

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

LEA name:

Sulphur Springs Union School District

CDS code:

19-65045

Link to the LCAP:

(optional)

[Provide link.]

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
Title II
Title III
Title IV

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

The Sulphur Springs Union School District takes pride in addressing the needs of all students through a rigorous and dynamic plan that is aligned to the vision of meeting the needs of diverse learners. In keeping with the vision of empowering all students through a relevant and personalized education, supporting them as critical thinkers, and providing them the tools, supports, and learning environments needed to be creative innovators, the SSUSD has developed four LCAP goals to guide the priorities, actions, and allocation of resources. The four LCAP goals have led the Districts' efforts to work with stakeholders to identify best practices and work collaboratively to close the achievement/opportunity gap. The LCAP goals summarized below further demonstrate the commitment of staff to deliver to all students a highly effective instructional program that is aligned to the California State Standards and the Next Generation Science Standards. The SSUSD will implement these goals, utilizing federal funds for supplemental programs, materials, and professional learning opportunities focused on making sure that there are effective, differentiated and researched based instructional programs, challenging curriculum, aligned assessments, and tiered intervention and enrichment opportunities.

The Sulphur Springs Union School District's four LCAP Goals are:

Goal #1: In order to continue to 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 welcomed and are partners in supporting the whole child.

Goal # 4: All students, including low income, English Learners, and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

Stakeholder 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 survey. To implement the supplemental programs needed to support our Foster Youth, English Learners and Low Socioeconomic students, the following categorical funds are used:

Title I funds help support teachers of underserved students in meeting District goals. The Assistant Superintendent of Educational Services and the Director of Curriculum and Instruction support Title I sites

working closely with site administrators to analyze student data, determine strengths and for all students, and especially those at risk. Teachers on Special Assignment (TOSAs) provide coaching, modeling of lessons, and support teachers in curriculum and instruction. During the 2019-20 school year all Title I sites will continue to implement ELA and Math intervention programs and supplemental materials to close the achievement gap of underserved student groups. These funds also provide the opportunity for underserved student groups to participate in interventions outside of the school day/year and parent workshops to help educate parents on how to support their children's education.

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 will be offered during the school day, after school and outside of the school year. Teachers have been provided the opportunity to give input as to the professional development topics through a teacher survey.

Title III funds provide additional supports to provide professional development for all teachers with English Learners, helps support teachers with the new English Language Development (ELD) instructional materials, and works with English Learner parents to help them understand the educational system, ways they can support their children in being successful in school, and encouraging them to be active participants in their children's lives.

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 2018-2020 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 the LCAP Federal Addendum actions and services to meet District goals.

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 is engaged in a cycle of continuous improvement by implementing actions determined by needs assessments and data analysis aimed at isolating causes of poor performance and eliminating barriers to achievement. The District believes that all students can learn and be college and/or career prepared for their future. The District takes this commitment seriously and aligns all its local, state, and federal resources to support teachers in preparing each and every student. Through the development of the District LCAP with input from all stakeholders, the District determined four goals and the steps 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 Assistant Superintendent of Business, Fiscal Manager, and Educational Services frequently meet with site administrators to review the site's progress in supporting student achievement from both an instructional and budgetary lens.

The LCAP goals and actions that the Sulphur Springs Union School District Board of Trustees and staff have implemented and completed were conducted in collaboration with various stakeholders within the school community. These stakeholder groups include parents, students, community members, staff members, and employee groups and continue to guide the District's efforts to increase academic excellence. With the input of all stakeholders, LCAP Goals and Actions are developed and/or modified and revised in response to data analysis and input to address identified needs.

Formal stakeholder input and structure from high risk groups is ensured through the English Learner Advisory Committee, District English Learner Advisory Committee and District Parent Advisory Committees.

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. 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, every 3 to 4 weeks, to review English Language Arts and Math unit assessments to determine which students have mastered grade level standards and which students need additional support. Principals meet with grade level teams during release time to discuss next steps in instruction and enrichment as well as intervention needs.

