (iv) tracking student attendance and improving student engagement in distance education. (Federal Category #15)
3. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. (Federal Category #12)
4. Purchasing supplies and cleaning equipment to sanitize and reduce the risk of infectious diseases such as COVID and/or other airborne contaminants. (Federal Category #10)

3. Implementation and Policy

A. LEA Safe Return to In-Person Instruction Commitment

An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services by addressing the mitigation strategies described by the federal legislation and interim final rule. Before making the plan publicly available, the LEA must seek public comment on the plan.

We recognize that for most Utah LEAs, schools are already providing this in-person instruction. The requirements outlined below are in in compliance with the ARP ESSER award, and should speak to the plans for school in fall 2021. **Please complete the "LEA Response" within the table below for each of the mitigation strategies describing if the LEA has any policies and what those policies are for the given mitigation strategy.**

Mitigation strategy	USBE and UDOH Guidance Resources	LEA Response:
Universal and correct wearing of masks	https://coronavirus.utah.gov/mask/	<i>Example response: Our LEA will continue to work with our local health department to determine the policies and actions that are necessary to</i>

	<p>https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html</p> <p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 105-109</p>	<p><i>respond to the current status of COVID-19 in our context.</i></p> <p>DaVinci Academy will continue to follow local health department guidelines. DaVinci Academy will use these guidelines along with State and Federal guidelines to create effective action plans to respond to COVID-19.</p>
Physical distancing (e.g., including use of cohorts/podding)	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 101-102</p>	<p><i>Example response: We will continue to use the guidelines reflected in the COVID-19 school manual.</i></p> <p>DaVinci Academy currently follows all local, state, and federal health guidelines found in the COVID-19 school manual. We will continue to update and refine processes as these guidelines change.</p>
Handwashing and respiratory etiquette	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 109-111</p>	<p>DaVinci Academy has hand sanitizing pumps at the front of each lobby and in the classroom of all schools. We highly encourage masks during high transmission seasons and follow local, state, and federal guidelines in the COVID-19 school manual.</p>
Cleaning and maintaining healthy facilities, including improving ventilation	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf -page 75-84</p>	<p>DaVinci Academy will continue to sanitize buildings and high-touch areas. We will also improve ventilation and provide cleaner and better air reduce transmission of infectious diseases.</p>
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf - page 27-35</p>	<p>DaVinci Academy will continue to contact trace known COVID-19 exposures and cases according to local, state, and federal guidelines. Students and staff will follow these processes when quarantining or isolating.</p>
Diagnostic and screening testing	<p>https://coronavirus-download.utah.gov/School/COVID-19_School_Manual_FINAL.pdf</p>	<p>DaVinci Academy is committed to doing diagnostic and screening testing</p>

	<u>19 School Manual FINAL.pdf</u> -page 37-43; 46-51; 52-56	as outlined in the COVID-19 school manual.
Efforts to provide vaccinations to educators, other staff, and students, if eligible	<u>https://coronavirus-download.utah.gov/School/COVID-19 School Manual FINAL.pdf</u> -page 57-59	DaVinci Academy is committed to provide vaccinations to educators, students, and others according to the COVID-19 school manual
Appropriate accommodations for children with disabilities with respect to the health and safety policies	<u>https://coronavirus-download.utah.gov/School/COVID-19 School Manual FINAL.pdf</u> -page 106, 109, 114	DaVinci Academy will continue to provide accommodations for children with disabilities as outlined in local, state, and federal law, policies, and guidelines.

B. Please provide a link to your website where you will post this plan within 30 days of receiving the funds, to make it publicly available as required in federal legislation and rule. This link will be made available on the USBE website and be provided to the U.S. Department of Education.

<LEA Response>

4. GEPA Section 427 (20 U.S.C. 1228a) Compliance

A. LEA Description of GEPA Compliance

Please describe how the LEA will comply with the requirements of GEPA Section 427 (20 U.S.C. 1228a). Comprehensive GEPA requirements are listed under the assurances section of this document. Your description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

Description of GEPA Compliance:

DaVinci Academy will continue to use and track targeted funds for their intended purposes. This use and tracking will abide by all local, state, and federal accounting rules and laws to ensure that ESSER III funds are used for allocated purposes only.

DaVinci Academy programs are open to all students irrespective of GPA or experience. All students are offered and invited to participate in any DaVinci program. This no pre-requisite requirement has removed any barrier to any student who wants to participate. DaVinci Academy is a non-discriminatory institution and abides by all local, state, and federal anti-discriminatory policies.

