

District Name:
Sulphur Springs Union School District

CD Code:
19-65045

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Prior to developing this revision, please analyze school/district needs for improved student achievement. If you have any questions regarding the LEA Plan Addendum, please contact Jacqueline Matranga, Education Programs Consultant, District Innovation and Improvement Office by e-mail at JMatranga@cde.ca.gov, or Jane Liang, Education Programs Consultant, District Innovation and Improvement Office by e-mail at JLiang@cde.ca.gov.

The LEA Plan Addendum should:

- 1. Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.**

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

Specific Academic Problems of Low Achieving Students (subgroups that failed to meet AYP targets):

Sulphur Springs Union School District students continue to make progress in acquiring grade level English Language Arts (ELA) and Math standards at all nine elementary schools. Overall students have scored higher in ELA than mathematics on the Smarter Balanced Assessments (SBA) for the past two years. According to the California Dashboard's Equity Report, two of the four state indicators, English Learner Program and Mathematics, show that Sulphur Springs Union District students achieved in the third proficiency level (yellow). The English Learner (EL) Progress subgroup of students increased 0.1% from the year before and was 17.2 points below level 3 (green). For progressing in mathematics, District students showed an overall increase of 3.7 points and was 6.2 points below level 3 (green). Specifically, English Learners are not making the necessary progress in acquiring English proficiency at six of the nine elementary schools. In mathematics, the English Learner (EL), Hispanic, Socially-Economically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups have scored in the third performance level (yellow). The goal is for all student subgroups to score in the top two proficiency levels of green or blue.

Evaluation of the LEA Plan and Survey Analysis Revealed:

The prior LEA plan was carried out as written, as were subsequent updates, and the plan did produce API and AYP gains but not at the rate sufficient to keep up with rapidly rising NCLB targets. Furthermore, the transition to the California State Standards has led us to revisit our research-based best practices, revise our current pacing guides and assessments, and invest in new intervention materials as needed. Significantly more work needs to be done in this area. Through the review of SBA Key Data Reports, The California Dashboard, and the English Learner Subgroup Self Assessment (ELSSA) Report, the following fundamental areas of teaching and learning needs were identified by the district/school team:

- New California State Standards in ELA/ELD need to adopt and implement the approved ELA/ELD curriculum with pacing guides and assessments aligned to the curriculum
- Implementation of core math instructional materials with fidelity is inconsistent
- Research-based practices of differentiated instruction used inconsistently
- Inconsistent implementation of 30 minutes of Designated ELD instruction daily for all ELs using core instructional materials
- Beginning to use student data monitoring of effective instruction and intervention
- Intervention time and research-based intervention practices implemented inconsistently
- Need to purchase additional intervention materials to meet the needs of English Learners and Special Education students
- Continued focus on in-depth study of ELA, ELD and Math California State Standards

To address the fundamental teaching and learning needs of our lowest achieving students, the following academic priorities have been set by the district/schools:

- Monitoring the implementation of the new ELA/ELD instructional program to ensure program and interventions are being implemented with fidelity.
- Monitoring the implementation of the math instructional program to ensure program and interventions are being implemented with fidelity
- Revise all pacing guides and benchmarks assessments in ELA/ELD to align with California State Standards
- Provide In-Depth Professional Development on ELA/ELD and math California State Standards and Smarter Balanced Assessments (SBA)
- Implement the SSUSD Big Four targeting 30 minutes of Designated Instruction for all English Learners
- Principals shall participate in targeted professional development in ELA and ELD
- A strong emphasis shall be placed on monitoring student growth to drive instruction by observation and data, with a focus on the subgroups that have not made enough progress.
- Provide Parent Education on ELA/ELD and Math California State Standards and Smarter Balanced Assessments (SBA)

Academic Priorities: Identified areas for improvement:

1. Instructional time for Designated ELD should be monitored to ensure at least 30 minutes is devoted each day to the development of English language skills for English Learners
2. Intervention needs to be provided to all Tier II and III learners within the regular school day
3. Math intervention should be provided when students are identified as needing instructional support
4. Continue to provide professional development to administrators and teachers in the ELA/ELD standards, English Language Development programs, and intervention curricula and programs implemented in the schools
5. Continue to monitor principals' instructional leadership efforts, particularly in the context of providing quality first instruction and effective intervention programs
6. Schools shall address, plan for, and budget for site-based needs as outlined in the School Plan for Student Achievement (SPSA)
7. Principals will continue to work with staff in implementing the Multi-Systems of Supports at their site to better address all student needs

2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.) Using California Dashboard Accountability Information.