District priorities are discussed with the Superintendent and Cabinet members, which includes site principal input, as well as at Administrative Council Meetings (AdCo) where Cabinet and all site administrators meet twice a month. This collaboration provides opportunities for site and District administrators to work together to strengthen the instructional program, identify Multi-Tiered System of Supports, 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 LCAP goals/steps/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. Principals 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 reviews each SPSA to make sure that District and site priorities are consistent. Additionally the Director of Curriculum and Instruction also provides ELAC training where ELAC members from all nine sites and District administrators receive training focused on English Learners.

Monitoring metrics are found throughout the LCAP attached to each of the four goals. Once needs are identified, funding is assigned to implement the action with fidelity. Federal funding is placed alongside state funding to enhance and supplement various actions. Additionally, the District includes a funding summary and budget overview within the LCAP to provide an "at a glance" overview of how all funds are allocated, including federal dollars.

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:

The Sulphur Springs Union School District employs teachers that are highly qualified for general education and special education classroom assignments. There are no ineffective, inexperienced, or out-of-field teachers, and 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 Sulphur Springs Union School District is committed to providing opportunities to assist all parents in supporting their students to become college and career ready. In order to ensure parent participation in all schools, the District engages in ongoing communication through phone messages, flyers, conferences, workshops, translated information, volunteer opportunities and a variety of ways parents can be involved in their child's education. A highlight of the District continues to be The Many Families One Community Event where over 60 community resources came 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 School District (7th-12th grades).

All sites maintain parent advisory committees such as School Site Council (SSC) and English Language Advisory Committee (ELAC). The District believes that providing forums for parents to provide input regarding the LCAP can further enhance relationships. The SSUSD offers SSC and ELAC parent nights so that members have opportunities to provide input as advisory committee members.

In addition, there are six Title I Schools within the District, which hold an annual meeting to inform parents of their school's participation and the requirements of Title I. Schools offer flexible times for the meetings and translation services are available at sites, during committee and IEP meetings, along with District support. Title I Schools also have Parent/School Compacts with their families and have established the following:

- 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.

Principals receive training on how to plan and implement effective parent involvement activities and parents are encouraged to provide feedback on the how to improve support and engagement through the development of the LCAP during stakeholder meetings, ELAC meetings, DELAC meetings and SSC meetings. Each year we survey our parents District-wide to evaluate the effectiveness of parent and community involvement.

The Sulphur Springs Union School District's LCAP Goal 3: All families and the broader community are welcomed and are partners in supporting the whole child is aligned to State Priority 3: Parent Involvement. All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. The focus is to increase student engagement, connectedness to school and community, and inspire productive persistence in all students to graduate college and career ready through increased communication, site and district events and engagement opportunities, as well as participation in stakeholder meetings such as PAC, DELAC and ELAC.

More specifically for parents of Foster Youth, Low Income and English Learners, SSUSD has a focus on wellness through a newly implemented Family Resource Center, access to the District Social Worker, increased counseling, and increased communication through additional translation services. Our District's DELAC is representative of all schools in the District. Throughout the year, DELAC reviews and discusses compliance issues and data. DELAC members provide input on all EL federal funds, as well as, the District's LCAP. DELAC, site ELACs, and School Site Council teams all provide input on the development and annual review of the LCAP to ensure funds are allocated to support diverse needs.

More specifically, our Title I School 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:

The Sulphur Springs Union School District has six schools under sections 1114. The three most significant ways to increase or improve services are:

1. Providing professional development for teachers and administrators in core subjects, especially in English Language Arts, English Language Development, mathematics and science for general education and special education students.
2. Providing intervention during the school day and outside of the school day.
3. Supporting the social/emotional needs of students. The District has hired and is maintaining a District Social Worker that provides comprehensive school social work services to parents and

students addressing barriers that limit a student from receiving the full benefit of their educational experience. The Sulphur Springs Union School District contracts with the outside agencies to provide additional counseling and support.

