

California Department of Education

LCAP Federal Addendum System

Submission
Dashboard

Twin Rivers Charter (51714640107318)

Status: Approved

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Karen Villalobos**LEA Contact Email: **kvillalobos@twinriversoncharter.org**LEA Contact Phone: **530-755-2872**[Edit LEA Contact](#)**Instructions, Strategy, and Alignment****Status: Approved**

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

[View Instructions, Strategy, and Alignment Section](#)**Title I, Part A****Status: Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A Section" button below to review (and print) your responses.

[View Title I, Part A Section](#)

Title I, Part A, Educator Equity

Status: Approved

This section's responses have been approved by CDE. Select the "View Title I, Part A, Educator Equity Section" button below to review (and print) your responses.

[View Title I, Part A, Educator Equity Section](#)

Title II, Part A

Status: Approved

This section's responses have been approved by CDE. Select the "View Title II, Part A Section" button below to review (and print) your responses.

[View Title II, Part A Section](#)

Title III, Part A

Status: Approved

This section's responses have been approved by CDE. Select the "View Title III, Part A Section" button below to review (and print) your responses.

[View Title III, Part A Section](#)

Title IV, Part A

Status: Approved

This section's responses have been approved by CDE. Select the "View Title IV, Part A Section" button below to review (and print) your responses.

[View Title IV, Part A Section](#)

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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.

Response from Twin Rivers Charter:

Twin Rivers Charter School (TRCS) utilizes federal funds to supplement and enhance the educational support for students who may not be identified as high needs according to LCAP (foster youth, English learners, and low income) as well as provide additional funding needed to fully support instructional materials, staff training, and additional instructional staff in order to fully support our local priorities and initiatives as identified in the TRCS LCAP.

Federal funds support the hiring and training of paraprofessionals in grades TK-4 in order to support student needs. Federal funds also ensure additional training of teachers and paraprofessionals in specific areas (e.g., effective first instruction, academic vocabulary) to support the increase of student achievement.

At TRCS, federal funds are utilized to:

- 1) Employ intervention teachers to support classroom instruction;
- 2) Provide additional professional development training; and
- 3) Provide direct instruction for struggling students in all grade levels through the use of paraprofessional instructional support.
- 4) Purchase science and curriculum (supplemental instructional and elective class materials).

Federal funds enhance the LCFF ensuring that students who may not be classified as high need, but may struggle because of other identified constraints (e.g., SEL, behavior) are able to access additional resources and support, offered by Twin Rivers Charter School.

APPROVED BY CDE

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.

Response from Twin Rivers Charter:

Twin Rivers Charter School utilizes federal funds to align with local priorities, including offering additional professional development to all staff, including paraprofessionals and substitute teachers for training that may be grant or locally funded (e.g., MTSS / SUMS grant). In addition, TRCS utilizes federal funds to supplement funds for science, the Life Skill elective class, and supplemental instructional materials (e.g., ELD workbooks).

APPROVED BY CDE

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

Karen Villalobos

Contact Phone and Optional Extension

5307552872

Optional Extension

Contact Email

kvillalobos@twinriverscharterschool.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

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).

Response from Twin Rivers Charter:

N/A

APPROVED BY CDE

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

Response from Twin Rivers Charter:

TRCS believes that the school, parents, and students share the responsibility for improved student academic achievement. The School Site Council will review and approve the parent and family engagement policy (School-Family Policy) during the 2019-2020 school year. The Policy outlines the shared responsibilities of students, parents and the school. This policy is based on Board Policy and Administrative Regulations and is distributed annually to all parents and guardians at the beginning of each new school year in the TRCS Student and Parent Handbook or upon enrollment. In budget development, 1% of Title 1 funds are set aside to support parent and family engagement activities. Expenditures support LCAP Goal 3, TRCS will promote student engagement and a school culture conducive to learning. TRCS provides

opportunities for the informed participation of parents and families with disabilities by providing reasonable accommodations (sign-language interpreters, translators, etc.) to parents and family members as needed. Special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. Staff development for the past three years has focused on Professional Learning Communities (PLC). Wednesday early release days are used to analyze student assessments and create targeted learning groups for ALL students. The Special Education teacher and Para-professional push into classrooms to help support students with IEP's but also students who are below grade level standards. Curriculum for a VI student is enlarged in all curricular areas. This student has an aide that helps support him in the classroom and works with him in all areas. This student is also provided with a mobility specialist. TRCS has a SST team that meets with parents/teachers concerned with students demonstrating academic and/or social concerns. The SST team comes up with ideas to help students be successful. Parents are an important part of this team and notes are taken to reflect members input. The progress of the suggestions is monitored through a subsequent SST meeting. Referral for special education and/or 504 support is generated through the SST process. Staff development focused on special education issues continues to be a priority at TRCS.