As the district transitions from No Child Left Behind (NCLB) to Every Student Succeeds Act (ESSA), state assessment accountability is also changing from Academic Performance Index (API) and Annual Yearly Progress (AYP) to the Performance Levels found in the California Dashboard. The California Dashboard goal is for all subgroups and students to score within the top two performance levels of blue or green. If a subgroup performs in the yellow performance level, that subgroup needs to be carefully monitored so that student achievement increases and does not become in danger of moving in the bottom two performance levels of orange and red.

a) Increase by 3% from 2016-17 data California Assessment for Student Progress and Performance (CAASPP) scores for each grade level for the following subgroups in English Language Arts:

- 1) English Learners (EL)
- 2) Socially-Economically Disadvantaged (SED)
- 3) Students with Disabilities (SWD)

b) Increase by 3% from 2016-17 data California Assessment for Student Progress and Performance (CAASPP) scores for each grade level for the following subgroups in mathematics:

- 1) English Learners (EL).
- 2) Socially-Economically Disadvantaged (SED)
- 3) Students with Disabilities (SWD)
- 4) Hispanic

c) Increase by 3% from the beginning, early intermediate and intermediate levels on the 2016-17 data California English Language Development Test (CELDT) scores for all English Learners.

Participation Rate: District participation rates are higher than required. This goal will continue to be monitored and additional goals are not needed in this area at this time.

3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

California State Standards Alignment

Before three years ago, our instructional materials, pacing guides, and benchmark assessments were aligned to the 1997 California Content Standards. Three years ago, the district purchased California State Standards math instructional materials and realigned the math pacing guides and benchmark assessments to the California State Standards. The district just completed a two-year ELA/ELD adoption process, and will implement the new instructional materials in the 2017-18 school year. Work needs to be focused on updating ELA/ELD pacing guides and benchmark assessments to the new California State Standards. For the past five years, the district has provided teacher professional development teachers on the California State Standards in ELA/ELD and math, but more in-depth study is required for all teachers and administrators. California State Standards aligned instructional materials, pacing guides, benchmark assessments, and professional development will assist teachers in providing standards-based instruction to strengthen our core academic program for all students. The district is at the beginning stages of implementing the Next Generation Science Standards (NGSS) and is providing NGSS units per grade level for teachers to implement until State board approved science instructional materials are available. Technology integration throughout all core content areas continues to be a focus.

Multi-Tiered Systems of Support

Both teachers and administrators had requested support in better meeting students needs through Multi-tiered Systems of Supports. During the 2016-2017 school year, the district purchased an online student progress monitoring system that all teachers and administrators have access to. Several professional development opportunities focused on the use of this tool. District Staff worked with site administrators to develop a process in which to support teachers and students. Site administrators working with their teachers and support staff are making that process site specific to monitor students that may experience challenges academically, physically or emotionally. Administrators have been trained on different research based interventions that can be implemented at the site level. These materials have been purchased by the district. A committee made up of district and site administrators created an action plan for both the RTI Academic and Behavior Models to be implemented starting in the 2016-2017 school year with the specific actions set forth in section 4 and 5. To strengthen the core academic program (especially in the area of ELA), these actions may include: improving Tier I instruction (first good teaching) and creating a system, structure, process, and tools for strategic and intensive intervention.