There are six Title I schools in the District. All are school wide programs and are compliant with all state and federal requirement such as the Parent/School Compact, Parent Involvement Policy and Annual Title I meeting. Each Title 1 School conducts a needs assessment that describes the methods and instructional strategies that strengthen the academic program in the school. Decisions to spend Title 1 funds are tied to outcomes that could increase the amount and quality of learning time, help provide enriched and accelerated curriculum and address the needs of those at risk of not meeting academic standards

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 Sulphur Springs Union School District has developed and staffed a team, which includes certificated teachers, District staff and the District Social Worker to provide services to homeless children and youth and to ensure that their educational needs are met. The District Liaison, full time PPS-credentialed counselors, and the District Social Worker serve homeless students and families. This personnel, our newly created Family Resource Center, in coordination with community-based organizations provides counseling; mental health services; food resources; school supplies; clothing, shoes and personal hygiene supplies; referrals to low- or no-cost medical, dental and vision services, links them with District services such as free school lunches and free school bus transportation; refers families to housing resources and provides city transit passes during the school year.

The District Liaison works closely with LACOE's Homeless liaison to support the enrollment, attendance, and success of homeless students within the Sulphur Springs Union School District. The District Liaison works closely with the site principal, parent/guardian, and District social worker with any attendance concerns.

Teachers work with site principal and District social worker 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 before, during or after school intervention for any homeless student that is struggling in core subject areas. The school works with the families to provide support to ensure access and opportunity to academic and enrichment programs for students. Homeless students also are 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 provides information on the progress of every preschooler entering elementary school. Teachers are very motivated to support and receive students from the State Preschool Program because these students know what school is about and come ready to begin transitional kindergarten or kindergarten.

Sixth grade teachers also provide the feeder schools in the William S. Hart High School District information on the progress of every sixth grader. Counselors from the William S. Hart High School District visit each of our District's schools and talk with the students. The sixth grade teachers and students visit their feeder school in spring for a welcoming assembly and tour. Sixth graders and their parents are invited to their feeder school for welcome activities as well. The Sulphur Springs Union School District also collaborates with the William S. Hart High School District especially in the areas of mathematics and science to make sure that academically our students are prepared for middle school.

This year the Sulphur Springs Union School District took parents and students to visit nearby colleges to learn about possible options for students in the future. Even though Sulphur Springs Union School District serves TK-6th grade students, 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:

All second grade students are screened for GATE identification. Services for GATE students include classroom enrichment as well as enrichment events outside of the school day. Each school has a teacher who serves as the GATE Coordinator. They facilitate GATE testing, communicate with parents and teachers, and ensure that GATE identified students have access to enrichment opportunities.

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, principals, 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 classified staff, teachers, principals, 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 starts, during the work day, after school, or outside of the school year.

Two Tuesdays a month are dedicated to staff development as determined by site needs and goals. Staff who receive professional development are provided the opportunity to reflect on the trainings and give input on future professional development offerings. The SSUSD provides support for new administrators and teachers throughout the year. All principals work closely with the Superintendent when developing year-long goals. The Superintendent formally meets with each principal 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 principal walk-through classrooms to observe the instructional program and what tasks students are engaged in. There are debrief sessions after the walk-throughs, and principals are provided time to ask questions or seek information. Principals are also teamed up with colleagues several times during the year to provide principals the opportunity to collaborate together. District administrators also meet with new principals to support them with staffing, curriculum, and budgetary information. In addition the District provides a Principal Coach who regularly meets with principals, and sometimes as a group, and provides support throughout the school year.

Principals 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 mentor, who works with the new teacher throughout the school year. As a team they focus on District/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. 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 experiences, 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 Winter Academy interns, GATE Academy, District Conference, Family Resource Fair, and parent workshops.

