

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

LEA name:

Twin Rivers Unified School District

CDS code:

347650500000000

Link to the LCAP:

(optional)

[All District LCAP Resources](#)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Parent and Family Engagement

Schoolwide Programs, Targeted Supports, and Programs for Neglected or Delinquent Children

Homeless Children and Youth Services

Student Transitions

Additional Information Regarding Use of Funds this Part

Title 1 Part A Contact

TITLE I, PART A

Educator Equity

Title 1 Part A, Educator Equity Contact

TITLE II, PART A

Professional Growth and Improvement

Prioritizing Funding

Data and Ongoing Consultation to Support Continuous Improvement

Title II, Part A Contact

TITLE III, PART A

Professional Development

Enhanced Instructional Opportunities

Title III Programs and Activities

English Proficiency and Academic Achievement

Title III, Part A Contact

TITLE IV, PART A

Title IV, Part A Activities and Programs

Title IV, Part A Contact

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA 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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Provide response:

We are utilizing allocated federal funds to support our District's LCAP goals and strategic focus. Our federal funds will be used within guidelines to supplement and enhance our locally funded and supported initiatives. It is our belief that we will accomplish more with our resources if we align our federal and state funds into one coherent plan. This work provides clarity and transparency for our staff and community stakeholders and allows us to collectively focus our resources and efforts.

TRUSD uses federal funds to supplement and enhance programs and services provided by state LCFF. These supplemental efforts are intended to address the identified goals of the LCAP for improving academic performance and reducing disproportionalities among subgroups. The district uses these funds to further enhance the level of services to targeted group populations to accelerate academic progress.

Title I: TRUSD will use Title I funding to supplement LCAP funding by providing the following programs and services: summer school intervention and enrichment, after school tutoring, and opportunities to access UC and CSU A-G courses after school and during summer breaks. Funding will also support Multiple Tiered System of Support (MTSS) and Positive Behavior Intervention and Support (PBIS) efforts through training, materials, and ongoing coaching and support district and school wide. These programs promote more effective and equitable learning environments for all students. Supplemental materials, supplies and professional development for the SWUN math and other intervention programs are also supported. District staff will continue to coordinate actions, services, and funds to support foster youth engagement and success and provide a foster youth counselor. TRUSD also uses federal funds to provide involvement and training activities for parents at the central office as well as at school sites. The bulk of Title I funding is allocated directly to the school sites to promote the priorities identified in each school's school-wide needs assessment and included in the School Plan for Student Achievement, which is aligned with the LCAP goals.

Title II: TRUSD will utilize Title II funding for professional development supporting effective instruction through Professional Learning Communities (PLC's), Systems Thinking, CCSS Based Assessments, Instructional Best Practices, High Quality first Instruction, and other means to ensure increased performance for all students, with an emphasis on unduplicated students. Deliberate actions will be identified to reduce a variety of disproportionalities, including subgroup data tied to suspensions and expulsions, identification for Special Education, and subgroup enrollment from rigorous courses such as advanced placement (AP). For low-income pupils and specific unduplicated student groups, training and services will be provided to improve student access, enrollment and success in rigorous courses, UC A-G rates, and other indicators of academic success.

Title III: TRUSD will use Title III to provide extended learning time and differentiated assistance in the EL Summer Intervention for EL students in grades K-5. This funding will also support 2 student learning coaches (SLCs) who will deliver professional development and support to build the capacity of our schools to powerfully develop the language and literacy skills of English Learner children and to support the broader EL program. Title III also supports professional development in all aspects of EL instruction as well as well as the department assistance from 1 program specialist.

Title IV: TRUSD will use these funds to provide students with access to a well-rounded education, improve school conditions for student learning, and to improving use of technology in order to improve the academic achievement and digital literacy of all students. Staff development opportunities are provided to staff to ensure high quality structures and support are available to students. Concentrated efforts to improve our site practices are accomplished through PBIS, Restorative Circles, and Trauma Informed school and classroom practices. Grant funds are also being utilized to ensure high quality art and college/career learning is a part of our well-rounded K-12 learning system.

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.

