

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

LEA Name

Trinity Alps Unified School District

CDS Code:

53-76513-0000000

Link to the LCAP:

(optional)

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 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.

Through collaborative efforts with district stakeholders, Trinity Alps Unified School District has established the following over-arching goals for its Local Control Accountability Plan: 1) to provide comprehensive course offerings that emphasize rigor and ensures student preparedness for post-secondary educational and career opportunities 2) offer a school climate that is physically, socially and emotionally safe. Each goal has specific actions aligned to state priorities and structured to benefit all students and each student group identified by the LCFF (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth). Federal funds along with state/local funds work in conjunction to support these goals. Title I, Title II, and Title IV funds enable the district to support academic readiness by teaching Common Core Standards and providing intervention and professional development, creating a positive learning environment for all students, improving parent participation, and ensuring proficiency in computer literacy. Salaries of our paraprofessionals, intervention specialist (SFA Facilitator), and homeless support and services are supported with this funding as well as professional development on Common Core State Standards/Curriculum, technology, and strategies to address the social/emotional needs of students of poverty and trauma.

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 TAUSD LCAP actions are determined by needs assessments and data analysis aimed at identifying underlying causal factors for poor performance. Stakeholders review data and develop/revise action plans to address those needs. Stakeholder groups include parents, students, community members, staff members, and employee groups. Monitoring metrics are found throughout the LCAP attached to each of the two major goals. Once needs are identified, qualified funding is assigned to carry out the action. Federal funding is placed alongside state funding to enhance various actions.

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.

Trinity Alps Unified School District derives our poverty numbers from parents/guardians identifying as qualifying for Free/Reduced Meals and by Direct Certification from state and federal programs.

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:

Trinity Alps Unified School District does not demonstrate educator equity disparities. The equity data for our district is monitored by utilizing DataQuest for teacher experience, low-income and minority. Ineffective and out-of-field teacher data is accessed through district records. Accordingly, all teachers are appropriately credentialed and assigned as confirmed by the Superintendent and our county and district office. We are a small district with only one site at each level so there are no like schools for comparison in order to identify disparities. Therefore, low-income and minority students are not taught at higher rates than other students by ineffective/misassigned, out-of-field, or inexperienced teachers.

Should disparities arise in the future, the district has identified actions and services for addressing disparities which can be found in our LCAP under Goal 1 (ensuring student preparedness) and Goal 2 (ensuring a school climate that is physically, socially, and emotionally safe).

Stakeholder input is an integral part of our LCAP's annual review through which progress is monitored and on-going priorities and needs are re-evaluated and modified when appropriate. The actions and services that address educator equity include utilizing mentor teachers, administrative support, targeted professional development and inservicing opportunities. In grades Tk-5 our Success for All facilitator monitors student progress and serves as a literacy coach for teachers. The district further supports all teachers new to the field by enrolling them in an induction for beginning teachers program and providing them with an onsite mentor teacher.

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).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Trinity Alps Unified School District's parent and family engagement policy was developed by the School Site Councils in a collaborative effort with input from parent representatives and other stakeholders. Site Principals distribute the district's Parent and Family Engagement Policy at Back to School Night conducted in the fall of each school year. Teachers follow-up with families by going over the policy during parent/teacher conferences. Additionally, the policy, along with other related school and community resources are made readily available to families at district and school offices. Translation services are provided to parents with limited English proficiency through a parent liaison when providing information and school reports. Principals and teachers encourage parents to assume leadership roles by serving on School Site Council, Boosters, District Advisory Committees and the School Board. Accommodations are provided to ensure the disabled have opportunity to informed participation. Surveys are administered annually to identify needs and interests of parents and students and gather suggestions for strengthening family/school relationships. Based on this input, school and/or community members offer training sessions to provide information and strategies on topics relevant to parents such as positive discipline, early literacy, homework strategies and preparing students for SBAC. Refreshments and childcare are provided free of charge to encourage participation. The District also coordinates with local mental health agencies to educate parents on the best practices for preventing children from joining gangs and other negative lifestyles. Community events are planned and offered to provide safe and healthy activities, such as fall festivities, for children and their families. Regularly scheduled early release days provide staff with time for parent collaboration, professional development and implementation of programs that help build ties between parents and school. Libraries at each site include staff and parent sections stocked with books and cd's on topics such as child development, understanding the culture of poverty, love and logic, and other relevant materials. School websites provide information on school events and provide a link for students and parents to anonymously report incidents and concerns. Our SIS gives parents online access via a portal to monitor student grades. Parents and families are encouraged to take active roles in our school community by attending student recognition assemblies and related evening functions, volunteering in classrooms and on field trips, and participating in a wide variety of activities, events and fundraising endeavors in support of their child's education.

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.

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:

SWP: N/A

TAS: Title I funds are used to provide supplemental instructional services to eligible high school students identified as having the greatest need for special assistance. Eligible students are students identified by the school as failing, or most at risk of failing, to meet the challenging state academic standards on the basis of multiple, educationally related, objective criteria. Alps View High teachers work individually with students on credit recovery and provide tutoring and support services as appropriate.

Neglected or delinquent: N/A Trinity County Office of Education is the provider of these services.