The SSUSD provides professional development opportunities for teachers throughout the school year. The professional development is determined by teacher reflections from professional development trainings they attended, input shared by site administrators, reflection of student data, and this year a teacher professional development survey was provided to give teachers input into professional development topics. As teachers attend professional development, they complete a reflection piece, 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. Title II funded professional development activities supplement and enhance the District's professional development program.

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 helps to support District initiatives as professional development (PD) is provided to teachers at all nine school sites to address the District priorities. The District is in the second year of a new English Language Arts/English Language Development instructional materials adoption. The District's professional development opportunities have been centered around this implementation and incorporating technology integration with the implementation. Additionally, ongoing professional development in mathematics has been a focus for general education and special education as well. Contracting with consultants specializing in standards based lesson design and differentiated instruction for diverse learners has been an area of focus. All teachers from all nine schools received

this professional development. The SSUSD has also embarked on intensive professional development in the understanding and implementation of Next Generation Science Standards. In addition to after school PD, teachers are offered two days of training, per grade level, during the summer.

The PD that is provided is specifically planned for each school site in mind and aligned with the goals of the District. As site administrators work with their leadership teams and SSCs and ELACs, professional development priorities are further identified. 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 specific school site.

Working with Title I site administrators, targeted professional development is offered that meets the needs of the underserved students at each site. Additional professional development opportunities during the school day, after school, and outside of the school year are then available to meet the needs of teachers.

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 benchmark 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 for student grades, but inform and drive further instructional goals.

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, and some administrators guide the SSC and ELAC on walk-throughs as well. The District holds training meetings for members of SSC and ELAC to help committee members build understanding of their roles and responsibilities.

The Superintendent seeks input about professional development needs from different stakeholders (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 stakeholders 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 stakeholders. 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 based on data and goals to meet the needs of students

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, principals 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, principals, administrators, and classified personnel. Teachers are provided dedicated staff professional development time (three full days) to analyze data and disseminate district initiatives that support targeted subgroups. Included in the staff development is the Director of Curriculum and Instruction and Educational Services Program Coordinator to provide guided training of teachers to administer the ELPAC Summative Assessment in order to improve the instruction and assessment of English Learners (EL). Teachers as ELPAC examiners assist in providing a clear understanding of the rigor called for in the CA English Language Development (ELD) standards.

Special Education teachers are provided specific professional development on the topics of Reclassification, ELPAC administration and Accessibilities in order to support in meeting the needs of dually identified students. Additionally, teachers are provided ongoing support by District TOSAs and Director of Curriculum and Instruction in the form of after school workshops, grade level meetings, and in one to one coaching environment. 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 with utilizing and implementing standards-aligned instructional materials in order to ensure ELs 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.

District TOSAs and District Office administrators attended the CABE Conference in order to gain knowledge on how outside agencies and other districts across California are supporting a systematic focus on continuous improvement for English Learners. Site administrators also received professional learning focused on meeting the needs of EL students within the classroom and what to look for during rigorous ELD lesson delivery and design. Classified staff also received specific EL professional development to support classroom learning.

Behavior support staff is trained on understanding how to support EL students and the families they work with, and a group of classified staff is also trained to administer the ELPAC Initial Assessment. The ELPAC Initial Assessment team was created to improve the initial assessment and identification of EL students. Director of Curriculum and Instruction and the Educational Services Program Coordinator will continue to attend curriculum, State and County Level professional development

opportunities (such as Apple training, CAASPP Institute, CAST/ELPAC, CAFE Conference, Academies, etc) in order to support SSUSD teachers as they deliver the best instructional program for ELs 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 Director of Curriculum and Instruction worked with teachers of Immigrant students to support differentiation of designated and integrated ELD supports. The district also supplemented the ELD program for Immigrant students by purchasing Rosetta Stone Language Learning online program for use during the school day and at home. A goal for the District is to work more closely with LACOE Coordinator of Immigration Relations to inform site and District 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 stakeholders. Collaborations include analysis of EL data, review of stakeholder survey (LCAP/PD) responses and meetings in which stakeholder consultation is sought.