English Learner Services

The district has made great strides in better meeting the needs of our English Learners during the past two years. Our ELD materials, curriculum units, and instructional minutes allotment have not been meeting the needs of our English Learners in the area of language and academic vocabulary acquisition. A continued district-wide focus needs to center on ELA/ELD California State Standards aligned instructional core and ancillary materials, to develop California State Standards ELA/ELD curriculum units, to build a plan for progress monitoring, to monitor instructional minute needs, and to provide needed teacher and administrator professional development. The following specific strategies will be used:

1. English learners will receive high quality ELD instruction daily that is aligned to the California State ELD Standards.
2. All English learners will receive instruction in Reading/ Language Arts that is differentiated to meet their language needs.
3. All English learners will receive instruction in Math that is differentiated to meet their language needs.

Academic Priorities:

1. The focus for the 2017-18 school year is on monitoring the instructional program to ensure ELA/ELD and math programs and interventions are being implemented with fidelity.
2. Implement new ELA/ELD instructional materials and NGSS units with all students.
3. Monitoring Designated English Language Development shall occur regularly by site and District administrators providing monitoring and support.
4. Principals shall participate in instructional rounds at regular intervals, and results from these walk-throughs are monitored by the Instructional Services Team.
5. A strong emphasis shall be placed on monitoring by observation and student data, with a focus on the subgroups that have not made adequate progress.

EL Academic Priorities:

1. Overall, SSUSD English learners are making annual progress in learning English, attaining English proficiency, and in gaining academic proficiency.
2. However, some students are taking five or more years to achieve proficiency in English, and EL students have not met AMAO 3 for the past four years.
3. ELSSA data confirms that many English learners stall at the CELDT Intermediate level, and as a result the District will monitor the full implementation of both Integrated and Designated English Language Development.

Academic Priorities: Identified areas for improvement:

1. Instructional time for English Language Development should be monitored to ensure at least 30 minutes is devoted each day to the development of English language skills for English learners,
2. Intensive intervention needs to be provided to all Tier II and III learners, as identified by student data, within the regular school day.
3. Math intervention should be provided when students are identified as needing instructional support.
4. Continue to provide professional development to administrators and teachers in the ELA/ELD standards, English Language Development programs, Next Generation Science Standards (NGSS), technology integration, and intervention curricula and programs implemented in the District's schools.
5. Continue to monitor principals' instructional leadership efforts, particularly in the context of providing quality first instruction and effective intervention programs.
6. Schools shall address, plan for, and budget for site-based instructional assistance and ongoing support to all teachers of ELA, ELD, math, NGSS, and other core academic subjects.
7. Site-based teacher collaboration meetings have a focus on student data and the impacts on the instructional program.
8. Additional ELA/ELD and math intervention should be provided to Tier II and III learners, as identified by student data, before/after school or outside of the school year.

4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions to be implemented to accomplish the identified	Person(s)	Specific	Estimated Cost/
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strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Responsible	Timeline	Funding Source
LCAP Goal 1 Action 4. Provide instructional materials for preschool-6th grade that are standards aligned in all subject areas.	Assistant Superintendent, Curriculum and Instruction	August 2017	\$225,600/LCFF \$35463/Other Local Revenues
LCAP Goal 1 Action 10. Continue to provide annual training to District and school site staff on AB 490 regulations to support Foster Youth.	Assistant Superintendent, Curriculum and Instruction; Principals	August 2017 - June 2018	No Cost
LCAP Goal 2 Action 2. Second payment for California State ELA/ELD Standards based Textbooks.	Assistant Superintendent, Business	January 31, 2018	\$277,973/Other Local Revenues
LCAP Goal 2 Action 3. Purchase California State ELA/ELD supplementary and/or digital standards based materials (i.e. Reading A to Z and Razz Kids, Renaissance Products, Moby Max) to assist with intervention and enrichment programs.	Assistant Superintendent, Curriculum and Instruction	July 2017 - October 2017	\$102,126/LCFF 4400/Other Local Revenue
LCAP Goal 2 Action 4. Implement California State ELD Standards, designated and integrated, for all English Learners (EL).	Teachers	August 2017 - June 2018	No Cost
LCAP Goal 2 Action 5. Provide planning time for teachers to collaborate on supporting unduplicated students.	Principals	August 2017 - June 2018	No Cost
LCAP Goal 2 Action 6. Continue to assist teachers and administrators with monitoring student data with the support of the District's Illuminate Data System.	Assistant Superintendent, Curriculum and Instruction; Director of Curriculum and Instruction	August 2017 - June 2018	\$38,836/LCFF
LCAP Goal 2 Action 7. Increase the number of students who scored a 3 or 4 on the CAASPP for ELA and math through the implementation of the CA State Standards.	Assistant Superintendent, Curriculum and Instruction; Director of Curriculum and Instruction; Principals;	August 2017 - June 2018	\$25,981/LCFF

