

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

LEA name:

Sulphur Springs Union School District

CDS code:

19 - 6504500000000

Link to the LCAP:

(optional)

<https://www.sssd.k12.ca.us/Page/3442>

**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 I, Part A
Title II, Part A
Title III English Learner
Title III Immigrant:
Title IV, Part A

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.

The Sulphur Springs Union School District (SSUSD) uses federal funds to supplement and enhance our local priorities funded with state funds as will be reflected in the District's 2024-2025 Local Control and Accountability Plan (LCAP). When analyzing District student achievement data, Smarter Balanced Assessment Data, Suspension and Attendance Data, and the California Dashboard Data, the Sulphur Springs Union School District has designed programs and provides services that meet the needs of students in order for them to achieve readiness for college, career, and lifelong learning. SSUSD utilizes federal resources in support of underserved student groups such as Low Income, Homeless, Foster Youth, and English Learners.

These are the four goals of the District's LCAP:

- Goal 1 - Strengthen student engagement and involvement for all students, including Low Income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
- Goal 2 - Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.
- Goal 3 - All families and the broader community are welcome and are partners in supporting the whole child.
- Goal 4 - All students, including Low Income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

Educational Partner meetings are held for staff, parents, and the community several times throughout the year. Additionally, students, staff, and parents are provided opportunities to give input through meetings and annual surveys.

Title One funds help support teachers of underserved students in meeting District goals. The Assistant Superintendent of Educational Services and the Director of Curriculum and Instruction especially support Title One sites working closely with site administrators to analyze student data, determine strengths and areas to grow for all student groups, especially the underserved student groups, support site professional development needs, brainstorm intervention strategies, and share innovative programs with sites as needed. The Assistant Superintendent of Educational Services oversees the Director of Curriculum and Instruction and the District's Educational Coordinators which provide coaching, modeling of lessons, and supporting teachers in the implementation of curriculum and instruction. During the 2024-25 school year, all Title One sites were provided Social Workers to support students' social emotional needs, removing barriers so that students can access core curriculum.

Title One funds also provide the opportunity for underserved student groups to participate in Summer Academies, as well as, school intervention within and outside of the school day. In addition, parent workshops that help educate parents on how to best support their children's education are also offered during the school year.

Title II funding supports teachers on receiving pertinent professional development in order to assist them in delivering the best instruction for students, especially underserved students. The professional development opportunities are offered during the school day. Teachers, along with their Principals, attended several professional development trainings through the California Principals' Support Network (CAPS). CAPS is a multi-year professional learning opportunity for the teachers and principals focused on high-impact leadership strategies that promote improved student learning and continuous school improvement.

Title III funds provide additional supports for students who are English Learners, as well as ongoing professional development for all teachers with English Learners. In addition, Title III funds assist teachers with the English Language Development (ELD) instructional materials focused on strategies in the classroom for English Learners and Newcomer students. The funds are also used to support parents of English Learners and assist them in better understanding the educational system, supporting their children in being successful in school, and encouraging them to be active participants in their children's education.

The District continually monitors federal programs to make sure that the needs of underserved students are being met. SSUSD's LCAP Federal Addendum supplements the District's 2024-2025 LCAP. As the District follows the continuous improvement cycle when monitoring, reviewing, and reflecting on the progress towards implementing our LCAP actions and services to meet District goals, the District will also review and reflect on the LCAP Federal Addendum's actions and services. This will be completed in several ways. Several times during the school year, the LCAP and LCAP Addendum will be discussed at Administrative meetings with Cabinet and site administrators. LCAP educational partner meetings including staff, parents, and the community, and will be held several times throughout the year, as well as students, staff, and parents will be provided opportunities to give input during meetings and through online surveys.

Site administrators work through the continuous improvement cycle as well as work through the site's School Plan for Student Achievement (SPSA) process. Site administrators work with the leadership team, school staff, School Site Council (SSC) and English Learner Advisory Committee (ELAC) throughout the school year monitoring the SPSA, reviewing student data, monitoring and aligning site

budgets, and receiving educational partner input. The District's SPSA format, provided to schools, is aligned to the District's four LCAP Goals. This alignment allows for transparency for all educational partners.

