

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

**LEA Name**

Tahoe Truckee Unified School District

**CDS Code:**

66944

**Link to the LCAP:**

*(optional)*

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**For which ESSA programs apply to your LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding 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 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.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**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 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, 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.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to 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.

As outlined in the goals of TTUSD Strategic Plan 2020 and LCAP:

We will ensure all staff members are implementing effective instructional strategies, providing quality learning opportunities, integrating technology and utilizing data to actively engage each scholar to learn at the highest levels, gain 21st century skills and develop personal educational plans in order to be prepared for college, career and life.

We will expand human, community, and financial resources and ensure these resources are used most effectively to achieve our vision for teaching and learning for all scholars.

We will ensure effective two-way communication that is honest, transparent, and timely to build trusting relationships and create a unified collaborative learning community.

We will provide for the physical, social, and emotional well-being of our scholars. We will also identify, model, and integrate positive character traits as well as develop means for assessment to help our scholars become contributing, responsible, and caring members of a diverse community.

We will actively engage families and the broader community as valued partners in the education process.

We will provide safe and clean facilities that support the educational goals of the district.

TTUSD uses Marzano's High Reliability Schools Framework to reach our goals as explained in the LCAP. The dashboard shows the areas for growth are in the subgroups of SED and English learners in ELA, Math, and chronic absenteeism.

To address the areas of need, Title funds are used for positions or partial positions to provide additional services to SED EL and as risk students. These include; District ELD Coordinator, site ELD Coordinators, Site Intervention teachers, and Instructional Aides. Other uses of federal funds include the District Literacy Innovation Team, which is a collaboration of school, district, and community leaders which uses improvement science to implement change ideas related to the needs of students who are socio-economically disadvantaged, books, materials, fees for tests, technology, and other resources dedicated for SED and EL student needs. Lastly, Federal funding is used to ensure that Principals, Teachers, and instructional aides receive high quality professional learning focused on the needs of our ELs and SED students.

## 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.

The use of Federal funding aligns with our district goals and spending priorities to meet the needs of English learners and students who are socio-economically disadvantaged. Based on our work with HRS (High Reliability Schools) TTUSD allocates resources based on student needs and provides Professional learning based on those priorities, especially high expectations for all learners, learning goals, building relationships, and engagement strategies. For 2022-2023, TTUSD is especially focused on providing accurate, timely, and disaggregated student achievement data. This will improve the monitoring of student achievement, allow teachers to differentiate instruction, and provide the district with data to determine professional development needs that will improve services for significant subgroups.

Stakeholders such as DELAC, ELAC, School Site Council, and English Learner PLC advise on how TTUSD uses both state and federal funding and SPSAS reflect district priorities and LCAP goals.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

#### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria that is used is FRPM (free or reduced price meals).

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages 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 this addendum**.

As previously stated, 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, 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.

### TITLE I, PART A

#### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

TTUSD's has nearly one hundred percent effective and in field teachers. All teachers are qualified to teach English Learners. Any teacher out of field or inexperienced is enrolled in education programs to be certified in their field and/or enrolled in an induction program to ensure high a quality teaching staff for all. Additionally, classes are audited by the Coordinator of ELD and Accountability to ensure there are not disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. There are not disparities in placement. TTUSD does not currently employ teachers who are deemed ineffective. If any disparities are found during the identification process, The Coordinator of ELD and Accountability will meet with the principal immediately to correct the disparity.

TTUSD reports numbers of ineffective/misassigned teachers by site to DELAC ELACs and SSC. There are so few of these teachers at any time in TTUSD, the stakeholder groups agree that an audit of those classes and actions listed above are adequate to ensure parity.

#### **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).



The EL Programs Coordinators, EL Coordinators and Site Administrators will work with the DELAC and ELACs to evaluate and improve parent engagement with schools and the district. Sites report to the district on parent activities implemented during the year, as well as feedback collected through the annual parent survey. Data is then aggregated to develop a picture of parent involvement in the district and guides parental involvement practices. Some important ways in which EL status, performance, and progress is communicated to parents are the ELD addendum to the report card, the EL conference forms, and Individualized Learning Plans for English learners (ELILPs).

Families play an active role in the development and revision of the SPSA and the Parent involvement compacts. Every elementary and middle school student family is expected to participate in conferences to ensure that every parent understands the current and expected progress of their student toward mastery of standards.

Additionally, ELD coordinators, intervention teachers, administrators and counselors meet with families of students who are academically or socially at risk as needed. The bilingual services team along with the community liaisons the Coordinator of ELD and Accountability, and the Adult Ed. department work together to provide parent workshops with topics including computer/ smart phone literacy helping students with homework, understanding test scores, accessing Aeries, the Student information system features including score reporting, progress report, and grade books.

