



PUBLIC NOTICE PUBLIC NOTICE PUBLIC NOTICE

**Twin Rivers Unified School District
155 Morey Avenue
Sacramento, CA 95838**

**Policy Committee Meeting
March 19, 2026
3:30 p.m.
Agenda**

I. Welcome

Call to Order/Roll Call

Amanda Gutierrez, PC Head Start Committee Policy Chair
Juana Rico, PC Head Start Committee Vice Chair
Amber Maciel, PC Head Start Committee Secretary
Josie Liles, PC Member
Briana Barrera, PC Member
Zyhira Jones, PC Member
Maddie Barns, PC Member
Sequoia Burse, PC Head Start Community Representative
Johana Scott, Director of Early Childhood Education
Gaylon Ndiaye, Governance and Parent Engagement Coordinator
Rena Singh, Principal/Director
Faydra Acker, Office Manager

II. Action Items

- A. Approval of the February 19, 2026 meeting minutes.
- B. Approval of Head Start and Early Head Start Grant Application (Basic and Training Assistance/ Technical Assistance) for Fiscal Year 2026-2027 (August 1, 2026 – July 31, 2027)

III. Information Items

Information item: A-K

- A. Education
- B. ERSEA
- C. Enrollment and Attendance Report
- D. Health
- E. Meal Count reports
- F. Mental Health
- G. Family and Community Partnerships/Parent Involvement
- H. Disabilities
- I. Special Education Report
- J. Fiscal

Update on Morey Ave, Oakdale, Village, and Rio Linda Preschool Programs.

IV. Public Participation

V. Adjournment

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Twin Rivers Unified School District
155 Morey Avenue
Sacramento, CA 95838

Policy Committee Meeting
February 19, 2026
3:30 p.m.
Minutes

I. Welcome

Call to Order/Roll Call

Meeting was called to order at 3:39 pm by Amanda Gutierrez, Head Start Policy Committee Chair

Attendees:

Amanda Gutierrez, Head Start Policy Committee Chair

Zyhira Jones, PC Member

Briana Barrera, PC Member

Maddie Barns, PC Member

Johana Scott, Director of Early Childhood Education

Rena Singh, Principal/Director

Faydra Acker, Office Manager

New Members Seated Present:

Member Absent:

Juana Rico, PC Head Start Committee Vice Chair

Amber Maciel, PC Head Start Committee Secretary

Josie Liles, PC Member

Sequoia Burse, PC Head Start Community Representative

Rafael Gavidia, Mental Health

Gaylon Ndiaye, Governance and Parent Engagement Coordinator

II. Consent Items

A. Approval of the January 15, 2026, Meeting minutes.

The minutes were reviewed: Approval of minutes with corrections. Correction as follows.

Briana Barrera motioned to approve the January 15, 2026, meeting minutes. Maddie Barns seconded the motion.

The vote was as follows:

Aye: # 3-Zyhira Jones, Briana Barrer, Maddie Barns

Nay: #0

Abstention: # 1-Amanda Gutierrez

III. Information Items

Information item: A-K

Notes: *Rena Singh, Principal/Director, provided component reports for the PC Members.*

- A. Education
- B. ERSEA
- C. Enrollment and Attendance Report- *Faydra went over enrollment numbers and attendance. She talked about the top three reasons why students are absent from school.*
- D. Health
- E. Meal Count reports
- F. Mental Health
- G. Family and Community Partnerships/Parent Involvement
- H. Disabilities
- I. Special Education Report
- J. Fiscal

Update on Morey Ave, Oakdale, Village, and Rio Linda Preschool Programs.

The information items were reviewed; no questions or corrections.

Johana let the PC members know the next month PC meeting is a very important meeting for the program.

IV. Public Participation

None

Adjournment

The meeting was adjourned at 3:53 pm.



Early Head Start and Head Start Monthly Report February 2026

Early Head Start (EHS) and Head Start (HS) funded preschool classes are located at Morey Avenue ECDC, Oakdale Elementary, Rio Linda Preschool, and Village Elementary. The programs serve children 18 months to 5 years of age. The Early Head Start and Head Start leadership team consists of support staff who are assigned to the following component areas: Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA); Education, Mental Health, and Disabilities; Health; Family Engagement and Nutrition; and Program Design and Management (PDM).