The budget component of the LCAP and LCAP Federal Addendum will also be monitored throughout the school year. The Superintendent, Assistant Superintendent of Educational Services and Director of Curriculum and Instruction work closely with the Deputy Superintendent of Business Services and Executive Director of Fiscal Services to monitor all federal monies, and make sure that they are being used to benefit underserved student groups.

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.

The Sulphur Springs Union School District believes that all students can learn and be prepared for college and/or career. The District aligns all its local, state, and federal resources to support teachers in preparing each and every student for success in all academic areas. Through the development of the District's LCAP and with input from all educational partners, the District determined four goals and actions needed in order to successfully meet those goals. Administrators then determine the budget needed for each step and action. As LCAP steps and actions are implemented, administrators are required to identify which LCAP goal and action is connected to that expenditure. Thus, District and site administrators monitor the budget to ensure funds from local, state, and federal sources are used in a coherent manner to support achievement of the LCAP goals for all students. The Deputy Superintendent of Business, Executive Director of Fiscal Services, and Assistant Superintendent of Educational Services frequently meet with site administrators to review the site's progress in supporting student achievement from both an instructional and budgetary lens.

Site administrators work with teachers on determining what steps and actions are to be provided to students. Teachers are constantly monitoring student progress in all core subjects through curriculum and local District assessments. Grade level teams of teachers analyze District Interim Assessments in English Language Arts and mathematics at least three times a year. They also meet regularly in grade level teams, to review English Language Arts unit assessments and math chapter assessments to determine which students have mastered grade level standards and which students need additional support. The use of i-Ready and Interim Assessment Blocks (IAB) data assists teachers in having data informed conversations to support student achievement. Administrators meet with grade level teams during release time to discuss next steps in instruction and enrichment, as well as intervention needs.

As the District plans for the next school year, District priorities are discussed with the Superintendent and Cabinet members, which includes site administrator's input, as well as at Administrative Council Meetings (ADCO) where Cabinet and all site administrators meet two times per month. This collaboration provides opportunities for site and District administrators to work together to strengthen the instructional program, brainstorm about the Multi-Tiered System of Supports, share what is working, and work together to increase student achievement and well-being. Each site then works through the continuous improvement cycle to update their School Plan for Student Achievement (SPSA) which is modeled after the District's LCAP goals and actions. Throughout the school year, a section of each site's SPSA is reviewed at the monthly School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. SSC and ELAC committee members review student data and discuss student achievement to determine if the steps and actions in place are working. Site

Administrators share this information with District administrators who support sites as needed. Before the SPSAs are brought to the Board of Trustees for their approval, Educational Services Administrators reviews each SPSA to make sure that District and site priorities are consistent. Educational Services Administrators also meet with site administrators during the school year and share trainings where SSC members from all nine sites can receive pertinent information about the purpose and responsibilities of this important educational partner group from the Director of Curriculum and Instruction. The Director of Curriculum and Instruction also provides ELAC training at the annual ELAC Summit where District administrators receive training focused on English Learners. Educational Services Administrators share this information with administrators who then will share data with their school staff. District priorities are also shared on Google Sites, The Teacher Weekly and Administrative Updates, which are updated weekly for all teachers and site administrators.

District administrators, along with site administrators, analyze various types of student data to determine site needs. In addition, the Assistant Superintendent of Educational Services meets with the Curriculum Council, which is made up of teachers, to review and discuss professional development needs. Student Data analysis and survey results also are used to determine District priorities. Site specific information from this survey is also shared with administration so they can plan their professional development opportunities on the needs of their teaching staff. For the past few years, one District priority has been to support teachers of English Learners in Designated ELD and Integrated ELD. The English Learner TOSA, who is a teacher on special assignment, is supported through Title III funds, and assists teachers of English Learners with professional development, implementation of ELD curriculum, data analysis using i-Ready, ELlevation, and Orton Gillingham data, and provides suggestions of multi-tiered systems of support for English Learners who are struggling. This support is very dependent upon specific site needs. District and site administrators collaborate throughout the year to monitor student progress towards District priorities.