TTUSD partners with the Family Resource Centers to provide early learning opportunities as well as parent education and social services for families. Two Title one schools have family rooms operated through The FRCs, and FRC parenting classes are held at school sites.

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

TTUSD's parent and family engagement policy were developed jointly with parent groups including the parent advisory council and DELAC at the district level and School Site Councils. It is distributed to parents and family members of students via the Aeries Parent portal upon re-enrollment each year and at Back to school night at all sites. Parents also sign the three-way pledge at parent conferences in the fall.

TTUSD educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. This is done through professional development days and parent conference planning. We also work with teachers to support them in conducting workshops for holding ILP meetings and for effectively communicating with English Learner families. We hold parent conferences with every individual family in TK through eighth grade and with most families in ninth through twelfth grade, with every family of a tenth-grade student meeting for an ILP with the high school counselor.

TTUSD provides opportunities for the informed participation of parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand: The TTUSD bilingual services team provides translation and interpretation for all Spanish speaking families for any school meeting or call. This includes Parent organizations such as ELAC PTO, discipline, informational meetings, IEP meetings, and conferences. If a family needs a language other than Spanish, computer translations are provided where possible and Language Line is used where necessary (such as during IEP meetings). All documents that are sent home from school are translated into Spanish and all robocalls and personal calls are interpreted as needed. The Bilingual services team along with the community liaisons the Coordinator of ELD and Accountability, and the Adult Ed. department work together to provide parent workshops with topics including computer/ smartphone literacy helping students with homework, understanding test scores, accessing Aeries, the Student information system features including score reporting, progress report, and grade books. These groups also collaborate to provide a yearly Parent Academy conference with topics such as how to help with an academic subject, growth mindset, meeting social-emotional needs, how to get involved with your child's education, how to foster creativity, and mindful parenting, and much more.

TTUSD partners with the Sierra Community House to provide early learning opportunities as well as parent education and social services for families. Two Title one schools have family rooms operated through The FRCs, and FRC parenting classes are held at school sites.

## **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.

School Wide Programs (SWP) in TTUSD provide students with technology, teacher professional development, instructional support (intervention), and literacy support. Each site has an intervention teacher who works to prioritize students at academic risk or students failing to meet academic standards and provide additional services to those students. School site staff is responsible for delivering and implementing services with the support of the district. School district staff such as the literacy coach and the Coordinator of ELD and Accountability help to provide professional development and support for teachers and paraprofessionals at TI schools in the district and help coordinate and monitor services in SWPs. We annually evaluate services for effectiveness using aligned metrics within the school plan such as Ren Learn for reading diagnostics. We also use data such as state and local assessments, surveys, school climate suspension rates, English Learner language acquisition data, and other LCAP aligned metrics to evaluate the needs and progress of students in the SWP.

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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**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.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

From TTUSD's Homeless plan:

Once students are appropriately tagged in the Student information system by site secretaries, the following protocol should be followed: Counselors are to be notified that a student's family has identified itself as one of these categories, and they are to meet with the student, one-on-one. A needs assessment is to be conducted. Do they need any items that can be provided through a Title I 293 Request. Does the student need to be put on a counseling schedule for ongoing supports? Ensure they are receiving Free/Reduced price lunch, Chromebook insurance and any testing fees are waived. Does the student need any academic supports (i.e. tutoring serviced, accommodation in the classroom, etc.?) Administrators are to be notified after counselor meeting, and provisions such as backpack/food program, Athletic scholarships, Free PE uniforms, Band instruments, or Clothing for school can be requested by the principal or assistant principal.

**Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

n/a

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

TTUSD provides opportunities for transitions to high school through link crew and coordination of services with the intervention and ELD teachers. High school students are encouraged to participate in dual enrollment with Sierra College.

**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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

All third-grade students participate in screening for GATE. Intervention teachers also teach Accelerated Learning groups.

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**Parent and Family Involvement**

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

## **TITLE II, PART A**

### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

TTUSD has a comprehensive plan for professional growth within the High Reliability Schools Framework, and leadership coaching. Professional learning opportunities include guest speakers for teacher groups, and leadership groups separately and together, as necessary. Release days for teachers to develop a guaranteed and viable curriculum, priority standards, and proficiency scales with instructional coaches. Professional learning communities meet regularly in teacher groups and administrator groups to reflect on data and collaborate for improvement. All professional learning in TTUSD is aligned to the HRS framework and clear district priorities.