TRCS has created a comprehensive Parent- Student Handbook. The Handbook lists information regarding Migrant Education and guidelines (E.C. 54444.2). The Handbook lists the Rights of Parents, Guardians and Students in regards to Councils and Committees, Volunteering Classroom Observing, etc. The Handbook provides information to parents regarding individualized instruction as well as a complete overview of Special Education (Notice of Procedural Safeguards and Parents' Rights).

APPROVED BY CDE

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.

Response from Twin Rivers Charter:

SWP: N/A

TAS: TRCS teachers identify students with additional supports in the classroom. Children who are economically disadvantaged, children with disabilities, and limited English proficient children are eligible for services on the same basis as other children. The goal of services is to improve teaching and learning to enable participants to meet the challenging State performance standards that all children are expected to master. During WIN (Whatever I need) time students are provided intervention/extension activities based on classroom assessments. Instructional Aides are in all classrooms. TRCS paraprofessionals have been trained to work with small groups of students in the area of reading and math. Staff development has been provided throughout the school year, with a focus on MTSS (Rti - Social/Emotional, Academic and Behavior) meeting the needs of the whole student.

Neglected or delinquent: N/A

APPROVED BY CDE**Address the ESSA provision:**

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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.

Response from Twin Rivers Charter:

TRCS identifies eligible students based on our SIS. Identified students based on need (economically disadvantaged, children with disabilities, and limited English proficient) are eligible for services on the same basis as other children. TRCS uses SIS data and stakeholder input (including the student, teacher, staff, and parent) to ensure that support is provided to our eligible students.

Title I services are provided by highly qualified teachers and/or paraprofessionals. Services are provided based on the needs of students. Our MTSS System and RTI time is used to provide intervention/extension learning for all students. Services may include small group intervention, instruction inside the school day and/or in-class or pull out instruction during non-core instructional times. All curriculum materials are aligned with the California content standards. In addition to core curriculum, Title I students may utilize research based supplemental materials to help them master content standards. Title I services are provided to students who meet any of the following criteria: • Students identified as failing or are at risk of failing to meet the state content standards. • Students who score intensive in district benchmark assessment. • Students who score Standard Not Met in ELA or Math on the CAASPP. Teachers meet on a regular basis to discuss students at risk. These students are placed in intervention groups during WIN (Whatever I Need) time to address academic deficiencies. The movement of students from one WIN group to another is fluid; students exit and enter WIN time depending on the skill or concept needing additional teaching support. Students identified as eligible are able to access counseling and supplemental instruction to support their student success (ELD materials, instructional materials, STEM, Chromebooks) for hands on experiences and opportunities for student success.

APPROVED BY CDE**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.).

Response from Twin Rivers Charter:

TRCS recognizes its obligation to ensure that homeless children have access to the same free and appropriate public education provided to other children within the district. TRCS shall provide homeless students with access to education and other services necessary for these students to meet the same academic standards as other students. Homeless students shall not be segregated into a program or stigmatized based on their status as homeless. The Superintendent (or designee) shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation. The school district has implemented a coordinated system for ensuring that homeless children are identified through a coordination of activities with other entities and agencies, including social service providers, schools, and community members. The Superintendent or designee will act as an information source and intermediary between school, staff, social service agencies and homeless families. TRCS will have posted a homeless student's rights poster and have rights information available for parents and children. Provision of Comparable Services: Upon identification and/or enrollment as a "homeless" student, the student is promptly provided with services comparable to other students (school nutrition GATE, state and federal programs). Upon identification and/or enrollment as a "homeless" student, the student will be eligible for Title I services. Homeless students shall automatically qualify for and should receive breakfast and lunches through the free and reduced meal program. Parents should be given appropriate paperwork upon enrollment and enrollment should be facilitated by the school site administrator.

APPROVED BY CDE**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.

Response from Twin Rivers Charter:

N/A

APPROVED BY CDE

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.

Response from Twin Rivers Charter:

TRCS offers a School To Career (S2C) Program in middle school. Part of this program (including 2 ROP/CTE elective paths) includes taking a career survey that is utilized at three of our area High Schools (YCHS, RVHS, and SUHS). In addition, our Middle School to High School Programs/Counseling includes visits from the local high school counselors to share matriculation information and course sign up for 8th grade students.