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:

Since 100% of Sulphur Springs Union School District teachers are highly qualified, there are 0 ineffective, inexperienced, or out-of-field teachers, no disparities exist.

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:

The District continues to work diligently on partnering with parents to share pertinent information with the community. With weekly phone messages, flyers, parent conferences, translated information, volunteer opportunities and a variety of in school, after school, and evening workshops for parents, the District is providing a variety of opportunities for parents to be involved in their child's education. In addition, the Superintendent provides all families a Friday Update to keep parents informed about District activities, and ways to be involved with their child's educational program.

A great success for the District has been The Many Families One Community Family Resource Fair where over 60 community resources come together to provide a family resource fair for the families in the Sulphur Springs Union School District (pre- 6th grades) and the William S. Hart Union High School District (7th-12th grades).

In addition, the Assistant Superintendent of Educational Services, Director of Curriculum and Instruction, and the Educational Program Coordinator have been instrumental in reaching out to English Learner parents and educating them on the importance of their involvement in their child's education. District English Language Advisory Committee (DELAC) meetings have averaged in excess of 40 parents a meeting as compared to ten or less parents in previous school years.

Further, every January, new Parent Orientation meetings have been provided by the Superintendent and Assistant Superintendents to promote the schools within the Sulphur Springs Union School District. Anywhere from 10 to 30 parents attend the orientation at all school sites.

All Title 1 *schools* have developed and written Title I Parental Involvement Policy with input from Title I parents. It is distributed to parents of Title I students. To involve parents in the Title I program, the following practices have been established:

- The schools convene an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- The schools offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
- The schools involve parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
- The schools provide parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

All schools distribute a Title 1 School-Parent Compact. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title 1 students:

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

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:

N/A

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:

The District Liaison works closely with LACOE's Homeless liaison to support the enrollment, trainings and success of homeless students within the Sulphur Springs Union School District. The District Liaison works with Social Workers and families to provide additional academic support, access to technology, transportation and additional resources. Additionally, the Director of Pupil Services regularly meets with the site administrators, parent/guardians, and District social workers with any attendance concerns. Teachers work with site administrators and District social workers to make sure

that the social/emotional needs of the students are addressed as well as any basic needs such as breakfast, lunch, providing school materials, etc.

School sites offer during or after school intervention for any homeless student that is struggling in core subject areas. Homeless students are also invited to attend the outside of the year academies to provide additional support.

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:

The Sulphur Springs Union School District supports and coordinates services with students participating in the District's State Preschool Program transitioning to the District's transitional kindergarten or kindergarten program, as well as, works closely with the William S. Hart Union High School District as the sixth graders transition into their district upon completing sixth grade. The State Preschool staff meet with transitional kindergarten and kindergarten teachers and administrators to discuss the needs of students in order to ensure a smooth transition between grades.

The State Preschool staff provide information on the progress of every preschooler entering elementary school. The transitional kindergarten and kindergarten teachers collaborate with the State Preschool Program since the preschool students transitioning to elementary grades have a strong school readiness foundation and are prepared to begin transitional kindergarten and/or kindergarten.

Sixth grade teachers also provide the feeder schools in the William S. Hart Union High School District information on the progress of every sixth grader. Counselors from the William S. Hart Union High School District visits each of our District's schools and talks with the students. The sixth grade teachers and students visit their feeder schools in the spring for a welcoming assembly and tour. Sixth graders and their parents are invited to their feeder school, as well. The Sulphur Springs

Union School District also collaborates with the William S. Hart Union High School District especially in the areas of mathematics and science to make sure that academically our students are prepared for the middle school academics.