	Teachers		
LCAP Goal 2 Action 8. Provide additional instructional minutes to increase the percent of English Learners (ELs) making progress on AMAO 3 (ELA and Math).	Teachers	August 2017 - June 2018	\$1,138,594/LCFF
LCAP Goal 2 Action 11. Maintain EL Program Coordinator to support ELs and ELD instruction and to monitor and supervise CELDT Assessment and DELAC.	Assistant Superintendent, Curriculum and Instruction	August 2017 - June 2018	\$95,267/Title III \$11,612/Title I \$11,612/LCFF
LCAP Goal 2 Action 12. Support and Implement new annual English Language Proficiency Assessment (ELPAC) and initial CELDT assessments.	EL Program Coordinator; Principals; Teachers	August 2017 - June 2018	\$3017/Title II \$2080/LCFF
LCAP Goal 2 Action 10. Decrease the number of Long Term English Learners (LTEL) from previous year by providing interventions as needed.	EL Program Coordinator; Principals; Teachers	August 2017 - June 2018	\$8258/LCFF
LCAP Goal 2 Action 14. Teacher on Special Assignment (TOSA) support to provide in school intervention, Response to Intervention (Rtl), as needed in ELA and/or math.	Principals	August 2017 - June 2018	\$191,126/LCFF \$68,850/Title I
LCAP Goal 2 Action 17. Assistant Principals will provide targeted support to unduplicated students at Leona Cox and Fair Oaks Ranch Schools. These two schools are the only schools in the District that have assistant principals to provide increased support to unduplicated students.	Assistant Superintendent, Personnel	August 2017 - June 2018	\$270,917/LCFF
LCAP Goal 2 Action 18. Continue Library Technicians to support unduplicated students literacy skills to meet grade level standards.	Assistant Superintendent, Curriculum and Instruction	August 2017 - June 2018	\$232,002/LCFF
LCAP Goal 2 Action 19. Provide intervention materials for unduplicated students at risk to meet grade level standards.	Assistant Superintendent, Curriculum and Instruction	August 2017 - June 2018	\$5000/LCFF
LCAP Goal 2 Action 20. Director of Curriculum and Instruction to support student achievement for all students, especially unduplicated students.	Director Curriculum and Instruction	August 2017 - June 2018	\$65,262/LCFF \$50,231/Title I \$25,401/Title II
LCAP Goal 2 Action 21. Provide Title 1 schools one Teacher on Special Assignment (TOSA) that will provide coaching and	Assistant Superintendent,	August 2017 -	\$125,000/Title I