Provide response:

We require that federal funds are directly aligned and tied to our District LCAP and strategic focus areas. We require school sites and departments to clearly indicate this when they are utilizing funding to support their work. We hold ongoing trainings and provide support for staff to ensure we are aligned with our goals and that we are meeting all areas of compliance. We have made explicit, substantial efforts to align the use of federal funds with activities funded by state and local funds. These efforts began with careful planning for the development of the LCAP and participation by the various stakeholders within the district community. Through numerous meetings and communications district staff, parents, students, teachers, community members and site administrators developed district priorities, goals, and budgets, which were shared with school communities to be used as they developed their School Plans for Student Achievement (SPSA) goals and budgets. In this way the goals, objectives, and budgets of the LCAP and SPSAs achieved alignment. Input at the district and site levels included data reports and analysis within planning sessions to identify priority areas for resource allocation. The priority areas most impacting student achievement received supplemental funding from available supplemental resources. The goals of increasing student achievement, reducing disproportionalities among subgroups, high quality professional development, and accelerating the achievement of EL students were identified as priority goals which would be enhanced with additional funding and support. Using supplemental Federal funds together with the state funds allows broader or more focused efforts than could otherwise be delivered. English learners, low income, homeless, and foster youth are a high priority groups in the Twin Rivers School District. Throughout the LCAP, we address the needs of our English learners by aligning state and federal funds to ensure we address those needs with adequately with enhanced programs and funding.

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Andrew Withers

**Contact Phone
and Optional Extension**

916 566-1600

32238

Contact Email

andrew.withers@twinriversusd.org

Save Contact Info

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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).

Address the ESSA provision:

TRUSD promotes the involvement of parents and community members in the education of our students. Parent engagement is an ongoing process at both the school site and district level in order to ensure we are meeting the needs of the students, parents, and community. Parents are key partners in the review of ongoing data and performance of our school and district. We provide extensive outreach through our Parent Advisory Committee (PAC) which provides advice to the TRUSD Board of Trustees and the superintendent regarding the district's Local Control Accountability Plan (LCAP). The PAC includes parent representatives from school site councils, the DELAC, and parents or legal guardians of unduplicated pupils. The LCAP workgroup reviews the goals, actions, and services in the TRUSD's Local Control Accountability Plan (LCAP) and actively solicits input from a wide variety of stakeholders in our community. The group's progress and findings are reported to the PAC. The LCAP work group is comprised of parents, community members, school administrators, and other staff representing unduplicated pupils. At the site level, parents members of the School Site Council are involved in the planning, developing, and monitoring and evaluating of the School Plan for Student Achievement (SPSA), which guides the programs and funding priorities for the school sites. As a part of the SSC process input is provided and root-cause discussions are conducted to ensure support is provided for school that are identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). Work and planning to support these

sites is guided by a data analysis and review of school site strengths or relative-strengths as well as a review of root-cause needs or concerns. Work is then focused in these areas and goals and monitoring is provided to ensure improvement. Annually school sites also develop, review and approve school site parent engagement policies. A district template is provided for guidance however the policy is tailored and approved at each school site to ensure it meets the needs of the local parent community. School site ELAC members are also responsible for completing a school needs assessment and providing input for the development of the SPSA. The ELAC also advises the school principal on matters concerning the education of EL students at the site. Representatives of each ELAC committee will participate in our District English Learner Advisory Committee (DELAC), working to ensure full support for our students' academic and English proficiency growth. In addition to the SPSA, this includes a review and input for the LCAP, and our Title III Plan.

Translation and Interpretation services are provided at parent engagement meetings and documents are translated in accordance with compliance practices to provide full engagement, access and support. District wide discussion topics include support for academic achievement and understanding the challenging State academic standards, State and local assessments, and how to monitor student progress and work with staff. Support for parents also includes ongoing dialogue and training on the importance of literacy and literacy support as well as using technology safely and appropriately.

Title I parents at the district level are responsible for planning, developing, monitoring, and implementing the LEA Parent Involvement Policy. At the school sites, Title parents are also responsible for these duties for the School Level Parent Involvement Policies. The parent Involvement plans must provide opportunities for parents to participate in school activities, communicate with school personnel, and build capacity to assist their children with their education. Sites receive a separate Title I budget for parent and family engagement activities, and it is the parents' role to plan and oversee its use.