Other strategies TRCS implements:

- + S2C Day - Students are encouraged to wear a college or technical/trade school t-shirt. The first year of this TRCS was gifted almost 100 t-shirts. These shirts were given to our low socio economic students and students demonstrating a need.
- + Students in CJSF (California Junior Scholarship Federation) visit at least one college campus a year.
- + Middle School Students attended a Career Expo at Yuba College - where they were able to see industry sector careers. The career survey ties into this activity.
- + Student promoting from 8th grade may take courses at Yuba College (summer they leave TRCS) to gain college credits.

SCSOS ROP Program is a collaborating partner with TRCS supporting online course access for our students, as well collaboration among the high school ROP/CTE programs. (ESSA Section 1112(b)(1)).

APPROVED BY CDE

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.

Response from Twin Rivers Charter:

N/A

APPROVED BY CDE

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

Karen Villalobos

**Contact Phone
and Optional Extension**

530-755-2872

Optional Extension

Contact Email

kvillalobos@twinriverscharterschool.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title I, Part A, Educator Equity

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:

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.

Response from Twin Rivers Charter:

Not applicable. LEA is a charter school.

APPROVED BY CDE

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

Karen Villalobos

**Contact Phone
and Optional Extension**

5307552872

Optional Extension

Contact Email

kvillalobos@twinriverscharterschool.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title II, 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:

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.

Response from Twin Rivers Charter:

Twin Rivers Charter School wrote and was approved for a SUMS grant in Spring 2018. This school-wide initiative ensured that all staff members are trained in deepening their current practice and growing our teacher leadership capacity. The SUMS grant (MTSS) invited new staff members to the Leadership Team and supported their growth and development. In addition, TRCS provides the following professional development opportunities to our staff.

All staff participates in Early Release Wednesday schedule in order to be involved with ongoing PLC work and weekly professional development training (in bite sized chunks). Each week the teachers and administrative staff attend training's on behavior, special education strategies, social/emotional support to ensure that each staff member's knowledge is deepening in their practice.

Teachers:

+ TRCS participates in SCSOS's TCIP (Induction) for beginning teachers. Teachers completing their Induction Program (2 years) are supported with a site level coach and inquiry cycle.

+ TRCS teachers in their Induction Program complete the Formal Evaluation Cycle (TRCS Superintendent/Principal) twice during their Induction Program.

Administrators:

+ TRCS participates with PCOE for the Tier 1 Administrator Program.

+ TRCS also participates in the ACSA mentorship program for aspiring and new administrators. TRCS pays ACSA dues for all Administrative positions.

Our belief that we grow educators to make the educational community stronger is evident in supporting 5 administrative program candidates. We have been able to hire 3 administrators within TRCS, and one candidate received their first administrative position offer outside of TRCS.

+ TRCS supports its administrative staff with professional development selected by each administrative team member. This training is in addition to the PLC training that is a school wide initiative.

New to TRCS Staff Members:

-Local mentor-ship program for teachers new to TRCS

-Local mentor-ship program for intern teachers (in an Intern Program)

New to TRCS and Intern supports are exclusive to TRCS, although it is informally modeled after PAR Program from the early 2000s. TRCS belief is that new educators, whether it be new to the classroom, or new to an administrative role need every opportunity to grow to be successful.

Classified:

+ All classified staff attends all school-wide professional development (e.g., Professional Learning Communities, PBIS, and Professional Learning Communities) in order to ensure staff all hears and understands common initiatives to support student achievement.

+ Classified Staff also have a monthly PD meeting where they attend PD with the teachers (Early Release Wednesday's) to gain skills.

+ Additional PD is based on needs (e.g., Tiger Care attendants attended After School Training components last fall to support their skills in differentiating activities in the After School Tiger Care Program).

TRCS's Administrative Team meets weekly to review growth and improvement areas. The cycle of inquiry is critical to our growth and improvement and we recognize this need. Utilizing the PLC model our school has been able to hone in on goals and outcomes, including the formative assessment cycle, student objectives, and assessment data. This type of review has led to three years of growth in both ELA and Math on the CAASPP.

APPROVED BY CDE

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).

Response from Twin Rivers Charter:

TRCS is a single LEA. All funds are prioritized to students and programs targeted to improve activities and delivery to increase student achievement.

APPROVED BY CDE

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.