intervention support for teachers for unduplicated students.	Curriculum and Instruction	June 2018	
LCAP Goal 2 Action 22. Maintain Behavioral Specialist at the District level to support students in general and special education classes to increase student learning and achievement.	Director of Special Education	August 2017 - June 2018	\$92,256/LCFF \$92,256/Other Local Revenues
LCAP Goal 2 Action 24. Purchase resources for science labs and/or classrooms as needed to support the implementation of the Next Generation Science Standards.	Principals	August 2017 - June 2018	\$4000/LCFF
LCAP Goal 2 Action 25. Provide science, technology, engineering, art and math (STEAM) learning activities weekly to increase student achievement.	Teachers	August 2017 - June 2018	\$0
LCAP Goal 2 Action 26. Implement visual and performing arts (VAPA) plan which includes continued participation in the Kennedy Center Partners in Education Program focused on teacher professional development in arts integration.	Assistant Superintendent, Curriculum and Instruction	August 2017 - June 2018	\$7492/LCFF \$59,730/Other Local Revenues \$3000/Title I \$900/Title II
LCAP Goal 2 Action 27. Purchase resources for VAPA lessons as identified.	Principals	August 2017 - June 2018	\$450/LCFF
LCAP Goal 2 Action 28. Students participate in a minimum of 200 minutes of physical education every two weeks, and supplies are purchased as needed to support students' physical educational programs.	Teachers	August 2017 - June 2018	\$450/LCFF
LCAP Goal 2 Action 29. Purchase technology and equipment to support the basic program and purchase devices to support unduplicated students to access supplementary materials using technology during the school day.	IT Manager; Principals	July 2017 - June 2018	\$100,000/LCFF
LCAP Goal 2 Action 30. Provide TK through 6th grade school wide coding program to ensure access to the fundamentals of coding, especially for the unduplicated student population, during the school day at all school sites.	Assistant Superintendent, Curriculum and Instruction	August 2017 - June 2018	\$15,000/LCFF
LCAP Goal 4 Action 4. Review, update and implement the Multi-tiered System of Supports at school sites.	Assistant Superintendent, Curriculum and	August 2017 - June 2018	\$0

	Instruction; Director of Curriculum and Instruction; EL Program Coordinator; Principals		
LCAP Goal 4 Action 5. Increase small group counseling opportunities for identified students to support their social and academic success in school.	Principals	August 2017 - June 2018	\$27,000/LCFF
LCAP Goal 4 Action 6. Provide educationally related intensive counseling services (ERICs) for identified students with special needs to address social, emotional and behavioral problems that will increase student attendance and achievement, including those students that are also English Learners, low-income, and Foster Youth.	Director of Special Education	August 2017 - June 2018	\$5000/Other Federal Funds
LCAP Goal 4 Action 7. Provide Designated Instructional Services (DIS) counseling for identified students with special needs, including students that are English Learners, low-income, and foster youth.	Director of Special Education; Psychologists	August 2017 - June 2018	\$0
LCAP Goal 4 Action 11. Implement positive school programs that encourage social behavior and student engagement at school sites.	Principals; Teachers	August 2017 - June 2018	\$4500/LCFF
LCAP Goal 4 Action 14. Hire an LVN to support the health of students in need.	Assistant Superintendent, Personnel; Director of Special Education	Summer 2017	\$73,758/LCFF

5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
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			(including 10% set-aside from Title I, Part A)
LCAP Goal 1 Action 2. Provide dedicated staff professional development time (three full days) to disseminate district initiatives that support targeted subgroups, and two days for teacher/parent conferences, and one day for teacher planning time.	Assistant Superintendent, Curriculum and Instruction	August 2017 - June 2018 PDD#1 8-9-17, PDD#2 8-10-17; PDD#3 11-1-17	\$609,289/LCFF
LCAP Goal 2 Action 1. Provide professional development in the areas of English Language Arts, English Language Development, math, science, technology and GLAD, supporting the California State Standards.	Assistant Superintendent, Curriculum and Instruction; Director of Curriculum and Instruction; EL Program Coordinator	August 2017 - June 2018	\$46,538/Title I \$40,058/Teacher Effectiveness
LCAP Goal 2 Action 14. Teacher on Special Assignment (TOSA) support to provide in school intervention, Response to Intervention (Rtl), as needed in ELA and/or math.	Principals	August 2017 - June 2018	\$191,126/LCFF \$68,850/Title I
LCAP Goal 2 Action 16. Continue articulation with Hart District to cover the 6th-8th grade span for science and mathematics.	Assistant Superintendent, Curriculum and Instruction	August 2017 - June 2018	\$17,495/Title II
LCAP Goal 2 Action 20. Director of Curriculum and Instruction to support student achievement for all students, especially unduplicated students.	Director of Curriculum and Instruction	August 2017 - June 2018	\$65,262/LCFF \$50,231/Title I \$25,401/Title II
LCAP Goal 2 Action 22. Maintain Behavioral Specialist at the District level to support students in general and special education classes to increase student learning and achievement.	Assistant Superintendent, Personnel; Director of Special Education	August 2017 - June 2018	\$92,256/LCFF \$92,256/Other Local Revenues
LCAP Goal 2 Action 21. Provide Title 1 schools one Teacher on Special Assignment (TOSA) that will provide coaching and intervention support for teachers for unduplicated students.	Assistant Superintendent, Curriculum and Instruction	August 2017 - June 2018	\$125,000/Title I

