

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.

Diego Hills Central (DHC) Public Charter engaged with community partners, expanded learning programs, behavioral health partners, and internal staff members to develop the Expanded Learning Opportunity (ELO) grant plan through multiple approaches. General information and input were collected through stakeholder surveys and governing board meetings. Additional information sessions and feedback were collected through the DHC Parent Advisory Council (PAC) and the English Learner Advisory Council (ELAC), as well as utilizing the Learn4Life Connect and Parent Square platforms to gain stakeholder input. An additional component completed by DHC was utilizing school counselors to gain feedback from foster, low-income, and opportunity youth parents/guardians, utilizing Student Retention Specialists (SRS) to engage disengaged students' parents/guardians, and utilizing Special Education teachers and paraprofessionals to engage parents/guardians of students with IEPs.

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

DHC will provide the learning recovery program to students who are included in one or more of the identified groups, (1) low-income, (2) English Language Learners, (3) foster youth, (4) homeless students, (5) students with disabilities, (6) students at risk of abuse, neglect, and/or exploitation, (7) disengaged students, (8) students below grade level, and (9) other students identified by certificated staff. DHC plans to identify students in need of academic, social-emotional, and other integrated student supports, on a regular and ongoing basis, through diagnostic and formative assessments. Identification efforts will be comprehensive and through a multitude of avenues, including, but not limited to, needs assessment surveys for students, parent and teacher interviews, and teacher phone calls to parents/guardians. DHC will utilize student data to identify students that will include NWEA data, Illuminate data, credit and course completion data, attendance rates, graduation rates of student subgroups, standardized tests results, reclassification rates, and ELPAC data. An additional identification component of students will include Student Retention Specialist (SRS) data on struggling, at-risk, and disengaged youth.

The key identification component will include the student needs assessment to initiate and assess students' needs. DHC will assess and address the needs of students and their families through teacher, intervention staff, school counselors, SPED teachers and staff, tutors, and paraprofessional meetings and input to best serve each student. This input will provide an open dialogue on student needs and challenges to identify supports and opportunities for each student.

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

DHC has an extensive and comprehensive plan for informing the parents/guardians of students identified as needing supplemental instruction and supports as outlined. This will include general information and communication strategies, that include phone calls, flyers, and emails home. Additional information and education of the opportunities for supplemental instruction and support will include utilizing the Learn4Life Connect and Parent Square communication platforms, the information provided at PAC/ELAC meetings, counselor meetings, AIM, and IEP meetings. DHC aims to inform parents/guardians of the opportunities for supplemental instruction and support through additional innovative strategies that include, parent-teacher conferences, awards nights, and virtual information sessions.

In addition, DHC understands the emergent and vital need to provide information about the opportunities for supplemental instruction and support in the parent's/guardian's primary language, to ensure there is effective communication and full understanding of opportunities. DHC will develop information materials in English and Spanish; this will include L4L Connect posts, flyers, and emails. In addition, DHC will utilize and hire bilingual staff members to aid in communication efforts with monolingual students and parents/guardians to ensure there is effective communication about the supportive services.

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

Diego Hills Central, a local educational agency (LEA) plans to implement a learning recovery program that provides (1) supplemental instruction, (2) support for social and emotional well-being, and (3) meals and snacks, as permitted to support the program. The outlined plan will provide a tiered framework that bases universal, targeted, and intensive supports for students needing academic, social-emotional, and other integrated supports.

Supplemental instruction, as outlined for the Expanded Learning Opportunity (ELO) grant plan, will include programs provided in addition to and complementary to the DHC regular instructional program, including services and programs provided by an individualized education plan (IEP). DHC will provide extended instructional learning time in addition to what is required, by increasing the days and times provided during the school year; this will include summer school, an intersession instruction program, Saturday school, and extended hours at the school site to increase the amount of instructional time and to provide an increase in services based on individual student learning needs. DHC aims to increase access to school counselors, EL/SPED/bilingual paraprofessionals to supplement instruction and provide supports for students. Through the ELO grant funding, DHC aims to accelerate progress to close learning gaps through the implementation, expansion, and enhancement of learning supports that include tutoring services (one-on-one and group instruction), reading and math intervention classes and supports and learning recovery programs to accelerate student academic proficiency and English language proficiency. An additional component will include technical support and literacy assistance. This aims to include increased efforts and offerings of Small Group Instruction (SGI) to our students.