The District implementation plan for the EL program is driven by utilization of standards-aligned instructional materials. The social/emotional wellness of our students is also a top priority. In the coming year, the District will increase small group counseling for all students, including English Learners. The District Social worker also helps to 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 unduplicated student populations living outside allowable zones to walk to school.

The District will also focus on the further analysis of summative assessment data (SBA/ELPAC/District Assessments) as well as formative assessment data to target EL 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 the 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.e. Renaissance Products, Imagine Learning, Brain Pop, etc) 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 annually submit daily and weekly schedules that document protected Designated EL time. The District also uses a tool (ELD Matrix) for teachers to document evidence of EL 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 Matrix will be used as a daily planning resource to monitor students' progress on mastering the ELD standards, reviewed by the principal, used for Reclassification consideration and shared with parents of EL students during parent conference to discuss students' language development.

Community/Family/Parents programs, and translation services serve to enhance and extend our core EL program. The District employs a District Translator to provide Spanish translation for families as needed during district and school site events as well as translation of documents. The Director of Curriculum and Instruction, along with the Educational Services Coordinator coordinates college visits and college readiness workshops for parents of English Learner students and their families. Parents of EL students are also offered numerous workshops on promoting literacy in the home and usage of our local public library. An additional parent workshop focused on the structures of feeder junior high schools, high schools and community college to support parents in building strong families and schools partnerships along the educational continuum. The District will continue to work on effective two-way engagement and creating an interconnectedness with families to increase their participation at school and district events and workshops.

The 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 school 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) EL 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. An example of this was seen in student meetings that were conducted at each school site for 5th and 6th grade EL students. Educational Services Program Coordinator provided students with individual data reports outlining ELPAC and CAASPP data so students could identify areas of need. Students then discussed and recorded how they could work towards meeting English proficiency requirements, as well as how, parents/guardians and teachers and administrators could support them. Similarly during DELAC meetings, parents of EL 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 acquisition progress for English learners through administrator walkthroughs, classroom observations and data analysis. Using the District data system, Illuminate Education, and curriculum reports, Benchmark Advanced, school sites are able to identify EL students needing additional support as well as monitor their progress. Sites also conduct 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 our ELD matrix. This ELD Matrix tool will be used as a daily planning resource to monitor students' progress on mastering the ELD standards, reviewed by the principal, used in combination with other data, for Reclassification consideration and shared with Parents of EL students during parent conference to discuss students language development. Another accountability measure is implemented in the District's Goals Setting Conferences with parents. During these meetings, teachers and parents met early in the school year to discuss the needs of students and collaborated 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 continued focus for the district is to more effectively monitor sites implementation of EL program and services. Teams are supported in identifying targeted skills/standards. A process is in place for teams to meet regularly to analyze data and report on progress of identified students. Educational Services personnel continue to support sites who need assistance through data analysis, teacher coaching, model lessons, etc.

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, principals, other school leaders, instructional support personnel, students, community based organizations, and local government representatives will use Title IV funds to support Professional Growth and Improvement. The intended outcome is for students to have the opportunity to expand learning experiences through health and safety, integration of technology, and well rounded educational activities.

Safe & Healthy Students include:

- Drug & Violence Prevention: 6th Grade Tobacco Use Prevention Education (TUPE) program which includes an evidence-based substance abuse prevention program, Botvin Life Skills and DFYT - Grades 4-6 program for 4th-6th graders focused on making good choices
- School-based Mental Health Services - Counseling, Social worker
- Integrating safe & healthy practices into school program
- Training School Personnel - CHAMPS, Kelso's Choices, Capturing Kids' Hearts, and Character Counts

Effective use of Technology:

- Providing educators tools, devices content and, resources to personalize learning and use technology in the classroom (15% cap on infrastructure)

Well-Rounded Educational activities may include such areas as:

- Academic support to foster College & Career Readiness
- Visual and Performing Arts
- STEAM
- Accelerated Learning