In conjunction with TRUSD's Family and Community Engagement Department, the district will continue to support the Parent Institute for Quality Education (PIQE), Parent Involvement Retreats, and Parent Workshops. The district knows that support of parents' educational growth impacts student achievement. To that extent, the district will continue offering support and information through programs such as: Parent University; Latino Literacy Program; California Association for Bilingual Educators (CABE); California Common Core State Standards (CCSS); California ELA/ELD Standards; Next Generation Science Standards as they pertain to English Learners; English Language Proficiency Assessments for California (ELPAC); appropriate placement in secondary classes; A-G requirements.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Address the ESSA provision:

The Family and Community Engagement (FACE) team strives to provide engaging opportunities for parents and the community to strengthen learning at home and school-home communication. Building strong bridges between TRUSD, families, and the community is critical in creating the conditions necessary to promote a shared sense of responsibility for the academic, emotional, and social well-being of each student.

The Twin Rivers Unified School District FACE team aims to help parents, community members, and teachers work collaboratively to create a district-wide culture of mutual respect and positive relationships. Together, we can create an environment where all students learn to their fullest

potential, respect one another's differences, and prepare for college and career in a caring and safe community

A variety of parent engagement opportunities are supported including the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), as well as district and school site work groups including School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Through engagement efforts like these we empower parents to take an active role in leadership of our school district.

The district and 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. The English Learner Services Department will continue to provide translation services and additional support for English Learners with 504s, IEPs, and for Student Success Team (SST) meetings. The district will also continue to communicate with families in regard to state and local assessment administration and outcomes. Communication goes out through newsletters, Twitter, Facebook, and auto-dialer. Parents can also check into School Loop parent portal to review their child's grades, attendance, and assignments.

Parents/Guardians will receive outreach and information about enrollment for specific summer school programs, including the EL summer intervention program.. Support and translation services will be provided for enrollment, transportation, and instruction, so EL students have access to summer programs that will elevate their language acquisition.

The District, schools, and teachers sponsor annual Back-to-School night, Open House, Annual Title I Meeting, special program Information meetings or fairs in order to share information and encourage parents to increase their participation at the classroom, school, and district levels.

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.

Address the ESSA provision:

TRUSD schools operate schoolwide programs designed to upgrade the entire educational program and ensure that students, particularly those who are low achieving, demonstrate proficient and advanced levels on State academic achievement standards Raising the academic levels of TRUSD students and closing the achievement gaps among all subgroups are top priorities of the TRUSD LCAP and programs that receive supplemental federal funding. As a schoolwide requirement, TRUSD schools conduct a comprehensive needs assessment to establish program and funding priorities, which are reflected in the schools' School Plans for Student Achievement (SPSA), that are developed by the sites' School Site Councils (SSC). The SSCs are required to include (in specified numbers) the principal, classroom teachers, parents, other staff, and secondary students. The SSC composition requirements ensure that important stakeholders of the school community have input in the development of the school plans. In alignment with the LCAP, SPSAs include site priorities for raising academic achievement levels, closing the achievement gap, preparing graduates who are college and career ready, increased student engagement, increased parental engagement, and

maintaining environments that are conducive to learning. Programs and services addressing these goals include staff development, intervention programs and extended year/day opportunities, supplemental materials, and specialized staffing.

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.

Address the ESSA provision:

TRUSD has no schools with Targeted Assistance programs.

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.).

Address the ESSA provision:

TRUSD coordinates Title I funding with McKinney-Vento funds to ensure the educational rights and protections of students experiencing homelessness by providing stability, access and support for academic success. Districts are required to identify homeless students; inform parents of their rights; remove barriers to enrollment, attendance, and academic success; and protect homeless students from stigmatization. Two district-level coordinators (liaisons) oversee the TRUSD Homeless Program. Students are identified annually by a questionnaire in their enrollment packets, and parents can self-identify as homeless any time during the year. Once students are identified, they and their parents are informed of their rights. The district coordinators provide information, resources, and technical assistance for supporting homeless students and families through professional development presentations and meetings with district and site staff in programs that impact homeless student and families. Most sites have administrators, counselors, parent liaisons, teachers and other staff who are in daily contact with homeless students. Services that district and site personnel provide to benefit homeless students include: Removal of enrollment barriers (deadlines, fines, records) to insure immediate enrollment; proper withdrawal from school to endure timely transfer of grades and credits; appropriate school placement; privacy of student records; professional development trainings for school staff regarding homeless student and family rights and supports; transportation, supplies, and emergency clothing; referrals for medical and dental services; and other support to assist students and parents to access district, school, and community programs and services.

