

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Diego Hills Central Public Charter

CDS code:

37 68049 0136614

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title 1 Part A - Schoolwide

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Diego Hills Central Public Charter is a **Dashboard Alternative School Status (DASS)** school, whose students are at-promise youth, typically 90 credits behind and who perform 4 grade levels below in mathematics and ELA. They need additional support to achieve high school graduation requirements. Addressing the emotional and behavioral needs of this student population, including low-income, English Learner, Foster Youth, Homeless, and Special Education students, remains a very high priority. The LEA will utilize federal funds in alignment with the actions and services described in our **Local Control and Accountability Plan (LCAP)**

The school was identified for **Comprehensive Support and Improvement (CSI)**, based on the federal 4-5 year cohort graduation rate calculation. The CSI plan is articulated throughout the LCAP and describes research-based actions we will implement to improve student performance on our graduation rate. Specifically, **LCAP Goal 1 (Increased Academic Performance)** describes how intensive tutoring and incentives will have a positive impact on our students with high needs. We might utilize federal funding to implement these actions if necessary. Currently our LCFF funds provide sufficient support for our CSI plan. All of the federal planning requirements are completed within the LCAP. We will continue to engage with our educational partners in the planning and monitoring of the CSI plan.

Diego Hills Central Public Charter students often possess gaps in prior learning, poor past attendance, and reduced academic progress. All students, including low-income, English Learner, Foster Youth, Homeless, and Special Education students, possess individual areas of academic need. **LCAP Goal #1 (Increase Academic Progress)**, outlines our plan to increase the effectiveness of our intervention programs, improve student learning and credit completion towards graduation. In alignment with our **LCAP Goal #2 (Increase College and Career-readiness)**, the LEA will utilize federal funds to provide ongoing staff development in the area of trauma informed practices and learning styles technology. Additionally, tutoring services, extended learning opportunities, EL intervention and purchases of educational technology will provide additional academic support. The LEA will also

purchase additional classroom technology, including student laptops. Professional development will help increase the effectiveness of the tutoring program and increase the effectiveness of student retention support staff. **LCAP Goal #3 (Increase Retention)** is designed to reengage students in their schooling and to improve their attendance. Additional funds will supplement staff training in the use of school technology to facilitate attendance and engagement. The LEA will utilize federal funds for supplemental student retention support personnel and any instructional support for paraprofessional staff.

LCAP Goal #4 (Increase Educational Partner Engagement), which directs funds, actions and services towards parent and community involvement, including parents of low-income, English Learner, Foster Youth, Homeless, and Special Education students includes engagement in student academic and behavioral success beginning with personalized academic plans and orientation. Additionally, parents are encouraged to participate in our PAC, ELAC, and other organizational activities. Bilingual services and parenting activities will continue to provide additional outreach opportunities.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Diego Hills Central Public Charter is a Dashboard Alternative School Status (DASS) school and will use federal funds to supplement and enhance services provided to all students, including low-income, English Learner, Foster Youth, Homeless, and Special Education students, in alignment with our Local Control and Accountability Plan (LCAP). The LEA serves dropouts with high rates of social/emotional needs and behavior issues, in addition to those in need of special education services. The LCAP describes specific actions and services directed at interventions and having a positive impact on the special needs of our unique population. For example, attendance is an issue, so we will employ student retention support personnel to provide additional outreach for students struggling to engage with school. This supplements the LCFF funding through our LCAP.

Federal funds will continue to be utilized to provide staff with the necessary tools to help students in need of emotional support in order to progress academically, in addition to staff development in the areas of emotional and behavioral supports. Funds will also be utilized to hire staff to provide transition services as students enter and exit the programs. Additional paraprofessionals will be hired to serve students in need of higher levels of support, in order for them to access the instruction provided by other classroom staff. The LEA will continue to build extended learning opportunities for students, pay staff supplemental contracts to provide additional services, and provide educational learning excursions to enhance and support classroom instruction. Professional development will be provided in the areas of curriculum and instruction and the use of educational technology to enhance and supplement instruction. Staff will also provide additional tutoring sessions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a charter school.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Both the Parent and Family Engagement Policy and School-Parent Compact have been developed through PAC and ELAC meetings. Title I Parent Information Nights will be offered to explain how students with learning needs can; 1) access state standards; 2) how state assessments are used to drive instruction, curriculum, and parent involvement in instruction; 3) connect to community resources; 4) and understanding the IEP process. These meetings will also explain progress reports that are shared with the home and how to use them to support instruction for their child. Parents will be provided with curricular communication so that they may support the instruction while in the home environment. Furthermore, parents are highly encouraged to attend parent-teacher conferences as well as events that showcase student work throughout the year.

We will continue to provide school communications to parents of general and SPED students in their home language, to the extent possible, and provide bilingual staff and translations services for PAC,

ELAC, and other parent meetings, including IEP and 504 meetings. As part of the SPED requirements, all parents or guardians are either asked or required to participate in the annual Individualized Education Program (IEP) development and meeting; however, many other methods of engagement are used to encourage on-going collaboration. The LEA will continue to hold parent workshops to assist parents with technology and tools to support student success.