<p>LCAP Goal 2 Action 23. Implement and participate in College of the Canyons (COC) Next Generation Science Standards (NGSS) Science Institute for teachers.</p>	<p>Assistant Superintendent, Curriculum and Instruction; Teachers</p>	<p>June 2017 - June 2018</p>	<p>\$4995/LCFF</p>
<p>LCAP Goal 2 Action 26. Implement visual and performing arts (VAPA) plan which includes continued participation in the Kennedy Center Partners in Education Program focused on teacher professional development in arts integration.</p>	<p>Assistant Superintendent, Curriculum and Instruction</p>	<p>August 2017 - June 2018</p>	<p>\$7492/LCFF \$59,730/Other Local Revenues \$3000/Title I \$900/Title II</p>
<p>LCAP Goal 4 Action 12. Provide teacher collaboration time to identify students at risk in the areas of social, emotional, and academics, and then create goals on how to target these students.</p>	<p>Principals</p>	<p>August 2017 - June 2018</p>	<p>\$0</p>
<p>LCAP Goal 4 Action 13. Provide training to staff on the SST Online program to strengthen the multi-tiered system at each school to support in targeting all students that need the tiered support, and especially students that are English Learners, low-income, and Foster Youth.</p>	<p>Director of Curriculum and Instruction; Director of Special Education; Principals</p>	<p>August 2017 - June 2018</p>	<p>\$0</p>

6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost/Funding Source
LCAP Goal 1 Action 9. Provide before or after school tutoring to increase Reclassified Fully English Proficient (RFEP) numbers from previous year.	Principals	August 2017 - June 2018	\$8120/LCFF
LCAP Goal 1 Action 15. Provide outside of the school year intervention/enrichment academies (Winter Academy for Low income, English Learner, Foster Youth; English Learner Academy; and GATE Academy).	Assistant Superintendent, Curriculum and Instruction; Director of Curriculum and Instruction; EL Program Coordinator	June 20-22, 2017, July 10-21, 2017; January 2-6, 2018; April 2-6, 2018;	\$29,257/Title I \$37,755/LCFF
LCAP Goal 1 Action 13. Provide before or after school tutoring to increase foster youth attaining Levels 3 and 4 on CAASPP in ELA and/or math.	Principals	August 2017 - June 2018	\$4060/LCFF

7. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost/Funding Source
LCAP Goal 3 Action 1. Increase online communication for parents and the broader community through the use of the District and Sites' new websites.	Superintendent; Principals	August 2017 - June 2018	\$17,132/LCFF
LCAP Goal 3 Action 2. Increase efforts to promote parental input through parent workshops, conferences, emails, phone calls, surveys, and school events in order to increase student success.	Principals	August 2017 - June 2018	\$8976/Title I \$1322/LCFF
LCAP Goal 3 Action 3. Written parent communications will be translated into Spanish at designated sites. Spanish translation will be offered at all parent meetings at designated sites.	Principals	August 2017 - June 2018	\$14,860/LCFF
LCAP Goal 3 Action 4. Continue to provide translation services to families as needed. (Ex. Sign Language Interpreters for IEPs after	Principals	August 2017 - June 2018	\$2499/Other Federal Funds