In addition, each year the Sulphur Springs Union School District takes parents and students to visit nearby colleges to learn about possible options for students in the future. Even though Sulphur Springs Union School District is an elementary District, the District believes that parents and students need to understand K-14 educational options in order to encourage, motivate, and help students to succeed.

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:

No Title I Funds will be used to identify and serve gifted and talented students and/or assist schools in developing effective school library programs.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes,

child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, administrators, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sulphur Springs Union School District (SSUSD) provides high-quality professional development for teachers, administrators, and District administrators throughout the year. Depending upon the District initiatives, funding, and the role each staff member plays, determines what professional development

is provided. Teachers are provided with at least three days of dedicated staff professional development time to disseminate District initiatives that support targeted subgroups. This professional development is provided before school begins, during the work day, after school, or outside of the school year. Each Wednesday one hour is dedicated to staff development as determined by site needs and goals. Staff who receive professional development are provided the opportunity to reflect on the training and give input on future professional development offerings.

One initiative that has been successful is the implementation of Orton Gillingham Instructional Strategies. This intensive professional development and implementation is focused on building foundational skills for students in the primary grades and supplementing with targeted reading intervention for all students who need support across all grade levels.

The SSUSD provides support for new administrators and teachers throughout the year. All site administrators work closely with the Superintendent when developing year-long goals. The Superintendent formally meets with each administrator at least four times during the year to discuss their professional learning as well as specific site information and needs. Several times throughout the school year, the Superintendent and administrator walk-through classrooms to observe the instructional program and what students are learning. There are debrief sessions after the walk-throughs, and administrators are provided time to ask questions or seek information. Administrators are also teamed up with colleagues several times during the year to provide them the opportunity to collaborate with one another around data and best practices. District administrators also meet with new administrators to support them with staffing, curriculum, and budgetary information. Administrators are encouraged to continue leadership growth through participation in Administrative Council (ADCO) professional development, conference attendance, targeted professional development provided for District initiatives, and through acquiring doctorate degrees.

New teachers begin receiving support before school begins with the New Teacher Orientation. Each new teacher is provided a mentor, typically an on-site, who works with the new teacher throughout the school year. As a team, they focus on District and site initiatives and procedures, planning of lessons, delivery of curriculum, and student data analysis. New teachers who need to clear their teaching credential are provided the opportunity to participate in the two-year Teacher Induction Program which supports teachers through the mandated requirements.

Yearly teachers create goals based on the California Teaching Standards to focus on. Site administrators meet with each teacher three times during the school year to discuss these goals and teacher reflections. The District provides ongoing professional development opportunities during the school day and after school for teachers to participate. Teachers are expected to return to their classroom and implement what they have learned with the support of site administrators.

The District provides leadership opportunities for interested teachers at the site level in a variety of ways: leadership team experience, site leadership interns, School Site Council (SSC) participation, English Language Advisory Committee (ELAC) participation as well as other site opportunities. Teachers are also encouraged to support District activities and events which provide leadership opportunities, such as Site Council Summit and the Family Resource Fair.

The District provides professional development opportunities for teachers throughout the school year. The professional development is determined by teacher reflections from professional development training they attended, as well as input shared by site administrators. As teachers attend professional development, they complete a reflection/evaluation which helps guide further professional development offerings. Teachers are also provided time at staff meetings to collaborate with colleagues about what they have implemented in their classrooms that they learned during professional development. They focus their staff meeting time and planning time on student data especially using the District provided data tool to monitor all student progress especially underserved students.

Teachers and Administrators also attend the CA Principals' Support Network (CAPS) professional development training that is a multi-year learning opportunity that focuses on high-impact leadership strategies that promotes improved student learning and continuous school improvement. Teachers and Principals are provided coaching support between sessions as they implement individually developed action plans for improving student achievement.

Title II funded professional development activities supplement and enhance the District's professional development program. The Assistant Superintendent of Educational Services guides and supports the professional development along with the Director of Curriculum and Instruction.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II funding is also targeted at supporting schools with the highest need. Additional professional development is provided to teachers to address the needs of students. District and school site data is analyzed, and then the site principal collaborates with the Assistant Superintendent of Educational Services on additional training that is needed to further assist with increasing student achievement.

