

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sulphur Springs Union School District	Dr. Catherine Kawaguchi Superintendent	ckawaguchi@sssd.k12.ca.us (661) 252-5131

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunities Grant (ELO)	District home page located at: www.sssd.k12.ca.us

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$6,756,595

Plan Section	Total Planned ESSER III Expenditures
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Strategies for Continuous and Safe In-Person Learning	\$654,844.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$6,101,751.00
Use of Any Remaining Funds	\$ 0.00

Total ESSER III funds included in this plan

\$6,756,595

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

The Sulphur Springs Union School District prides itself on the level of outreach and opportunities for all stakeholders to be involved in the development of District plans including Expanded Learning Opportunities and ESSER. Meetings are held with certificated, and classified staff, parents, and students to solicit feedback through meaningful consultation during district supported meetings. Additionally, annual surveys are conducted with all stakeholders as well. Data from these meetings and surveys are used to create comprehensive plans based on the needs of students.

- General parent meetings are held to discuss the goals and actions contained within the ESSER III. This year, these meetings included discussions and opportunities for input and feedback. Meetings were held on September 14 and 21, 2021.
- Parent Advisory Council meetings include representatives from various student groups including English Learners, Special Education, Foster Youth and Low Income families. A meeting to discuss ESSER III was held September 15, 2021.
- District English Learner Advisory Committee meetings are held to provide parents of English Learners the opportunity to learn of programs specifically for students acquiring English. A meeting to discuss ESSER III with DELAC parents was held on September 27, 2021.

- AdCo meetings are held every two weeks. They include the Superintendent, Assistant Superintendents, Directors, Principals and Assistant Principals. A meeting to discuss ESSER III was held September 8, 2021.
- District Office meetings are held so that all certificated and classified District Office Staff may ask questions and provide feedback regarding the plans and specific goals. Meetings were held with all staff on September 14, 16 and 21, 2021. Additionally, a meeting was held with the Classified Action Committee (CAC) on September 21, 2021. A meeting with the Faculty Advisory Committee (FAC) was held on September 23, 2021.
- A draft of the plan was presented to the Sulphur Springs Union School District Board of Trustees and open for public comment on September 22, 2021.
- A presentation to Sulphur Springs Union School District Board of Trustees for adoption of the ESSER III plan was presented on October 13, 2021.

A description of how the development of the plan was influenced by community input.

To meet the needs of students, the ESSER III plan includes strategies to support student needs to mitigate learning loss, increase access to instructional opportunities through additional time, staff, and programs, as well as other activities to address social and emotional and mental health needs.

Academic Support

- To support student learning and identify tiered levels of support, the Sulphur Springs Union School District will use local assessments four times per year. Students will engage in ESGI Reading and Math Assessments in Transitional Kindergarten, Kindergarten and 1st grade and STAR Assessments in Reading and Math for all students in grades 2-6. In addition, curriculum embedded assessments within the adopted English Language Arts and Math curriculums (Benchmark and Math Expressions) will be implemented, and the data will be analyzed as an ongoing progress monitoring tool.
- Data from these assessments will be disaggregated by student groups, including English Learners, Foster Youth, Homeless, and Low Income, to determine need for Tier II and III intervention and/or acceleration. This data will support intervention within and outside of the school day or school year. Teachers will provide feedback, in addition to the local assessment data, to determine what instructional strategies would be best for students.
- Once students are placed in intervention groups, intervention program data along with local assessment data will be used to determine if students are in need of further support or have made enough progress to exit Tier II and III intervention groups.

Social Emotional Support

- The District’s social worker, school psychologists, and school-based counselors will work with teachers and site administrators to monitor all students. An emphasis has been placed on watching for signs of trauma and other impacts of COVID-19. A protocol is followed by teachers and site administrators to monitor students who may need more support, making referrals for Student Study Teams (SST), site-based counseling, evaluation, and/or for outside counseling services as needed.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$654,844.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	HVAC systems	Repair, replacement, and upgrade HVAC systems to improve indoor air quality in District facilities.	\$350,000.00
N/A	Personal Protective Equipment	Gloves, masks, gowns, and shields for students and staff.	\$100,000.00
N/A	Cleaning and Disinfecting facilities	Purchasing supplies to sanitize and clean all facilities within the District.	\$100,000.00

