

Annual Title III Local Plan Update Template **PLANNING TOOL**

All English learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LEA Name: Twin Rivers Unified School Dist. **CDS Code:** 34765050000000 **Fiscal Year:** 2020-21

Plan to Provide Services for English Learner (EL) Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How will the LEA:	Persons Involved/Timeline (Optional)
<p>Provide effective professional development (EL Specific Professional Learning)</p> <p>The English Learner Services Department (ELSD) provides a variety of professional development opportunities to teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel. These opportunities emphasize the importance of addressing the needs of our English Learners.</p> <ul style="list-style-type: none"> ● California Association of Bilingual Education (CABE): Through participation in CABE teachers, paraprofessionals, parents, and district leadership will collaborate on parent engagement strategies, review research and literature on best instructional practices, and network. ● 2021 Innovating for Equity Summit: By attending the Innovating for Equity Summit superintendents, administrators, program evaluators, and other local leadership will receive Title III technical assistance and awareness of requirements/mandates, best practices related to effective programs, student achievement, and accountability systems for English learners. ● Houghton Mifflin Harcourt (HMH), <i>English 3D</i> program: Two days of curriculum training will be offered to Academic ELD teachers in grades 7-12, presented by the publisher. Ongoing support through one-on-one coaching, and participation in a district level <i>English 3D</i> PLC, which will enable effective implementation and data analysis. Support from HMH and the ELSD is available throughout the year. ● Pearson, <i>iLit</i> EL intervention program: Two days of curriculum training will be offered to ELD teachers in grades 7-12, presented by the publisher. Ongoing support through one-on-one coaching, and participation in a district level <i>iLit</i> PLC, which will enable effective implementation and data analysis. Support from 	<p>Persons Involved: EL Director, EL Coordinators, Special Ed. Director, Special Ed. Coordinators, EL Program Specialist, EL Teacher on Special Assignment, EL Student Learning Coaches, Sacramento County Office of Education, and California Department of Education</p> <p>Timeline: August 2020 – June 2021</p>

Pearson and the ELSD is available throughout the year.

- Foothill and Grant will each have an **onsite English Learner Student Learning Coach**. Support will be provided through ongoing site PD in the areas of integrated and designated ELD instruction and strategies for all staff. Each Student Learning Coach will monitor EL student progress, regularly communicate with EL students and parents, support ELPAC administration, and ensure correct EL student placement.
- Teachers will attend quality professional learning such as, **K-6 Dual Language Immersion (DI) professional development**: Teachers will collaborate on best instructional strategies during the 2020-2021 school year. DI teachers will receive specific and structured professional development regarding unit and lesson planning, assessment, and collaboration. DI teachers will also receive specific support from the ELSD throughout the 2020-2021 school year.
- **Imagine Learning Program**: Imagine Learning is a computer-based, online program that supplements classroom instruction and language development for English learners. Trainer of Trainers (TOT) will be offered districtwide through the EL Subject Area Committee (SAC) to support consistent implementation of the program.
- **Cultural Awareness Professional Learning**: A series of cultural awareness workshops will be provided to teachers and staff due to the increase in refugees in our district. The district will continue to offer orientations and will add a social-emotional component. The District will also provide cultural awareness training for staff at selected schools with high numbers of refugee and immigrant families throughout the academic school year.
- **Integrated and Designated Instruction, English Language Arts (ELA)/English Language Development (ELD) Framework and ELD Standards**: ELSD Instructional Team will provide elementary and secondary schools with professional development during scheduled professional learning communities (PLC), schoolwide staff meetings, principal PLC meetings, districtwide PD trainings, and as needed during other district or school meetings. Professional development will focus on effective instructional strategies that are evidence based and strategies for improving student academic achievement.
- **English Language Proficiency Assessments for California (ELPAC) Administration and Scoring Training**: The District's Assessment and EL Coordinators will attend administration and scoring training for both the ELPAC Initial Assessment and the ELPAC Summative Assessment on an annual basis. Professional development for the ELPAC Initial Assessment will be provided to all EL site contacts, bilingual paraprofessionals, administrators, and AISBs. EL site contacts and administrators will then train their teachers and staff to support the assessment process. In January 2021, training for ELPAC summative assessment will be provided to staff. Administrators and teachers will also be instructed on how to analyze and use this data to modify instruction in the classrooms based on the assessment results. Additionally, teachers will be trained on understanding task types and the integration of EL standards in their lessons.
- **EL Subject Area Committee (SAC)**: EL school site leads will continue to receive training through SAC, an