Once priorities are determined at the site level, site administrators work with District administrators to determine their site's professional development needs. The Assistant Superintendent of Educational Services and the Director of Curriculum and Instruction support site administrators in determining, creating, and delivering professional development that pertains to the needs of each school site.

Additional professional development opportunities during the school day, after school, and outside of the school year are also offered to teachers to meet the needs of students with the highest needs.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers and administrators who attend professional development complete a reflection that provides important information that drives future professional development. These reflections help to determine additional training needs, required support, and effectiveness of the goals of each professional development offering.

Analyzing District student achievement data, Smarter Balanced Assessment Data, suspension and attendance data, and the California Dashboard Data is a priority for the SSUSD. The District provides data to site administrators in a timely manner and provides professional development in analyzing data to determine District and site needs. Throughout the school year, teachers are analyzing student work and assessments in all core subject areas. District benchmarks in ELA and

mathematics are taken by students at least three times during the school year. This data is not used as student grades, but teachers analyze this data to help drive further instruction.

Site administrators also share this data with their SSC and ELAC as they monitor the School Plan for Student Achievement throughout the school year. Students are also given the opportunity to give input through the Student LCAP Survey.

Site administrators regularly walk through classrooms monitoring student learning. Also, administrators from the Educational Services Department, as well as, the Superintendent conduct learning walks where student learning is discussed and data is reviewed to further support student achievement.

The Superintendent seeks input about professional development needs from different educational partners (Parent Advisory Committee, Classified Staff Advisory Committee, Teacher FAC Meetings, Administrative Council Meetings, Cabinet, Superintendent Coffee for Parent Meetings at each site, DELAC meetings, and the LCAP Advisory Committee) throughout the school year. All educational partners have the opportunity to complete the District LCAP surveys for input including all students. The information shared at these meetings and the survey results are tabulated and shared with educational partners. This information is considered when the District develops its professional development opportunities for the next year. Title II funding is utilized to support professional development that better meets the needs of underserved student groups at all nine school sites.

As the District develops plans based on student data, activities are coordinated to maximize the use of federal funds. The funding is based on achieving the District's goals.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, administrators and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sulphur Springs Union School District (SSUSD) provides high-quality professional development for classroom teachers, site and District administrators, and classified personnel.

Teachers are provided dedicated staff professional development time (three full days) to disseminate District initiatives that support targeted subgroups. Included in the staff development was iReady Diagnostic training, ELlevation Strategies, and Math Genius Squad. The Director of Curriculum and Instruction guided training of Learning Support Teachers to administer the ELPAC Summative Assessment in order to improve the instruction and assessment of English Learners (EL). Learning Support Teachers as ELPAC examiners provide them a clear understanding of the rigor called for in the CA English Language Development (ELD) standards. Next steps will include unpacking the Interim ELPAC Assessments to ensure the instructional practices are aligned to ELD standards and ELPAC expectations. Special Education teachers are provided specific professional development on the topics of Reclassification, Alternative ELPAC administration and Accessibilities in order to support them in meeting the needs of dually identified students. Additionally, teachers are provided ongoing support by Educational Program Coordinators and Director of Curriculum and Instruction in the form of after school workshops, grade level meetings, and in one to one coaching environments. Included

among the many topics of support are: ELD grouping, collaborative planning for ELD, combo support, and formative assessment practices.

Teachers will continue to receive support utilizing and implementing standards-aligned instructional materials in order to ensure ELLs are engaged in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. Teachers will be supported in ensuring academic experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through scaffolding. Teachers will use additional tools such as ELlevation Strategies Modules to enhance teaching for English Learners. The implementation of new tools include Benchmark Hello for newcomer students and ongoing professional development for teachers and administrators.