Response from Twin Rivers Charter:

Please describe the ways in which the LEA meaningfully consults with the following stakeholders to update and improve Title II, Part A-funded activities:

- Teachers
- Principals and other school leaders
- Paraprofessionals (including organizations representing such individuals)
- Specialized instructional support personnel
- Charter school leaders (in a local educational agency that has charter schools)
- Parents
- Community partners
- Organizations or partners with relevant and demonstrated expertise in programs and activities

TRCS is a single site LEA. Our school collaborates with all stakeholders to improve Title II, Part A funding through ongoing LCAP parent meetings and feedback sought through our LCAP survey. TRCS reviews it's strategic plan annually and ensures participation through all channels of the re-authorization process.

APPROVED BY CDE

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

Karen Villalobos

**Contact Phone
and Optional Extension**

530755-2872

Optional Extension

Contact Email

kvillalobos@twinriversoncharter.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

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.

Response from Twin Rivers Charter:

Explicit Professional Development that our Staff has been trained in 2018/19 includes:

-Kate Kinsella Academic Vocabulary Toolkit (grades 3-8 ELA)

-ELD Curriculum Training for our ELA Curriculum (Study Sync/Reading Wonders and California English 3D for our ELD students who receive comprehensive language time each day)

In addition, TRCS uses effective professional development based on the school-wide PLC initiative. The PLC ensures that our teaching staff has a chance to work collaboratively as a team to ensure that all students are successful. The PLC time supports our EL student success and is dedicated weekly time built into our school schedule.

The focus for TRCS in 2018/2019 was becoming a PLC and ensuring that weekly collaboration time between grade level and subject matter partners was dedicated and protected. In order to achieve a true PLC time was set aside at each early release Wednesday. The first hour of our early release days is to ensure this collaboration occurs. The second part of the early release afternoon is professional development. The first Monday of every Monday is dedicated to PBIS updates and next steps in

implementation. Data is reviewed from the previous month and a focus area for the next month is identified to support decreasing student infractions. This year in order to develop student relationships the focus will be turned to relationships between students and staff and staff to staff. This professional development is instrumental in working within a PLC to support staff in gaining professional development skills to support their work with students. ESSA SECTION 3115(c)(2)

APPROVED BY CDE

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.

Response from Twin Rivers Charter:

N/A - Historically TRCS has not had any immigrant children or youth.

APPROVED BY CDE

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.

Response from Twin Rivers Charter:

TRCS's English Language Advisory Committee (ELAC) meets four times a year. Our ELAC coordinator reaches out to our EL families individually (via phone or face to face) to ensure their attendance at these meetings. In addition our ELAC coordinator also attends PTO meetings in order to translate materials. Our ELAC made this role (attending PTO meetings) to ensure collaboration and communication across the parent committees.

Students who are designated ELD have a minimum 3 days week/40 minutes of designated ELD instruction with a qualified instructor in 3D Edge (ELD Curriculum).

In addition, the entire 3rd - 8th grade teaching staff has attended/or is attending ATV training (Kate Kinsella) on integrating academic vocabulary in the classroom. This training is best practice for all teachers, but has also been very beneficial for our ELD students.

ELD students are also able to access tutoring two (2) afternoons a week with the ELD Coordinator. Students may stay for an hour twice a week to receive additional tutoring with the instructor, or use it as dedicated time for homework and or assistance. The ELC Coordinator checks in with each student's teacher to ensure alignment with tutoring time and classroom instruction to support students increasing their English language proficiency and State academic content standards. ESSA SECTION 3116(b)(1)

APPROVED BY CDE

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.

Response from Twin Rivers Charter:

TRCS is held accountable for our EL student success in a variety of methods:

- 1) Monthly Board of Director updates - data about our EL student data is provided, as well as student achievement across the school;
- 2) Our EL Advisory Meetings which are held every other month. Assessment data and results are shared with this committee at each meeting including progress and areas focus for goals; and
- 3) YCUSD (authorizer) Board Meetings. ELs are a focus group our Charter Authorizer requires we present on annually.

Our EL population data is monitored internally to ensure that our ELs are achieving at the same level as all students. Note: TRCS does not have an achievement gap with any sub population as noted on our Dashboard.

APPROVED BY CDE

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

Karen Villalobos

Contact Phone and Optional Extension

530-755-2872

Optional Extension

Contact Email

kvillalobos@twinriverscharterschool.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title IV, 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 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.

Response from Twin Rivers Charter:

TRCS rolls its Title IV, Part A funds into Title 1. These funds (\$10,000) have been allocated for new smart TVs in Kindergarten - Third Grade classrooms (8 total) and support the effective use of technology in our classrooms.

APPROVED BY CDE**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

Karen Villalobos

**Contact Phone
and Optional Extension**

530-755-2872

Optional Extension

Contact Email

kvillalobos@twinriverscharterschool.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233