<p>internal district committee, and provide input regarding classroom and site needs that are specific to English learners.</p> <ul style="list-style-type: none"> ● School Site Principal Professional Learning: The district will provide school site principals with professional learning to support English learner student progress monitoring. ● Bilingual Paraprofessionals: The district will provide professional development to bilingual paraprofessionals by training on various topics every trimester. Training topics will include ELPAC, translation / interpretation protocols in the classroom, roles and responsibilities of paraprofessionals. ● Academic Intervention Specialist, Bilingual (AISB): The AISBs will receive monthly training during the 2020-2021 school year. Topics will include ELPAC assessments, Reclassification, RFEP monitoring, student data analysis and reporting, secondary student placement, Special Education, and other training based on observations, teacher, and principal feedback. ● District Translators: The district will provide cultural awareness professional development to all translators to best support our diverse students and families. In addition they will have access to conference opportunities related to best practices in the field of translation/interpretation. ● Summer School Program: The ELSD Instructional team will provide integrated and designated ELD training to all summer school staff. 	
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<p>Implement effective programs and activities (EL program above the base)</p> <p>To meet the needs of English Learners (EL) students, Twin Rivers Unified School district has developed and is implementing effective programs at elementary and secondary school sites to align with ELD standards and improve student academic achievement. In addition, to meet the immediate needs of immigrant students (in the country 12 months or less), TRUSD has created support, including newcomer kit as well as each student receives a laptop with software to support language needs through coordinated funding utilizing the Refugee Grant and Title III, Immigrant funding. The program has classroom space at Foothill High School as well as Foothill Ranch Middle School; however, the Family and Community Liaison respond to needs throughout the district. The Family and Community Liaison provide newcomer student and family orientations, connect students and families to vital community agencies and resources and assess the needs of students and families and work closely with the EL Department and school sites to provide services.</p>	<p>Persons involved: School site teachers, Principals, Executive Directors, Counselors, EL Director, EL Coordinators, EL Program Specialist, EL Teacher on Special Assignment, EL Student Learning Coaches, Academic Intervention Specialist Bilingual (AISB), and Bilingual paraprofessionals.</p> <p>Timeline: August 2020 – July 2021</p>
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<ul style="list-style-type: none"> ● Dual Immersion Program K-6: In the 2015-2016 school year, TRUSD implemented a Pilot Dual Immersion Program for two school sites starting at the Kindergarten level. In the 2016-2017 school year, a second Kindergarten cohort was added and 1st grade was implemented. In 2017-2020, in addition to adding additional cohorts in Kinder through 1st grade, a 2nd grade cohort was implemented and in 2018-19 a 3rd grade cohort was added. In 2019-2020, a 4th grade cohort was added to both Madison and Johnson elementary schools. During the 2020-2021 academic school year, a 5th grade cohort will be added at Madison and Johnson elementary schools. Spanish language district benchmark assessments will be developed for 1st - 6th grade. The DLI Implementation Guide will be updated. ● Summer School Program: In the summer of 2021, all students including English learner students will participate in summer programs through district wide programs. The ELSD Instructional team will provide integrated and designated ELD training to all summer school staff. ● Technical and Academic Support: In the 2020-21 school year, the district will continue the Newcomer Digital Initiative and provide laptops during the school year for their continued English language development. Additionally, the district will continue to use software programs designed specifically to raise the level of achievement for English learners by providing classrooms with computer carts, computers, in order to support the understanding and pronunciation of English. 	
<p>Ensure English proficiency and academic achievement (Assessment, Goal attainment)</p> <div style="background-color: #fff9c4; padding: 10px; margin: 10px 0;"> <p>Twin Rivers Unified School District utilizes evidence-based strategies to provide effective language instruction to ensure English proficiency and academic achievement.</p> </div> <ul style="list-style-type: none"> ● Teachers will implement effective ELD instructional strategies rich in oral development as noted through classroom observations. Teacher lesson plans will state language development goals and strategies for students to practice productive and receptive skills as outlined in the Common Core State Standards (CCSS) for ELA and supported through the California ELD standards and ELA/ELD Framework. ● Integrated and Designated ELD instruction will be implemented at the sites by multiple subject teachers and content specific teachers. EL students who require assistance will receive support from the bilingual paraprofessionals in content specific subject matter. The ELSD Instructional team will provide training for teachers to support the implementation of Integrated and Designated ELD instruction. 	<p>Persons Involved: School site teachers, Principals, Executive Directors, Counselors, EL Director, EL Coordinators, EL Program Specialist, EL Teacher on Special Assignment, EL Student Learning Coaches, Academic Intervention Specialist Bilingual (AISB), and Bilingual paraprofessionals.</p> <p>Timeline: August 2019 - June 2020</p>