ASSURANCES

The superintendent or charter school director assures the following:

Plan Development and Approval Requirements

- The LEA must engage in meaningful consultation with stakeholders, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. school and district administrators (including special education administrators); and
 - iv. teachers, principals, school leaders, other educators, school staff, and their unions.
- The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:
 - i. Tribes;
 - ii. civil rights organizations (including disability rights organizations); and
 - iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.
- The LEA assures that the public has been provided the opportunity to provide input to the development of this plan.
- The LEA has taken the public input into account in developing this plan.
- The local school board has adopted the LEA's plan for the use of ARP ESSER funds in an open and public meeting.

Programmatic Requirements

- LEA plans to use at least 20 percent of funds to address accelerated learning through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.
 - To put a greater focus on social and emotional learning the Utah State Board of Education will be using the term "accelerated learning" in place of "learning loss" and assure that the use of this term is in alignment with the federal use of "learning loss."
- The LEA will only use the ARP ESSER grant Coronavirus Relief Fund to cover costs that—
 - Are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID-19)
- The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act
- The LEAs will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act
- LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services.
 - Before making the plan publicly available, the LEA must seek public comment on the plan.
 - The LEA ARP ESSER plan includes adoption or the extent of adoption of the policies and strategies that provide continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services in the LEA ARP ESSER plan template.

- The LEA will periodically review and revise their plan for the safe return to in-person instruction and continuity of services, no less frequently than every six months for the duration of the ARP ESSER grant (through September 30, 2023) as part of the grant administration and monitoring process.
 - Each LEA will be required to submit an assurance that this step has been completed during COVID-19 relief funding reporting and fiscal year close out occurs twice a year. This step will be required, and LEA reimbursements will be placed on hold until the assurance and submission of updated link has been provided to USBE.
- All posted LEA plans have a point of contact and/or survey form included on the website where the plan for the safe return to in-person instruction and continuity of services is published to allow for public feedback and input throughout the calendar year.
- The LEA will consider all public feedback in reviewing and making any revisions to the plan. The plan and any subsequent and substantive changes will be required to be approved by the local LEA school board in a public meeting.
- An LEA that receives ARP ESSER funds under this grant is **not required** to provide equitable services to non-public school students and teachers with the ARP ESSER funding. All non-public schools can seek funding support from USBE through the Emergency Assistance for Non-Public Schools (EANS) program. Please refer them to the USBE website: <https://schools.utah.gov/coronavirus?mid=4985&aid=10>
- When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, U.S. Department of Education grantees shall clearly state:
 - the percentage of the total costs of the program or project which will be financed with Federal money;
 - the dollar amount of Federal funds for the project or program; and
 - the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.
 - Recipients must comply with these conditions under Division B, Title V, Section 505 of Public Law 115-245, Consolidated Appropriations Act, 2019.
- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Fiscal Requirements

- Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Local Educational Agency Maintenance of Equity for High-Poverty Schools

- Section 2004(c) of the ARP Act stipulates that an LEA, as a condition of receiving ARP ESSER funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023—
 - Reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such local educational agency by an amount that exceeds—
 - The total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by

- The number of children enrolled in all schools served by the local educational agency in such fiscal year; or
- Reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds—
 - The total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by
 - The number of children enrolled in all schools served by the local educational agency in such fiscal year.
- Exception: The above condition shall not apply to a local educational agency in federal fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:
 - Such local educational agency has a total enrollment of less than 1,000 students.
 - Such local educational agency operates a single school.
 - Such local educational agency serves all students within each grade span with a single school.
 - Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

Reporting Requirements for ARP ESSER

As described in the Grant Award Notification (“GAN”), USBE will ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- The LEA will comply with all reporting requirements at such time and in such manner and contain such information as the federal government, state lawmakers, and USBE may reasonably require in the future.
 - Records pertaining to this award under 2 C.F.R. 200.334 and 34 C.F.R. 76.730, including financial records related to use of grant funds, must be retained separately from the LEAs ESSER I funds (awarded in 2020) and ESSER II funds (awarded in 2021).
- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school’s mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (“FFATA”); and
- Additional reporting requirements may be necessary to ensure accountability and transparency of ARP ESSER funds.

Records Retention

- The LEA will cooperate with any examination of records with respect to ARP ESSER grant by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the governor; (ii) the Department of Education and/or its Inspector General; or (iii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

General Education Provisions Act (GEPA) Requirements for LEAs

Section 442 (20 U.S.C. 1232e) Assurances

- Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
- The LEA will administer ARP ESSER funds in accordance with all applicable statutes, regulations, program plans, and applications;
- The control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, ARP ESSER funds paid to that agency;
- The LEA will make reports to the governor and to the U.S. Secretary of Education as may reasonably be necessary to enable the governor and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the governor or the Secretary deem necessary to perform their duties;
- The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ARP ESSER fund expenditures;
- Any application, evaluation, periodic program plan or report relating to ARP ESSER will be made readily available to parents and other members of the general public;
- In the case of any project involving construction—
 - The project is not inconsistent with overall State plans for the construction of school facilities, and
 - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities
- The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- None of the funds expended under ARP ESSER will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