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:

Trinity Alps Unified School District works in coordination with the Trinity County Office of Education to support the special needs of students who are Foster youth or are homeless under the definition in the McKinney-Vento Homeless Assistance Act. These students are typically identified by administrators, teachers, bus drivers and school office personnel. Parents/students rights are given to all students at the beginning of the year and to every new student during the course of the year. There are no group homes in Trinity County. Our homeless population is 2%. Our designated homeless liaison coordinates support for identified students and works with school staff, county office and other local agencies to ensure compliance with district policy and federal/state mandates regarding immediate enrollment, appropriate placement, and other mandated requirements. Services using Title I, Part A reservation funds include purchasing shoes, clothing, backpacks, transportation to school or medical appointments as needed. Tutoring services are offered as needed and all meals are provided during school operating hours.

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.

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:

Trinity Alps Unified School District holds a Kindergarten Round Up and visitation day prior to the start of kindergarten to facilitate a smooth transition for students. The staff communicates with community preschool teachers and county office of education SELPA prior to students entering kindergarten to address any necessary needs. The district holds a visitation day prior to the start of high school to facilitate a smooth transition for middle school students. The high school staff communicates with teachers from all elementary feeder schools and county office of education SELPA to address any necessary needs. All students participate in the College to Career program through the implementation of a K-12 counseling book coordinated through our Work Base Learning Coordinator. Students are provided regular opportunities to explore and expand their career awareness at every grade level. Trinity Preparatory Academy offers Gear-Up counseling services to 6th-8th grade students, with a focus on college and career readiness and study skills. Eighth grade students from the district's feeder schools all participate in the Moving Up Assembly at Trinity High School. Administrators, academic counselors and student leaders from Trinity High School meet with incoming students to schedule classes and share information on activities and how to effectively transition to high school. Once in high school, students are monitored throughout their high school experience by an academic counselor who meets with them regularly to review their progress and ensure they are on track for meeting graduation requirements. Our Career and Technical Education program provides students with extensive course offerings and pathways that promote academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. AVID course offerings provide students with strategies and resources to prepare them for future success in college. Students can take AP and CTE courses which can earn them college credits and advancement opportunities. Parent education nights offer students and families information on high school and college readiness in order to assist parents in planning for their child's future. Our high school coordinates college readiness events for families, such as college financial aid guidance and military service options. Our community has a well supported Scholarship Foundation that provides financial assistance to students pursuing post-high school education.

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:

N/A

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:

There are no juvenile correctional facilities in our county.

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Title II funds, along with our state and local funds, support the goals of our LCAP including professional development for administrators, teachers and staff. Analysis of data collected from observations and performance reviews of school staff based on the standards for school leadership and professional teaching standards along with student achievement data drive the focus of our professional learning goals. Needs for groups as well as individuals are identified through a collaborative effort as part of the annual review of our LCAP. Long range and short term plans for growth and improvement incorporate district priorities as well as state and federal initiatives. Local teachers, community members, regional partnerships, institutions of higher education, county offices of education serve as professional learning providers and partners. Learning opportunities are designed to provide instruction and support for implementing evidence based strategies for increasing educator and student effectiveness. Metrics are linked to these goals within the LCAP to monitor growth and improvement. Actions and services may be continued or revised based on findings of the annual review in a dynamic, responsive system of support and accountability that includes input from all stakeholders. Additionally, the district supports newly credentialed teachers by enrolling them in an induction for beginning teachers program and by providing a mentor teacher. The district also supports all new administrators by enrolling them in an induction program and hiring mentors within their field. Success for All provides a point coach to the elementary school staff for ensuring the implementation of best practices within the reading program. The district also dedicates an early release every Tuesday to enable staff at all sites the opportunity for collaboration and peer support.

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:

We have no schools within our LEA that have been identified for CSI. Trinity Alps Unified School District is a small rural school district located in northern California. It is challenging to attract qualified teachers and administrators. We make a concerted effort to encourage staff to pursue their education and acquire credentials in the areas of high need such as special education. Hiring local educators has helped with staff retention.

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:

TAUSD uses a process of data collection, review and analysis to evaluate the effectiveness of our professional development efforts to help teachers improve their teaching. Professional learning priorities are identified through a collaborative effort as part of the annual review of our LCAP. Representatives from all stakeholder groups serve on the LCAP Advisory Committee as described in the LCAP Stakeholder Engagement section. Input is collected over the course of a series of local meetings held each year and includes data from surveys of parents, students, staff and community. Actions and services identified for professional development and outlined in the LCAP may be continued or revised based on the findings and recommendations of the Advisory Committee in a dynamic, responsive system of review, analysis and accountability. Bargaining units provide feedback and recommendations for building a District calendar that includes adequate time and opportunity for all staff to participate in PD. Public hearings are scheduled prior to Board adoption to ensure the Annual Review and Revisions of the District's LCAP adequately capture and reflect the input and priorities of all members of the school community.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

TAUSD developed its application in consultation with its stakeholders through a variety of avenues as described in our LCAP under stakeholder engagement. Specifically, a formal LCAP advisory committee, consisting of parents, students, teachers, staff, community members, and representatives from all bargaining met multiple times over the course of the year to evaluate progress towards meeting our LCAP goals. A needs assessment was conducted utilizing input from these stakeholder meetings, along with comprehensive survey data, and actual outcomes on metrics identified for monitoring annual progress towards meeting the state's priorities within our LCAP. With the ongoing assistance and leadership through Trinity County Office of Education we were able to assess current needs, identify priorities and align our actions within the LCAP to promote continuous improvement for all students. Stakeholders identified a critical need for ensuring the digital literacy of all students through this process as it appears to have tremendous impact on students' overall academic achievement levels as well as college and career readiness.