District Office administrators attend the CAFE Conference in order to gain knowledge on how outside agencies and other districts across the state of California are supporting a systematic focus on continuous improvement for English Learners. A future focus will be targeting specific manners in which knowledge gained from these types of professional development opportunities can be leveraged to support our greater teacher community.

Classified staff also receive specific EL professional development from the Director of Curriculum and Instruction and Educational Program Coordinator. The ELPAC Initial Assessment team was created to improve the initial assessment and identification of ELL students.

The Director of Curriculum and Instruction will continue to attend curriculum, State and County Level professional development opportunities (such as CAASPP Institute and Multilingual Academic Support Unit) in order to support SSUSD teachers as they deliver the best instructional program for ELL students, so they can be prepared for college, career and civic life.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Educational Program Coordinator worked with teachers of Immigrant students to support their differentiation of designated and integrated ELD supports. The District also supplemented the ELD program for Immigrant students by Benchmark Hello to provide targeted support for students new to the United States. Immigrant students were also provided technology resources and internet access to help them have access to all online instructional platforms.

A goal for the District is to work more closely with LACOE Multilingual Academic Programs Leadership Network (MAS Unit) to inform our administrators on the unique needs of immigrant students and their families in order to specifically target supports in the form of parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sulphur Springs Union School District (SSUSD) implements numerous programs to help English Learners increase English language proficiency and meet the challenging State academic standards. The District develops these programs through the collaboration of educational partners. Collaborations include analysis of EL data, review of educational partner survey (LCAP/PD) responses and meetings in which educational partner consultation is sought. This work will continue as the EL Master Plan is updated to align the program with the EL Road Map principles, ESSA provisions, and the U.S. Department of Education's OELA English Learner Toolkit.

District implementation plan for the EL program is driven by utilization of standards-aligned instructional materials. The social/emotional well-being of students is also a top priority. In the coming year, the District will continue to increase small group counseling for students who need this support, including English Learners. There are school social workers who help support families as needed. The District also regularly monitors attendance of all students, especially the unduplicated student population, and provides site-based and District-wide incentives like banners, certificates, and special assemblies to increase attendance and support learning. Additionally the District provides transportation to and from school for the unduplicated student population, as well as English Learners living outside allowable zones to walk to school.

The District also focuses on the further analysis of summative assessment data (SBA/ELPAC/District Assessments) as well as formative assessment data to target ELL students and skills/standards/strands for intervention within a Multi-tiered Systems of Support that uses culturally responsive educational opportunities to identify needs and strategic plans to address them.

District administration of our EL program centers around the support and monitoring of ELD instruction. The District also purchased California State ELA/ELD supplementary and digital standards based materials (i-Ready, ELlevation, Benchmark Hello) to assist with intervention and enrichment programs and materials and resources to support the implementation of the Next Generation Science Standards (NGSS).

School site administrators submit daily and weekly schedules that document protected Designated EL time. The District also uses a tool for teachers to document evidence of ELL students' performance on CA ELD standards that are taught, in order to assist in the intentional planning of future ELD instruction that will support students in progressing across the continuum towards English proficiency. This ELD monitoring through the ELlevation Progress Monitoring system is used as a planning resource to monitor students' progress on mastering the ELD standards, reviewed by the site administrator, used for Reclassification consideration and shared with Parents of ELL students during parent conferences to discuss students language development.

Community/Family/Parent programs, and translation services serve to enhance and extend our core EL program. The District has two District Translators to provide Spanish translation for families as needed during District and school site events as well as translation of documents. The District's Assistant Superintendent of Educational Services and the Director of Curriculum and Instruction also

coordinate college visits and college readiness workshops for parents of English Learner students and their families. Parents of ELL students were also offered numerous workshops on promoting literacy in the home and usage of our local public library. The District will continue to work on effective two-way engagement and creating an interconnectedness with families to increase participation at school and District events and workshops. Systems will be reevaluated on how to better communicate with parents and rate its effectiveness in order to make responsive adjustments where they are needed.