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.

Address the ESSA provision:

Twin Rivers Unified School District was formed 10 years ago through the merger of four distinct school districts therefore we offer a variety of school sites and grade-level configurations. We also provide focused engagement opportunities for students and families and we target support for our youngest students in the Early Childhood Education (ECE).

Preschool and district staff plan activities that facilitate a smooth transition to kindergarten. In order to help bridge the gap between preschool and kindergarten, preschool staff maintain four conditions that are necessary for successful transitions: appropriate practices, effective communication, preparation of children for transition, and involvement of parents/guardians.

Preschool teachers also provide transition packets for families. The Kindergarten Transition Packet includes; the child's health services summary, the child's physical record, and assessment tools such as the Kindergarten Entry Assessment and DRDP-2015, and Immunization Record). The elementary school principal visits the preschool classroom at the end of the school year to meet the children moving up to kindergarten. Preschool children and their families are given opportunities for kindergarten class visits.

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.

Address the ESSA provision:

The elementary to middle school transition is supported with onsite welcoming programs such as the Where Everyone Belongs (WEB) events. Programs like these allow for leadership development of the older middle school students while providing key peer support for the incoming students. We also assist middle school students as they transition to high school through the 9th grade orientation days for our students and parents. The high schools also maintain staffed career centers with materials and equipment for college and career exploration. These career centers assist students participating in work experience and part-time jobs.

TRUSD offers an extensive summer school program with course offerings focusing on success for the next grade level. Expectations for the upcoming year are discussed as students work toward proficiency to be successful.

TRUSD is working to increase the opportunities for concurrent high school/ college enrollment. During the 2017-2018 School Year two high schools offered Psychology/Sociology courses in partnership with American River College. 41 students enrolled and 40 passed, earning 20 high school units and 12 college units. For the 2018-2019 School Year, all four comprehensive high schools offered ARC concurrent enrollment courses, totally 12 college units. Enrollment in these courses exceeded 200 high school students and when the final end of course completion and college units information is available we will review it to identify continued areas of success, focus and growth.

Through district wide parent meetings/trainings parents learn a great deal about all of the TRUSD programs and meet program leaders and knowledgeable staff who share information.

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.

Address the ESSA provision:

The district uses Illuminate, its data management program, to assist the district and schools in identifying students for additional academic and enrichment opportunities. We no longer receive GATE specific funds however school sites may choose to allocate existing Title I resources to provide above and beyond academic and enrichment opportunities. Advanced Placement courses at secondary schools are offered to students but these are not dependent on GATE identification and do not utilize Title I funds. Title I funds are distributed to the school sites to carry out the programs and services in their SPSAs. Many schools plan student enrichment programs, classes and activities for their students using these site funds. The district also maintains a department for student engagement to expand academic and enrichment programs for students. Sites also utilize their site funds to expand their library selections, often adding more technology equipment and software for student use in research and assignments. Staffing for libraries includes a teacher librarian who has the background and training to teach students library and related technology skills necessary to access and utilize educational resources. During the summer, TRUSD operates several open libraries for the community along with a summer feeding program to encourage use.

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

**Contact Phone
and Optional Extension**

Contact Email

[Save Contact Info](#)

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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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.

Address the ESSA provision:

We utilized the Equity Data Analysis Tools provided through the CDE resources to reflect on the equity and distribution of our high quality teachers. We offer a School-Wide Title 1 program and from our review and analysis we have found that we do have some disparities in the following areas;

- Ineffective miss-assigned teachers with low income - we have three school sites that have 10% or greater miss-assignment rates while our district average is 3%.
- Ineffective miss-assigned teachers with minority students - we have three school sites that have 10% or greater miss-assignment rates while our district average is 3%.
- Inexperienced teachers with low income students - we have four school sites that have 25% or more of their teachers who are inexperienced while our district average is 10%.
- Inexperienced teachers with minority students - we have four school sites that have 25% or more of their teachers who are inexperienced while our district average is 10%.

-Out of Field teachers with low income students - We have a total of eight out of field teachers across our district for an average of 1% overall. No school site has more than 5% of their teachers working out of field therefore we have no significant disparities.

-Out of Field teachers with minority students - We have a total of eight out of field teachers across our district for an average of 1% overall. No school site has more than 5% of their teachers working out of field therefore we have no significant disparities.