One key component planned will include educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, which will include, but is not limited to, training in facilitating quality and engaging learning opportunities for all students. This will include staff training on cultural competency and proficiency, setting high expectations for students with traumatic backgrounds, staff training addressing learning gaps for unduplicated youth, and resiliency and trauma-informed best practices. Within this professional development component, initiating learning programs and developing materials to accelerate ELL language proficiency is a top priority.

DHC plans to utilize a portion of the Expanded Learning Opportunity funding to continue and aide students in continuation of distance learning or transitioning to in-person instruction; this will include equipment (i.e., laptops and internet hotspots) for students within distance learning parameters and supporting hybrid instructional options for students and staff. To support an effective hybrid model, online textbooks and supplemental supports will be utilized to ensure students are accelerating learning. As in-person instruction initiates in phases, DHC will implement and increase COVID safety measures, as needed onsite.

Additional supportive programs and interventions will be provided to target students who need behavioral, social-emotional, and other integrated supports. These services will enable students to engage and benefit from supplemental instruction. Integrated student supports address the barriers to learning. DHC will address these barriers by providing a school meal program, transportation (i.e., bus

passes for students), mental health services, mental health referrals, and services addressing the social-emotional needs of students and families. An additional key component is providing supportive services to our pregnant and parenting student population with the Helping Our Parenting students Excel (HOPE) program and supporting other special populations.

DHC will enhance sites as community learning hubs that provide students access to technology, high-speed internet, and additional academic supports. DHC will increase dual enrollment opportunities and supports and increase the Career Technical Education (CTE) classes and pathways for students. By increasing the dual enrollment and CTE opportunities, students will earn certifications and be more employable.

DHC, a local educational agency, within the Learn4Life charter network primarily serves students who are at least 17 years old, lacking more than 60 credits toward high school graduation (credit deficient), and reading at a 5th-grade level. In addition to the outlined targeted services, the ELO will provide additional supports for credit deficient students to complete graduation or grade promotion requirements, increase and improve student's college eligibility.

Additional academic services for students will include diagnostic, progress monitoring, and benchmark assessments for student learning. DHC plans to increase training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing a student's social-emotional health needs and academic needs.

Each of the outlined supportive programs and interventions will be provided through a program of engaging learning experiences in a positive school climate. DHC aims to provide a comprehensive supplemental instruction plan which will increase supports for a student's social and emotional well-being, and by developing support services from a whole school lens. These supports include increased instructional time, educational and supportive programs, professional development opportunities for staff, and school enhancements for in-person instruction that will promote an increase in engagement and enhance the learning experience in a positive school climate.

Stakeholders were informed of the Extended Learning Opportunities grant plan during the PAC/ELAC meeting in April. Feedback was solicited and modifications to the plan were made based on the received feedback. The governing board was informed of the plan during the April board meeting and comments were used to improve and modify the plan. DHC's administration and staff were involved in developing the details of each goal within the plan and how the ELO would best support the acceleration of student learning.

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	\$88,528	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$144,060	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$165,397	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$85,370	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$37,350	[Actual expenditures will be provided when available]
Additional academic services for students	\$42,690	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$26,680	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$590,075	[Actual expenditures will be provided when available]

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

Not applicable. Diego Hills Central Public Charter does not receive federal Elementary and Secondary School Emergency Relief Funds (ESSER) funds; however, will coordinate Title II funds with these funds to ensure effective programming.

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.

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 to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

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

Instructions: Expenditure Plan

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

Complete the Expenditure Plan data entry table as follows:

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

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

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

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

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