Assurance on Lobbying (34 CFR part 82)

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

To the best of my knowledge and belief, all of the information and data in this certification and agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this Agreement, all relevant provisions and requirements of the American Rescue Plan Act or ARP Act, Text - H.R.1319 - 117th Congress (2021-2022): American Rescue Plan Act of 2021. (2021, March 11). <https://www.congress.gov/bill/117th-congress/house-bill/1319/text>, or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and 18 USC § 1001, as appropriate.

Superintendent or Charter School Director (Typed Name):

Fred Donaldson

Telephone:

801-
409-0708

Signature of Superintendent or Charter School Director*:

Fred Donaldson

Date:

9-2-2021

**Digital signatures are preferred and require a timestamp for authentication. If a digital signature is not possible, USBE will accept a handwritten signature uploaded as a PDF.*

Data

Comparing Populations: mCLASS:DIBELS Next

View

Population

Time

Measure

Segment Results by: School
Report Level: District
Grade Divider: On
Display Data As: Percentage

Show Students Enrolled: On Test Day
Grade: All Grades
District: DaVinci Academy District
School: DaVinci Academy

School Year: 3 Years
Period: 2 Periods

Measure: Composite Score
Performance Measurement: Levels
Level Filter: All Levels

School	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark	Total Students
DaVinci Academy District					
Current as of 08/07/2021					
Grade K	Reference Data Reference Point: District				
	19-20 BOY	9(9%)	11(11%)	8(8%)	71(72%)
	20-21 BOY	14(15%)	9(9%)	17(18%)	55(58%)
DaVinci Academy	19-20 BOY	9(9%)	11(11%)	8(8%)	71(72%)
	20-21 BOY	14(15%)	9(9%)	17(18%)	55(58%)
Grade 1	Reference Data Reference Point: District				
	19-20 BOY	39(32%)	20(17%)	12(10%)	50(41%)
	20-21 BOY	41(42%)	13(14%)	13(14%)	29(30%)
DaVinci Academy	19-20 BOY	39(32%)	20(17%)	12(10%)	50(41%)
	20-21 BOY	41(42%)	13(14%)	13(14%)	29(30%)
Grade 2	Reference Data Reference Point: District				
	19-20 BOY	21(21%)	6(6%)	22(22%)	51(51%)
	20-21 BOY	23(23%)	9(9%)	18(18%)	50(50%)
DaVinci Academy	19-20 BOY	21(21%)	6(6%)	22(22%)	51(51%)
	20-21 BOY	23(23%)	9(9%)	18(18%)	50(50%)
Grade 3	Reference Data Reference Point: District				
	19-20 BOY	32(30%)	6(6%)	15(14%)	52(50%)
	20-21 BOY	30(30%)	4(4%)	18(18%)	47(48%)
DaVinci Academy	19-20 BOY	32(30%)	6(6%)	15(14%)	52(50%)
	20-21 BOY	30(30%)	4(4%)	18(18%)	47(48%)
Grade 4	Reference Data Reference Point: District				
	19-20 BOY	19(19%)	4(4%)	16(16%)	61(61%)
	20-21 BOY	28(27%)	8(8%)	16(16%)	50(49%)
DaVinci Academy	19-20 BOY	19(19%)	4(4%)	16(16%)	61(61%)
	20-21 BOY	28(27%)	8(8%)	16(16%)	50(49%)

Grade 5	Reference Data	Reference Point	District
	19-20 BOY	<div><div></div><div></div><div></div></div>	97
	20-21 BOY	<div><div></div><div></div><div></div></div>	95
DaVinci Academy	19-20 BOY	<div><div></div><div></div><div></div></div>	97
	20-21 BOY	<div><div></div><div></div><div></div></div>	95
Grade 6	Reference Data	Reference Point	District
	19-20 BOY	<div><div></div><div></div><div></div></div>	80
	20-21 BOY	<div><div></div><div></div><div></div></div>	49
DaVinci Academy	19-20 BOY	<div><div></div><div></div><div></div></div>	80
	20-21 BOY	<div><div></div><div></div><div></div></div>	49

Test	# of Students	Composite	Math	Science	English	Reading
SPRING 2018	66	21.5	20.29	21.02	22.09	22.08
SPRING 2019	70	20.14	18.53	19.29	20.37	22.01
SUMMER 2020	40	22.33	20.43	21.58	23.13	23.58
SPRING 2021	47	19.23	18.23	19.34	18.61	20.17