school, meetings, etc.).			
LCAP Goal 3 Action 5. Increase parent participation at District wide events (Ex. Estrella Awards, STEAM Expo, GATE Parent Nights, District GATE Night, DELAC, Young Author's, District Conference).	Assistant Superintendent, Curriculum and Instruction; Director of Curriculum and Instruction; EL Program Coordinator; Principals	August 2017 - June 2018	\$5781/LCFF \$2000/Other Local Revenues
LCAP Goal 3 Action 6. Site SSC and ELACs will continue to provide input on the Single Plan for Student Achievement (SPSA) and the School Safety Plans.	Principals	August 2017 - June 2018	\$3254/LCFF
LCAP Goal 3 Action 7. Sites will provide after school and evening parent workshops to increase student achievement and parental involvement.	Principals	August 2017 - June 2018	\$3254/LCFF
LCAP Goal 3 Action 8. New Families to the District of TK-6 students will receive support and training on how to access the Aeries Parent Portal to view student attendance. Computers for parent use will be made available at all school sites and the District Office. Families that have been in the District will continue to receive updates and supports as needed to access their child's information through Aeries.	Principals	August 2017 - June 2018	\$0
LCAP Goal 3 Action 9. Partner with College of the Canyons to offer Community-Based English Tutoring (CBET) classes to English Learner parents.	EL Program Coordinator	August 2017 - June 2018	\$0
LCAP Goal 3 Action 10. Maintain an English Language Program Coordinator to support English Learner parents and provide after school parent workshops such as Spanish Literacy Nights etc.	Assistant Superintendent, Curriculum and Instruction	August 2017 - June 2018	\$95,267/Title III \$11,612/Title I \$11,612/LCFF
LCAP Goal 3 Action 11. Invite Hart District feeder schools to collaborate with families in preparation for a successful middle school and high school transitions.	Assistant Superintendent, Curriculum and Instruction; Director	October 2017 - June 2018	\$0

	of Special Education		
LCAP Goal 3 Action 12. Hire Translator at District level to support English Learner families to assist with their engagement of their child's education.	Assistant Superintendent, Personnel	August 2017 - June 2018	\$12,795/LCFF \$29,855/Other Federal Funds
LCAP Goal 3 Action 13. Continue to provide opportunities for parents to enroll students at school sites and District Office throughout the year.	Assistant Superintendent, Pupil Services	June 2017 - June 2018	\$0
LCAP Goal 3 Action 14. Continue to provide a Student and Family Wellness Collaborative that engages community, staff and parents to provide children and families with services in and out of school.	Superintendent	August 2017 - June 2018	\$200/LCFF \$35/Title I
LCAP Goal 3 Action 15. Partner with William S. Hart School District to plan and host a Family Resource Fair that engages community, staff and parents to provide children and families with services in and out of school.	Superintendent	February/March 2018	\$5000/LCFF \$1000/Title I \$1000/Other Local Revenues
LCAP Goal 3 Action 16. District Staff will provide new parent orientation meetings with Principals to welcome our new families.	Superintendent, Assistant Superintendent, Pupil Services	September 2017 - January 2018	\$0
LCAP Goal 3 Action 17. With the support of our families, continue to offer the Accelerated Reading Summer Program.	Assistant Superintendent, Curriculum and Instruction	June 26 - July 31, 2017	\$14,998/LCFF

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Sulphur Springs Union School District

County District Code: 19-65045

Date of Local Governing Board Approval: _____

District Superintendent: Dr. Catherine Kawaguchi

Address: 27000 Weyerhaeuser Way

City: Canyon Country

Zip Code: 91351

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ckawaguchi@sssd.k12.ca.us

Signatures:

On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:

_____	Dr. Catherine Kawaguchi	May 24, 2017
Signature of Superintendent	Printed Name of Superintendent	Date

_____	Mrs. Shelley Weinstein	May 24, 2017
Signature of Board President	Printed Name of Board President	Date

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.