Twin Rivers is focused on high quality first instruction for all students. We lead extensive recruitment efforts to attract the best employees and we work with our employee and labor organizations to support and retain the very best employees. As a school district we work closely with our human resources department to identify 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. We run reports annually to track where any ineffective, inexperienced, or out-of-field teachers are teaching and we work within our district's Curriculum Instruction and Professional Development Department as well as with our local credentialing and internship organizations to ensure we have offer additional learning and support sessions for these teachers. We have close relationships with our COE and partner with them to host in-district mentoring and support for our teachers.

Title I, Part A, Educator Equity Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name	<input type="text" value="Andrew Withers"/>
Contact Phone	<input type="text" value="916 566-1600"/>
and Optional Extension	<input type="text" value="32238"/>
Contact Email	<input type="text" value="andrew.withers@twinriversusd.org"/>

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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.

Address the ESSA provision:

Twin Rivers is committed to supporting and developing high quality staff at all levels:

To support veteran teachers and new teachers, TRUSD provides mentors who offer support, coaching and feedback and facilitate new teacher learning and professional growth. TRUSD partners with the Sacramento County Teacher Induction Program (SCOE TI) to provide a two-year induction program, formerly known as Beginning Teacher Support and Assessment (BTSA). This program provides all requirements for a California Clear Credential and gives opportunities to become "Common Core ready," to explore classroom management, and to become familiar with the CA Common Core State Standards. New teachers receive support and ongoing coaching from trained TRUSD mentors. New and veteran teachers also benefit from regular collaboration time with grade level or department colleagues to plan and monitor their instruction and share best practices. This dedicated time is valuable to new teachers for support, guidance, and team building. TRUSD teachers have many opportunities develop meaningful teacher leadership. To strengthen their core academic knowledge, teachers can complete National Board Certification in their subject area. The district provides a salary incentive for successful completion. Teachers who participate in specialized programs have opportunities to apply for teacher-on-special-assignment or student learning coach positions. These positions often offer opportunities for building capacity through trainer-of-trainer programs and practice delivering staff development to TRUSD teachers and staff. Teachers set measurable goals through

the ongoing evaluation process with their supervisors. Staff are encouraged to utilize the CSTPs to best leverage their growth and development. Ongoing feedback is solicited from staff to ensure that professional development and growth opportunities are meeting their needs. Staff are encouraged to continue the life long learning process throughout their careers.

New principals and vice principals receive guidance and support through regularly-scheduled ongoing meetings with district leadership. Meetings cover all aspects of school operations, with major focus on addressing student achievement and teacher observation, evaluation, and support. The School Leadership Division's Executive Directors are available for mentorship to support new site administrators on a one-to-one basis throughout the school year. New and veteran principals receive job embedded coaching and professional development on an ongoing basis. Leaders are placed into professional learning communities with colleagues to receive support and assistance from peers. Communication and resources are provided with principal PLCs to meet within the work day and week to ensure alignment and best practices are shared. Time is set aside for these leaders to conduct school site visits including classroom walkthroughs and how to model high quality feedback for their teachers and staff. All principals are provided extensive coaching from an assigned executive director and new principals and vice principals are offered additional coaching and assistance throughout the school year to develop their skills. Administrators set measurable goals through the ongoing evaluation process with their supervisors.

Other school leaders also receive job embedded coaching and professional development throughout the school year. They are placed into professional work groups and are offered extensive coaching, book studies and resources to teach and align them to best practices. Communication and resources are provided to support peer PLCs who can check in and meet within the work day and work week. Time is set aside for leaders to conduct site visits and department reviews including how to improve on the development and support for their staff. New leaders are identified and provided additional on-boarding assistance by their immediate supervisor and peers. Annual measurable goals are set and monitored through a year long summit presentation and reflection process. Staff are encouraged to continue to grow and develop throughout their career in the organization.

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).

Address the ESSA provision:

TRUSD is offering additional resources, structures and mentoring for schools identified for CSI, TSI or ATSI support. District level coaching sessions having taken place through the COE to guide work on root-cause actions and needs. This level of support has also been provided to our school sites for them to conduct more local root-cause reviews with their staff and stakeholder groups. All CSI work and support is organized cohesively through the School Plan for Student Achievement that is guided by the work of the School Site Council (SSC). While staff development programs and services are available to all schools for developing and improving high quality instructional programs, schools with specific high needs get priority funding for staff development for specialized programs.

