

## Expanded Learning Opportunities Grant Plan

| Local Educational Agency (LEA) Name   | Contact Name and Title                    | Email and Phone  |
|---------------------------------------|---|--|
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The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

### Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Involving all stakeholders is an important part of the process as we completed the Expanded Learning Opportunities Grant. There are several opportunities for stakeholders to provide input and give feedback. Several meetings have taken place with additional meetings scheduled. The following is a list of the stakeholder meetings:

- The Local Control Accountability Plan (LCAP) Advisory Committee meets several times per year to discuss the goals and actions contained within the LCAP. This year, these meetings included discussions and opportunities for input and feedback regarding the Expanded Learning Opportunity (ELO) Grant.
- Staff meetings by school sites include administrative, certificated, classified staff members. These meetings provide staff with information about each plan and allow opportunities for questions and feedback.
- Parent Advisory Council meetings include representatives from various student groups including English Learners, Special Education, Foster Youth and Low Income families.

- Four 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.
- Site specific Parent Meetings are held, through Coffees with the Principal, School Site Council and English Learner Advisory Committees, to allow parents the opportunity to ask questions and give input regarding the plan and support for students specific to each school site.
- AdCo meetings are held every two weeks. They include the Superintendent, Assistant Superintendents, Directors, Principals and Assistant Principals. Goals and actions are shared and feedback is provided by these stakeholders to make revisions and refine goals and actions to better meet the needs of students.
- District Office meetings are held five times per year so that all certificated and classified District Office Staff may ask questions and provide feedback regarding the plan and specific goals.

The District surveyed staff, students, and parents regarding instructional programs, health and safety, social emotional learning, and facilities.

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

### **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 group, including English Learners, Foster Youth, Homeless, and Low Income, to determine need for Tier 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 III intervention groups.

### **Social Emotional Support**

The District's social worker, school psychologists, and school-based counselors work with teachers and site administrators to monitor all students as they have transitioned back to on-campus learning. An emphasis has been placed on watching for signs of trauma and other impacts of COVID-19. In the fall, teachers and site administrators received training on universal whole-class strategies to support

all students. A protocol is followed by teachers and site administrators to monitor students who may need more support, making referrals for SST, site-based counseling, evaluation, and/or for outside counseling services as needed.

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

Parent communication is an ongoing focus within the Sulphur Springs Union School District. At the beginning of the year, teachers hold Goal Setting conferences with parents. It is an opportunity for parents to build a relationship with their child's teacher, receive baseline academic data about their student, and set both academic and social emotional goals for the year. These meetings include discussions about intervention for students with a focus on social emotional support.

In November, March and the end of the year, parents receive official communication from their child's teacher by way of a standards based report card and progress monitoring forms for English Learners. In March, Parent Teacher Conferences are held to discuss student progress and monitoring. During this meeting, parents will be informed of student recommendation for further support and academic intervention through a Tier II and III intervention program.

Parents of students who qualify to receive supplemental instructional support will receive an informational letter through our District communication system. Communication about these student intervention groups will be created within this system so that parents can receive ongoing communication about progress. Parents of students who have made sufficient progress and eligible to be exited from the supplemental Tier II and III intervention will receive an exit letter.

The District will hold Summer and Winter Academies for students who need additional academic support. Students will be identified for these academies through STAR Reading and Math data as well as teacher recommendation.

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

The Sulphur Springs Union School District is proud to offer supplemental instruction and programs for students who are in need of Tier II and III intervention. The District will continue to provide learning opportunities outside of the school day during Winter and Summer Academies. During the instruction day, Learning Support Teachers (LSTs) will be added to each school site to implement a push in/pull out program, supplemental instruction program focused on learning recovery and foundational reading skills. Each LST will use a research based intervention program as a supplemental intervention system proven to improve literacy achievement of struggling readers with leveled books and designed lessons to be delivered in a small group environment.