SSUSD provides Structured English Immersion, including Designated and Integrated ELD. At minimum, students are offered ELD and access to grade level academic subject matter content. Parents/Guardians may also choose a language acquisition program designed to provide language instruction shall be offered such a program to the extent possible. (EC Section 310[a]). Parents of English learners have a right to decline or opt their children out of the District's language acquisition program or opt out of particular English learner services within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]).

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Sulphur Springs Union School District (SSUSD) English Language Development (ELD) Program is designed to assist English Learners in achieving English proficiency and meeting the challenging state academic standards. Along with supporting teachers with utilizing standards aligned instructional materials, the District also clearly communicates with teachers, administrators, parents, and students regarding the progress goals for achieving English proficiency and Reclassification criteria. The Director of Curriculum and Instruction and Educational Program Coordinator provides data and training for teachers and administrators to monitor the progress of ELL Students through ELlevation. Data includes ELPAC results, CAASPP results, and Diagnostic results from i-Ready to specifically identify areas of need. Similarly during DELAC meetings, parents of ELL students were provided training on reclassification criteria, ELPAC assessment information and review of Benchmark Advanced ELD curriculum used by District teachers for Designated and Integrated ELD.

School sites are held accountable for meeting English Language acquisition progress for English Learners through administrator walkthroughs, classroom observations and data analysis. Using Illuminate Education, ELlevation, i-Ready and Benchmark Advance Reports, school sites are able to identify ELL students needing additional support as well as monitor their progress. Sites also conduct grade level, Tier and SST meetings to address the needs of students and devise a plan of support.

Sites are held accountable for meeting achievement goals for English Learners through the use of ELlevation. This EL Progress Monitoring tool will be used as a resource to monitor students' progress on mastering the ELD standards, reviewed by the site administrator, used for Reclassification consideration and shared with parents of ELL students during parent conferences to

discuss students' language development. Another accountability measure will be implemented in the District's Goals Setting Conferences with parents. During these meetings teachers and parents will meet early in the year to discuss needs of students and collaborate on supporting their success.

The District will ensure consistency with implementation of our ELD program and services for ELs through the usage and availability of common tools for data and monitoring as well as uniform implementation of standards based curriculum and intervention programs.

A focus for the District is to be more targeted when monitoring site implementation of the EL program and services. The Director of Curriculum and Instruction and the Educational Program Coordinator meet with administrators and grade levels at the beginning of the year, to identify at-risk ELL students. Goals and actions are created and monitored throughout the school year. In addition, the District's Teacher on Special Assignment (TOSA) also meets with teachers to analyze the achievement of ELL students, and works with teachers to determine next steps to support their instructional program. Teachers are supported in identifying targeted skills and standards. The Assistant Superintendent of Educational Services, Director of Curriculum and Instruction, Educational Program Coordinator and TOSA will support teachers and administrators who need assistance through data analysis, teacher coaching, and modeling lessons.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Sulphur Springs Union School District, in consultation with parents, teachers, administrators, other school leaders, instructional support personnel, students, community based organizations, local government representatives uses Title IV funds in conjunction with Title II, Part A, to support Professional Growth and Improvement.

Safe & Healthy Students include:

- Drug & Violence Prevention -

- DFYT - Grades 4-6 program for 4th-6th graders focused on making good choices

- Second Step
- School-based Mental Health Services - Counseling, Social worker
- Integrating safe & healthy practices into school program

Effective use of Technology:

- Providing educators tools, devices content and, resources to personalize learning & use technology in the classroom

Well-Rounded Education activities:

- Musical instruments to support with enrichment for students
- Professional development for teachers that support and increase student achievement

The District analyzes data three times a year to ensure that the use of Title IV funds are being implemented to support and increase students' wellness and academic achievement. The Assistant Superintendent of Educational Services reviews data reports from the social/emotional programs as well as meets regularly with the music teachers to ensure that students are being provided the enrichment opportunities. In addition, professional development needs for teachers are monitored and evaluated through the use of evaluation forms.