Through the LCAP planning and stakeholder meetings, TRUSD engages in meaningful consultation with parents teachers, principals and school leaders, paraprofessionals, specialized instructional support personnel, community partners and organizations or partners with relevant and demonstrated expertise in programs and activities. Through the LCAP review process, the prioritization of funding is reviewed regularly and amended as needed.

The district also distributes Title II funding to private schools within its attendance boundaries that have accepted the district's invitation to participate. A private school liaison for the district consults with the private schools and supports them throughout the school year with access to their federal funding and implementation of their programs.

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.

Address the ESSA provision:

Ongoing data analysis is a part of our district culture in all areas and departments. Data sources such as Illuminate are used as a CCSS based assessment program to monitor student learning and inform instruction, provides a tool to identify specific gaps in learning for students. To ensure teachers have the information they need to support effective planning, delivery, and monitoring of instruction, TRUSD provides training in the use of data analysis and how to apply this to their daily teaching routines.

The districts also maintains a Assessment and Accountability Department with staff who prepare specialized data reports for central office and school site staff for use in planning and monitoring instruction. These reports are highly useful to teachers in their weekly collaboration meetings. The Assessment and Accountability Department also visits school sites to help build capacity for accessing and customizing the reports and they have been instrumental in working with the Instructional Technology Department to design our own School District Dashboard which updates and displays are district data on a nightly basis for staff and leaders to review. Additionally specialized reports can be generated by request from administrators and program managers.

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name	<input type="text" value="Andrew Withers"/>
Contact Phone	<input type="text" value="916 566-1600"/>
and Optional Extension	<input type="text" value="32238"/>
Contact Email	<input type="text" value="andrew.withers@twinriversusd.org"/>

[Save Contact Info](#)

Title III, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Address the ESSA provision:

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. The opportunities listed below are funded with a variety of funding sources and are not solely supported by Title III. We have listed this in accordance with the guidelines to show the coherent support across our district.

- 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.
- 2020 Accountability Leadership Institute (ALI) for English Learners: By attending the ALI conference 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), English 3D intervention program: Academic ELD teachers in grades 7-12 will receive two days of HMH, English 3D development from the publisher, push-in coaching from a specialist, and participation in a district level English 3D PLC, which will support effective implementation and data analysis. Support from HMH and the EL TOSA will be available throughout the year.

- 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 2019-2020 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 2019-2020 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.
 - Pearson, iLit EL intervention program: ELD teachers in grades 7-12 will receive two days of Pearson's iLit supplemental professional development from the publisher, push-in coaching from a specialist, and participation in a district level iLit PLC. This will support effective implementation and data analysis. Support from Pearson and ELSD Instructional Team will be available throughout the year. These individuals will provide coaching and modeling for teachers to enhance implementation.
 - 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 Awareness–Nurturing – Acceptance (ANA) Professional Development team will lead the efforts in providing the cultural awareness training.
 - Integrated and Designated Instruction, English Language Arts (ELA)/English Language Development (ELD) Framework, and ELD Standards: ELSD Instructional Team will provide elementary schools with professional development during scheduled professional learning communities (PLC). 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) Trainings: 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 2020, trainings for ELPAC summative assessment will be provided to staff. Administrators and teachers will also be instructed 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

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.

Address the ESSA provision:

The English Learner Services Department (ELSD) provides a variety of enhanced instructional opportunities for immigrant children and youth. The opportunities listed below are funded with a variety of sources and are not solely supported by Title III. We have listed this in accordance with the guidelines to show the coherent support across our district.

To meet the immediate needs of immigrant students, TRUSD has created a program with coordinated funding through the Refugee School Impact Grant and Title III, Immigrant funding. The program has classroom space at Foothill High School; however, staff members respond to needs throughout the district. One Family and Community Liaison are responsible for leading the support service. The Family and Community Liaison

provides student and family orientations and connects students and families to vital community agencies and resources based on needs assessments. This staff member provides home to school communication and parent trainings. Services and programs are focused on accelerating English language acquisition and other skills necessary to navigate the school system and culture. Through the New Digital Initiative (NDI) program students are provided with headsets and a computer laptop equipped with various software programs to help support English language acquisition and to extend their learning beyond the school day. Classroom instructional kits are provided including materials to support language acquisition and scaffolding. Leveled reading materials and dictionaries to support student language needs are provided to ensure student success.