During the 2021-2022 school, all elementary school teachers participated in LETRS training which is about the science of reading. This training will continue during the 2022-2023 school year.

### **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).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Teachers and leadership of Title I schools are given priority to attend trainings, site visits, professional learning opportunities, and coaching. Title I schools and schools with high numbers of English learners are given greater allocations for coaching as well as support from the Coordinator of ELD and Accountability for embedded learning and lesson demonstration.

### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**



Coaches meet regularly to assess their effectiveness and the progress of the teachers with whom they work. Surveys are conducted regularly to determine the effectiveness of outside presenters as well as to seek input on district planned release days. The Literacy Innovation Team was implemented to use improvement science to effect change. The L.I.T focuses on students with socio-economic disadvantages and is comprised of principals and teachers from Title I schools or schools with high numbers of ever-ELs. This group also has representation from the community, early learning, and the Coordinator of ELD and Accountability.

## **TITLE III, PART A**

### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

TTUSD uses Title III to fund a portion of the position of Coordinator of ELD and Accountability. One major role of the Coordinator of ELD and accountability is to provide additional professional learning related to the improvement of instruction for English learners. This Coordinator works with teachers and administrators in groups and individually. Some of the opportunities provided are coaching, modeling, observing, leading PLCs, and book clubs. The Coordinator of ELD and Accountability leads the site EL Coordinator and ELD teachers in a leadership PLC where the site coordinators are expected to take what they learn back to their staff. They are also responsible for providing support for classroom teachers to provide integrated ELD. Teachers, EL Coordinators and administrators are surveyed about the effectiveness of the professional learning opportunities, and ongoing needs for support and learning.

### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Coordinator of English Learner Services and Accountability works directly with immigrant families. The kinder ready program is provided to immigrant families with students entering transition kindergarten or kindergarten.

### **Title III Programs and Activities**

ESSA SECTIONS 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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Each site has goals specific to achievement of English learner students. These goals are reviewed and commented on by the site ELAC. The Coordinator of ELD supports the site in reaching their goals by providing resources and learning experiences for teachers, aides, and administrators, with the aim of improving instruction specific to integrated and designated ELD.

### **English Proficiency and Academic Achievement**

ESSA SECTIONS 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:

- (C) 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
- (D) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Coordinator of ELD and Accountability provides data analysis around state tests of language and academic progress of ELs for sites to understand their progress and needs. Data on Long Term ELs and ELs at risk of becoming LTEL are discussed in PLCs and ELILPs are created and meetings are held with students, families, teachers, and administrators to set goals for individual students who are LTEL or at risk of becoming LTEL.

## **TITLE IV, PART A**

### **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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

TTUSD uses funds to support a well-rounded education, safe and healthy students, and effective use of technology.

**Well-rounded education:**

TTUSD provides college and career guidance and counseling programs, and purchases Naviance for all high school students. In an effort to help language minority and low-income students with academic achievement, TTUSD participates in a multi-district collaboration for improvement (CALLI/ California Ed Partners) which includes bi-annual convenings and learning opportunities with CALLI partners Stanford University and TNTP to improve instruction and systematic effectiveness through improvement cycles for leadership and teachers. TTUSD is exploring a partnership with SEAL, Sobrato Early Academic Language model, the funding will be used for leadership and teachers from Title I schools to visit SEAL sites, learning systems, and practices for the classrooms and systems to be more effective for all, and especially for English Learners. TTUSD is partnering with the BellXcel Summer program, which has a proven record of success in improving outcomes for elementary summer school students who are behind in reading and provides systematic professional learning for summer school teachers as well as an external evaluation of the effectiveness of the summer program.

TTUSD also makes efforts to raise student academic achievement through accelerated learning programs. Our Accelerated Learning Programs and Services provide a tiered system of support for academically gifted and high achieving students that foster continuous academic progress commensurate with their ability and healthy social-emotional development. Additionally, fees for AP tests are lowered or waived for low-income students. TTUSD provides programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.

**Safe, healthy students:**

TTUSD has established Wellness centers in the High schools, these are school-based mental health services partnership programs that use trauma-informed practices, and provide a safe space for students to discuss problems and find resources for mental health. TTUSD offers high-quality training for school personnel, including specialized instructional support personnel, related to suicide prevention and bullying and harassment prevention, and effective and trauma-informed practices in classroom management.

**Technology:**

TTUSD provides educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to implement and support the school and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning. We offer 1:1 devices in grades 3 and up and we use the funding to provide ongoing training and professional development in district adopted technology.