N/A	Filling Stations	Purchase fillings stations to reduce the risk of virus transmission	\$104,844.00
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Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$6,101,751.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO	Learning Support Teachers	Expanding upon the ELO plan to continue to provide Tier I and Tier II intervention to address learning loss among students including Low Income, Students with Disabilities, English Learners, Homeless, and Foster Youth	\$3,300,000.00
ELO	Educational Program Coordinator and Assistant Principal	Continue to provide personnel focused on targeted student groups - Low Income, Students With Disabilities, English Learners, Homeless, and Foster Youth - through data analysis, progress monitoring, professional development and ongoing classroom support.	\$528,000.00
N/A	Bilingual Translator	Provide translation services to families of students that are English Learners to remove barriers that may impede families from information regarding their child's education.	\$80,000.00
ELO	Educational Program Specialist	Continue to provide personnel to address learning loss amongst students with disabilities through data analysis, progress monitoring, professional development and ongoing classroom support.	\$158,000.00
ELO	Behavior Intervention Aides	Expanding upon the ELO plan by continuing to provide support to address behavioral challenges that may manifest due to social emotional trauma.	\$405,000.00

ELO	Professional Development	Continue to support teachers by providing professional development on early literacy and instructional methods to mitigate learning loss for students.	\$100,000.00
ELO	Learning Academies	Expanding the ELO plan to plan and implement Winter and Summer Learning Academies to address the needs of Low Income, Students with Disabilities, English Learners, Homeless, and Foster Youth	\$50,000.00
N/A	ParentSquare	Increase home/school communication and engagement for families of Low Income, Students with Disabilities, English Learners, Homeless, and Foster Youth to remove barriers from students accessing their educational program and provide information regarding health protocols due to the Covid-19 pandemic.	\$60,000.00
ELO	Technology	Continue to provide additional technological devices such as iPads, chromebooks and wifi devices to support student access to supplemental instructional programs to further close the achievement gap.	\$1,075,751.00
ELO	Instructional Aides	Continue to provide support to TK/K classrooms to support young learners in accessing the instructional program.	\$160,000.00
ELO	Software	Continue the opportunity for students to access software programs to support student learning and access to grade level standards to remove barriers to learning and mitigate learning loss.	\$158,000.00
ELO	Counseling	Expand the ELO plan to provide opportunities to students to access counseling services to remove barriers for students from accessing their academic program. The District will provide additional counseling services to support social/emotional wellness and academic success in school.	\$27,000.00

Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$ 0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]
[Plan, Goal #, Action #]	[Short title of the action]	[A description of the action]	[\$ 0.00]

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Learning Support Teachers	Teachers will be monitored by the site administrator on a weekly basis. Assessment data will be analyzed every 6 weeks to monitor student progress.	Weekly Quarterly
Educational Program Coordinator and Assistant Principal	Personnel are provided to support Learning Support Teachers, oversee programs and instruction.	Monthly
Behavior Intervention Aides	Personnel will be provided to support classroom behavior to remove barriers to accessing instruction.	Monthly

Counselors	Personnel will be provided to support the social/emotional wellness of students. This will be monitored through referrals by direct supervisors and case managers.	Monthly
Instructional Aides	Personnel will be provided to support classroom instruction for Transitional Kindergarten and Kindergarten classrooms to support early learning and mitigate learning loss.	Monthly
Educational Program Specialist	Social emotional and mental health progress will be monitored through the Aeries and SEIS system. Referrals, case managers, and DIS referrals. Reports are run monthly to assess the level of support needed as evidenced by frequency of referrals.	Monthly
Facilities systems	These systems will be monitored by the Maintenance and Operations personnel and supervisors.	Monthly
Personal Protective Equipment	Personal Protective Equipment (PPE) is supplied as needed to students and personnel. This includes masks for students and staff, gowns, face shields and gloves for staff. Inventory is monitored weekly by Maintenance and Operations personnel.	Provided monthly or sooner if needed
Cleaning and Disinfecting Facilities	Facilities are disinfected daily. A set schedule is monitored by supervisors and site administrators.	Daily
Professional Development	Teachers and administrative staff are provided ongoing professional development. Progress on newly or refined acquired skills is monitored through school and classroom walkthroughs.	Monthly

Learning Academies	<p>Additional opportunities for intervention will be made available for students through Winter and Summer Academies.</p> <p>Progress will be monitored after each academy to determine academic progress.</p>	3 times per year (Summer, Spring, Winter Academies)
Software and Technology	<p>Intervention software is made available for students to practice, refine and master grade level standards.</p> <p>Reports of progress are available for monitoring each month to determine if students are in need of additional practice or other tiered supports. All reports are monitored every four to six weeks by certificated staff.</p>	Monthly
ParentSquare	<p>Parent messages are sent by the District Office each Friday.</p> <p>School sites utilize the system to update parents each week. The delivery of messages to families is monitored each week to determine accessibility.</p>	Weekly
Bilingual Translator	<p>The Bilingual Translator will support families in need of communication of school and district information within their home language.</p> <p>Document translation will be monitored monthly through the “help desk” system to determine the frequency of requests and need of support.</p>	Monthly