- Teachers will work with their Professional Learning Community (PLC) at their school site. These PLC's will be comprised of the EL Team (e.g., teachers, counselors, administrators, registrar, AISB) to utilize data reports to plan and deliver targeted interventions that provide opportunities for accelerated language development for Long Term English Learners (LTELs) in their various core subject matter areas.
- English learner student data will be monitored by site principals and EL site contacts with support from the Academic Intervention Specialist - Bilingual (AISB) and EL coordinators. The AISB will assist in the implementation of the New Digital Initiative (NDI) program for Newcomer students and will track their English language fluency progress. They will also provide classroom teachers with up to date student level data including ELPAC proficiency levels, SBAC and District Benchmark Performance data. August 2020 - June 2021 monitoring of English learner, LTEL, and R-FEP student progress. With the assistance of the AISBs and the data they provide, teachers will be able to make better instructional decisions and are expected to plan effective lessons for their English Learners. The Newcomer Digital Initiative and the Imagine Learning program will also assist in monitoring EL student progress. Consistent monitoring of our programs will provide insight to the support needed for our EL, Long Term English Learner (LTEL) and Redesignated Fluent English Proficient (R-FEP) students to be more academically and linguistically successful.

Promote parent, family, and community engagement in the education of English learners
(Addressed in LCAP, in addition what else are T 3 funds supporting)

Twin Rivers Unified School District provides a variety of platforms to engage EL parents in a meaningful manner. Parents are provided engagement opportunities at the school site and district level to give feedback, input, and review program development. Translation and interpretation services are offered during these engagement opportunities to support family participation.

- Through the District English Learner Advisory Committee (DELAC) parents receive information about district EL programs and services and training to participate fully in their child's education. Participating DELAC parent participants also provide input for the development of the EL Master Plan and the District Needs Assessment, and participate extensively in the development and monitoring of Local Control Accountability Plan (LCAP) activities. Site English Learner Advisory Committees (ELAC) send representatives to the DELAC and help bring sites important information about district programs and services benefiting EL students. At the sites, the ELAC members advise site administrators and the school site councils about the needs of their children and develop site level EL needs assessments. By

Persons involved:

Parents, Principals, EL Director, EL Coordinators, EL Program Specialist, EL Teacher on Special Assignment, EL Student Learning Coaches, Academic Intervention Specialist Bilingual (AISB), and Bilingual paraprofessionals, and Translators.

Timeline: August 2020 - June 2021

participating in the DELAC and ELAC, parents collaborate closely with district and school staff and become parent leaders through their committee work. The district will continue offering support and information on the California Common Core State Standards (CCSS), California ELA/ELD Standards, Next Generation Science Standards, English Language Proficiency Assessments for California (ELPAC), appropriate placement in secondary courses, and A-G requirements.