In addition to soliciting parent involvement in instructional development and planning, bilingual staff assist parents with understanding their child's progress. This provides a method for the families of students who speak Spanish to communicate even if the child's classroom staff does not speak Spanish. For other languages, we will utilize a core group of staff members that are fluent in them. Building these relationships encourages parents or guardians to ensure that students are in school every day. In addition to on site translators, we also have off site options as well as our online communication platform that will translate any message sent to parents into Spanish.

The school program utilizes bilingual staff to provide bilingual support at all parent meetings and IEPs, and translation to home languages. The LEA will provide other such reasonable support for parental involvement activities, as needed, per parent request.

The LEA will align parent involvement as described and required in this section with the LCAP educational partner engagement process by streamlining the two processes into a single coherent system of parent and family engagement activities that reflect and represent both the LCAP and ESSA requirements in order to promote a more comprehensible, unified, and understandable system for parents to more easily and meaningfully engage in their child's education.

The LEA distributes the parent and family engagement policy to parents and family members of participating children through annual mailings, at parent engagement meetings and orientation meetings for new students and parents. Parents and family members with disabilities, and those of English Learner children, will be provided interpreters, sign-language, visual aids, and other supports as appropriate. The administration provides training to staff and teachers in regard to communication and collaboration with parents.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA is a Dashboard Alternative School Status (DASS) school for dropout recovery. Our students are typically 90 credits behind in their schooling and perform 4 grade levels below in mathematics and English Language Arts. Many have unique needs such as childcare and socioemotional support. Most of our students have struggled with consistent attendance. We intend our Title 1 services to be

used on a **Schoolwide** basis with the intent to transition to a Schoolwide program. As a Schoolwide Assistance Program, we will include additional tutoring, technology access and support systems that add to the Individualized Learning program which is the foundational practice for all students. In addition, students not meeting academic standards are provided tutoring and attend extended day. Students with attendance issues will receive support from student retention support personnel.

Additionally, our program includes trauma-informed practices and culturally responsive instruction to help successfully engage and retain students. Our teachers have had professional development including trainings in core academics, including writing and literacy, and the use of instructional technology.

The LEA provides an academically rich program based on California Common Core State Standards with accommodations and modifications using a Personalized Learning Plan. This instructional approach for all subjects allows staff to meet student's individualized needs. The LEA provides a connection with the family and community resources. These connections ensure that the strategies and skills learned in the educational environment are carried over to the home and community.

The program is evaluated through class walkthroughs; staff, student, parent, and educational partner surveys; academic, behavior and attendance data, through the California Dashboard and local assessments and benchmarks. Evaluation takes place during the annual LCAP process, at monthly site PDs, quarterly district PDs, and at monthly leadership/coaching meetings.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the LEA, children and youth identified as homeless during the enrollment and orientation process by a staff member are provided services that include expedited enrollment, referrals for health, housing, and counseling services; transportation; school and personal hygiene supplies; parent education; transition; counseling; coordination with districts of residency. Staff training includes the areas of homeless student support, and assistance with college, financial aid, and job applications.

Students are identified as foster youth through annual residency status questionnaires that will help staff to identify when there is the possibility of qualification under this status. Students eligible are given priority in processing referrals to ensure immediate enrollment. Staff will provide support in getting records or immunization as needed while the student is enrolled.

If a student does not have the necessary medical records that are needed to safely educate the student in a school environment, our Administration will ensure that the parent and student are connected with a nearby facility to obtain necessary immunizations as soon as possible.

If a student or parent/guardian is going to remain in their school of origin based on their homeless or foster status, transportation will be established as outlined in school procedures.

Annual training in the areas of homeless student support, rights, and responsibilities, is provided to staff to ensure the delivery of services to support the education of students who are identified as

homeless. A homeless liaison has been identified to support staff and students who are identified as homeless.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are a Dashboard Alternative School Status (DASS) school with a mission towards effectively transitioning students into either the workplace or higher education. Our transition program includes individualized meetings with students in regard to school credits, course scheduling, and postsecondary goals. Students who are going to graduate meet with the school counselor periodically prior to graduation. An important element of the transition plan is the student's educational placement within the most appropriate education program. Transitioning students receive individual support with the school counselor, who coaches and provides them with information regarding services and steps for transitioning into postsecondary education programs, including enrollment information, personal contacts, and financial aid.

All Special Education students eligible under this category and served in our program have an IEP therefore transition services are planned and implemented based on the transition planning process required in the IEP.

All students are encouraged to take advantage of dual enrollment courses that are offered through local city colleges. In addition, we provide outreach to students through meetings with a counselor and/or advisor. The LEA also provides field trip visitations to local colleges, as well as others throughout California.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A