

**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)

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 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.

TTUSD 2021-2022 Federal Addendum Title III Update

June 16, 2021

Title III, Part A

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

1. 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.

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

Title III Professional Development

ESSA SECTION 3115(c)(2)

3. 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 Tahoe-Truckee Unified:

TTUSD uses Title III to fund a portion of the position of Coordinator of ELD and Accountability. One significant 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.

For 2021-2022, the Coordinator of ELD and Accountability will provide professional development related to Academic Conversations and enhancement of Designated and Integrated ELD lessons. This includes a collaboration with Jeff Zwiers and Stanford Understanding Language team. Additionally, at least three PLC meetings with EL coordinators will be merged with the Reading Intervention PLC to align services and look at student evidence to ensure the effectiveness of the programs.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

1. Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Response from Tahoe-Truckee Unified:

N/A

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Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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 Tahoe-Truckee Unified:

Each site has goals specific to the 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. For 2021-2022, TTUSD has developed a readiness document for use with communication to students and families about each student's readiness for high

school, and for use in student goal setting. Additionally, English learners are given priority for summer and afterschool programs.

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English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

1. Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

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 meeting the challenging State Academic Standards.

Response from Tahoe-Truckee Unified:

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 held with students, families, teachers and administrators to set goals for individual students who are LTEL or at risk of becoming LTEL

EL ILPs were put on hold during the 2020-2021 due to Covid-19. For 2021-2022, there will be a renewed effort to create EL ILPs (along with regular meetings for families) for English Learners who are LTEL or at risk of becoming LTEL.

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