- Our district and several sites also promote parent, family, and community engagement through communication delivered through multiple channels. Written communications are sent to homes about important district and site programs and events in a style and language that parents understand. TRUSD also translates into Spanish and Hmong to support families. Communication goes out through newsletters, Twitter, Facebook, and auto-dialer. Parents can also check through multiple parent portals to review their child's grades, attendance, and assignments. Written communications are sent to homes about important district and site programs and events in a style and language that parents understand. The English Learners Services Department (ELSD) continues to provide translation services and additional support for English learners with 504s, IEPs, and for Student Success Team (SST) meetings. Our district will also continue to communicate with families regarding the state and local assessment administration and outcomes.
- Parents/Guardians will receive outreach and information about enrollment for specific summer school programs. Support and translation services will be provided for enrollment, transportation, and instruction to ensure EL students have access to summer programs that will accelerate their language acquisition
- Our District, schools, and teachers sponsor annual Back-to-School Night, Open House, Annual Title I Meeting, Special Program Information Meetings or Information Fairs in order to share information and encourage parents to increase their participation.

Describe all authorized activities chosen by LEA relating to Supplementary services as part of the language instruction program for English learners. (4203)

1. Increase the English language proficiency of English learners by providing effective language instruction educational programs through the use of technology accelerators to include Imagine Learning, Rosetta Stone, iLit and English 3D.
2. Student learning coaches will provide effective professional development through the use of district wide teacher module training.
3. Provide activities and strategies that enhance educational programs for English learners which include parent, family and community engagement.

Describe all authorized activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth. (4201)

To meet the immediate needs of immigrant students, TRUSD has created an immigrant student program with coordinated funding through the Refugee School Impact Grant and Title III, Immigrant funds. The program has classroom space at Foothill High School and Foothill Ranch Middle School; however, staff members respond to needs throughout the district. The Family and Community Liaison and EL Coordinator are responsible for leading the services, with the support of site administrators. The Community Liaison and EL Coordinator provide immigrant student and family orientations on how to navigate school systems, understanding school transcripts, understanding the district school registration process, vaccinations, and other workshops that support the integration into a new culture. The services connect students and families to vital community agencies and resources based on needs assessments. The Family and Community Liaison provides home to school communication and parent training. Services and programs are focused on academic achievement and other skills necessary to navigate the school system, country, and culture.

In addition, the New Digital Initiative (NDI) program provides immigrant students with headsets and a computer laptop equipped with various software programs to help support academic achievement and to extend their learning beyond the school day. Materials such as books, bilingual and picture dictionaries are also provided to families and students to support better understanding and access to immigrant services.

Other Authorized Activities

LEAs receiving or planning to receive Title III EL funding may include authorized activities.*

*Please see the California Department of Education Title III Authorized Cost web page (<https://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp>) for a list of authorized EL activities.

Authorized activities chosen by LEA relating to: Supplementary services as part of the instruction program for English learners.	Persons Involved/Timeline (Optional)
Authorized activities and services are embedded and documented on pages 6-8.	

Plan to Provide Services for Immigrant Students

Please complete the table below if the LEA is receiving or planning to receive Title III immigrant funding.*

*Please see the California Department of Education Title III Authorized Cost web page (<https://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp>) for a list of authorized immigrant activities.

Describe all authorized activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth.	Persons Involved/Timeline (Optional)
<p>(ONLY if you qualify and are taking immigrant funds—funds must specify supplemental supports for immigrant students)</p> <p>To meet the immediate needs of immigrant students, TRUSD has created an immigrant student program with coordinated funding through the Refugee School Impact Grant and Title III, Immigrant funds. The program has classroom space at Foothill High School and Foothill Ranch Middle School; however, staff members respond to needs throughout the district. The Family and Community Liaison and EL Coordinator are responsible for leading the services, with the support of site administrators. The Community Liaison and EL Coordinator provide immigrant student and family orientations on how to navigate school systems, understanding school transcripts, understanding the district school registration process, vaccinations, and other workshops that support the integration into a new culture. The services connect students and families to vital community agencies and resources based on needs assessments. The Family and Community Liaison provides home to school communication and parent training. Services and programs are focused on academic achievement and other skills necessary to navigate the school system, country, and culture.</p> <p>In addition, the New Digital Initiative (NDI) program provides immigrant students with headsets and a computer laptop equipped with various software programs to help support academic achievement and to extend their learning beyond the school day. Materials such as books, bilingual and picture dictionaries are also provided to families and students to support better understanding and access to immigrant services.</p>	