The District will also utilize Teachers on Special Assignment (TOSA) to support classroom instruction with the use of differentiation for Tier I and Tier II interventions within the general education classroom. Transitional Kindergarten through grade 2 teachers have been trained in Orton Gillingham instructional strategies to support foundational reading skills. The TOSA positions will support teachers in

the delivery of this program within the classroom as well as Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) to be used in and outside of the general education classroom.

The District will support students outside of the school day with access to supplemental programs and materials. Learning Hubs will provide equitable access and opportunity for students in need of support with instructional support. In partnership with community organizations (Sunshine Day Care and YMCA), the District will provide Chromebooks and carts for students to use. In this way, students will be able to access online programs and materials during before and after school hours.

Additionally, two Educational Program Coordinators focused on targeted student groups, especially English Learners, Foster Youth and Low Income, will support the work of the LSTs and TOSAs through data analysis, progress monitoring, professional development and ongoing classroom support.

To support social emotional learning the SSUSD will implement Capturing Kids Hearts at school sites. This program supports equity, inclusion, and social emotional learning at school with students and staff. The District will continue to provide school based counselors for individual and group student support. Further, the District will continue to utilize Behavior Intervention Aides (BIAs) in general and special education classrooms to remove barriers that would prohibit students from accessing the educational program.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

| <b>Supplemental Instruction and Support Strategies</b>  | <b>Planned Expenditures</b> | <b>Actual Expenditures</b>                            |
|---|-----------------------------|---|
| Extending instructional learning time<br><br>Learning Academies to support student learning outside of the school day/year. | \$33,057.00                 | [Actual expenditures will be provided when available] |
| Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports     | \$2,515,474.00              | [Actual expenditures will be provided when available] |

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|---|-----------------------|---|
| District level support, classroom positions, and targeted professional development to ensure student engagement and progress through rigorous instruction and targeted intervention.  |                       |   |
| Integrated student supports to address other barriers to learning<br><br>Social emotional support personnel and researched based programs to address and support social emotional health for students.  | \$507,000.00          | [Actual expenditures will be provided when available] |
| Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports<br><br>Partnering with community organizations to remove barriers to instruction outside of the school day. The District will supply instructional programs and support for students. | \$80,000.00           | [Actual expenditures will be provided when available] |
| Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility<br><br>N/A   | \$0.00                | [Actual expenditures will be provided when available] |
| Additional academic services for students<br><br>Professional development and instructional programs to address foundational skill development and intervention for students.   | \$80,000.00           | [Actual expenditures will be provided when available] |
| Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs<br><br>Professional development for teachers to implement social emotional programs for students.  | \$75,000.00           | [Actual expenditures will be provided when available] |
| <b>Total Funds to implement the Strategies</b>  | <b>\$3,290,531.00</b> | [Actual expenditures will be provided when available] |

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

The Sulphur Springs Union School District is committed to the work of intervention and support for students. To that end, beyond the Expanded Learning Opportunities grant funding, the Educational Program Coordinator, Learning Support Teachers, Teachers On Special Assignment, and Behavior Intervention Aide positions will continue to be funded utilizing Elementary and Secondary School Emergency Relief Funds for three years. These positions, as well as, classroom teachers and site administrators, will continue to receive professional development for Orton Gillingham, SIPPS and differentiation to support learning for English Learners, Foster Youth, and Low income students. To support this work, the District will purchase technology (chromebooks and iPads) and implement researched based instructional strategies to support supplemental instruction for students.

We realize that social emotional learning is of great importance. To support this work, the District will continue to fund the implementation and maintenance of Capturing Kids Hearts with Elementary and Secondary School Emergency Relief Funds for the next three years. Additionally, counselors will continue to provide services to students who are in need of ongoing social emotional learning and support.

Lastly, our youngest students may need additional support academically as well as social emotionally. The District will support classroom instruction in TK/K classes by providing classroom Instructional Aides for small group support.