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.

Address the ESSA provision:

The English Learner Services Department (ELSD) provides a variety of enhanced instructional opportunities to support English Language proficiency. The opportunities listed below are funded with a variety of sources and are not solely supported by Title III. We have listed this in accordance with the guidelines to show the coherent support across our district.

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 meeting the immediate needs of immigrant students, TRUSD has created a program with coordinated funding through the Refugee Grant and Title III, Immigrant funding. The program has classroom space at Foothill High School and the Family and Community Liaison responds to needs throughout the district. The Family and Community Liaison provides students and family orientations, connects students and families to vital community agencies and resources and assesses the needs of students and families and work closely with the the EL Department to provide services.

- 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 2017-2018, in addition to adding additional cohorts in Kinder through 1st grade, a 2nd grade cohort was implemented. In 2018-19 a 3rd grade cohort was added. For 2019-20 a 4th grade cohort will be added.
- Summer School Program: In the summer of 2019 the district will continue providing intervention Summer Programs to English learner students across the district.
- Technical and Academic Support: In 2019-20 school year the district will continue our 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, and headsets with microphones that support immediate feedback, understanding and the oracy of English

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.

Address the ESSA provision:

The English Learner Services Department (ELSD) provides a variety of enhanced instructional opportunities for English Learner students. The opportunities listed below are funded with a variety of sources and are not solely supported by Title III. We have listed this in accordance with the guidelines to show the coherent support across our district.

Twin Rivers Unified School District utilizes evidence-based strategies to provide effective language instruction to ensure English proficiency and academic achievement.

- Teachers will implement effective ELD instructional strategies rich in oral development as noted through classroom observations using the program walk-through form. 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. Teachers will be provided coaching hours through EL curriculum partners.
- 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. ELSD Instructional team will provide trainings for teachers to support the implementation of Integrated and Designated ELD instruction.
- Teachers will work with their Professional Learning Community (PLC) at their school site. These PLC's will comprise 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 Academic Intervention Specialist - Bilingual (AISB) and EL coordinators. The AISB will assist in the implementation of the New Digital Initiative (NDI) program 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 2019 - June 2020 monitoring of English learner and LTEL students. With the assistance of the AISBs and the data they provide, teachers will be able to make better instructional decision and are expected to plan effective lessons for their English Learners. Our district Digital Initiative and the Imagine Learning programs 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) students to be more academically and linguistically successful.

Title III, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

**Contact Phone
and Optional Extension**

Contact Email

Save Contact Info

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Address the ESSA provision:

TRUSD is committed to supporting well-rounded educational learning opportunities including activities that support safe and healthy students and the implementation of effective technology supports. We work to ensure

high quality structures and learning opportunities are provided for staff so they can best support all students. Our support begins with enhanced professional development for staff and school site teams on topics such as Trauma Informed Practices and Restorative Practices. Best practices with technology use are also provided to support staff with the integration of tools that impact student learning. School wide structures are also established districtwide through our work with Safe and Civil Schools utilizing the CHAMPS and Discipline in the Secondary Classroom programs. Additionally and Positive Behavior Intervention and Support (PBIS) systems are established at sites K-12 to establish foundational safety and instructional practices. Our district system values the whole child as we continue to lead programs that support the arts, VAPA, STEM, CTE, and college and career counseling. We review and evaluate our work through the LCAP annual review process. Through this process we annually engage all stakeholder groups including setting goals, monitoring progress, and publicly reporting our results. This process provides full transparency and ensures we are working collaboratively with our stakeholder groups. We monitor and evaluate our program's design and support annually to ensure that we meet all areas of spending compliance to ensure a well-rounded education, safe and healthy students, and that we have effective uses of technology in our schools.

The district also distributes Title IV funding to private schools within its attendance boundaries that have accepted the district's invitation to participate. A private school liaison for the district consults with the private schools and supports them throughout the school year with access to their federal funding and implementation of their programs.

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name	<input type="text" value="Andrew Withers"/>
Contact Phone	<input type="text" value="916 566-1600"/>
and Optional Extension	<input type="text" value="32238"/>
Contact Email	<input type="text" value="andrew.withers@twinriversusd.org"/>

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