Eligibility, Recruitment, Selection, Enrollment & Attendance

February reflected continued ERSEA operations focused on enrollment movement, attendance monitoring, recruitment support, and strong internal systems to maintain compliance. The ERSEA team supported daily attendance entry and follow-up in ChildPlus and Aeries, responded to family questions and Learning Genie messages, and ensured timely updates for late arrivals, absences, and start dates. Staff also continued to clean and streamline the waitlist (including transferring records to an online format for improved tracking), prepared and organized enrollment packets, and completed file set-up and reviews for newly enrolled children.

Recruitment and enrollment support continued through active outreach to waitlisted families, collection of eligibility documents, and preparation of new student notifications to classroom teams. The ERSEA team also maintained day-to-day operations across sites by coordinating substitute coverage and assignments, delivering supplies and student files between locations, supporting timecard and staffing processes, tracking First Aid/CPR compliance needs, and collecting and entering in-kind documentation to support program goals. Monthly compliance deliverables were completed, including enrollment reporting to SETA and routine data checks. Total enrollment for February: Early Head Start 51 and Head Start 151.

Education, Mental Health & Disabilities

The Site Supervisor, serving as the Education Component Leader, provided oversight across all program sites with a focus on quality implementation, compliance, and staff support. Throughout February, the Education Component Leader supported off-site coverage at Oakdale, Rio Linda, and Village; monitored DRDP and ASQ/ASQ:SE data entry and rescreens in ChildPlus and Learning Genie and classroom education tracking tools; and provided follow-up to ensure documentation remained accurate and current.

The Education Component Leader also collaborated with SETA supports on the Corrective Action Plan (CAP) and participated in a CORE visit on February 27, 2026, which included classroom observations, debriefing, and planning for the next CORE training cycle in April.

During February, program monitoring and coaching support continued to strengthen implementation and documentation practices across sites. Follow-up technical assistance included targeted walkthroughs, review of PIR-aligned tracking tools, and coordination with SETA supports to address corrective action and readiness priorities.

Mental Health services continued to support classrooms, staff, and families through consultation, collaboration, and referrals aligned with Head Start Program Performance Standards. During February, the Mental Health Specialist supported staff morale and implementation through wellness supports (mindfulness breathing and calming activities) and by partnering with the education team during professional development. Across the month, the Mental Health Specialist participated in 18 service/training activities and provided classroom-based support and consultation across 35 documented visits, including coordinated deep breathing lessons and self-regulation strategies connected to classroom learning. Ongoing consultation supported staff in responding to challenging behaviors while strengthening consistent routines, transitions, and student engagement. Family support included 12 documented parent meetings and follow-ups to connect families with community mental health resources, provide referrals, and partner with teachers around student-specific needs.

Disabilities and Special Education services continued as scheduled, with coordinated planning to support timely meetings, transitions, and service delivery. In February 2026, the program reported 37 children enrolled with an active IEP and 5 children enrolled with an active IFSP. Cumulatively for the program year, 38 children have had an IEP and 7 children have had an IFSP. Five children were pending services, and five future IEP meetings were scheduled. Please see the attached Special Education Report for details.

Family Engagement & Nutrition

Family engagement remained active throughout February through ongoing classroom-to-home communication systems and program-wide coordination. Teams supported families with enrollment follow-up, scheduling and documentation needs, and timely communication through Learning Genie. In-kind participation continued to be encouraged and tracked, with regular reminders and collection processes supported by site staff. Mental Health services also contributed to family engagement through parent meetings and follow-ups to connect families with community resources and to address student-specific concerns in partnership with teaching teams.

Nutrition services remained consistent and supported children's wellness and readiness to learn. During February, the program served 2,312 breakfasts and 2,312 lunches (4,624 total meals). Meal count data were compiled and communicated as part of monthly reporting, supporting ongoing planning and compliance.

Health

During February, the School Nurse and Health Services Assistant continued to provide health oversight across all sites with an emphasis on file compliance, screening completion, and family notifications. Health documentation and compliance activities included ongoing student file review for new enrollments, immunization compliance follow-up, routine filing maintenance, growth assessments for EHS students (and HS transfer assessments as needed), and preparation and distribution of parent physical notifications with documentation placed in student files. Staff meeting communication also reinforced expectations for sanitizing logs and health-related classroom procedures.

The health team participated in required coordination activities and services, including Health Services RN and HSA meetings, leadership meeting participation, and coordinated planning for children with identified needs. Services included dental education in classrooms and an Oakdale dental screening on February 27, 2026. The health team also supported coordinated services through IEP scheduling and individualized student health planning, including allergy health plans and medication checks to ensure student safety.

Program Design & Management

The Principal, serving as the Program Design and Management (PDM) Leader, provided leadership and oversight throughout February with a strong emphasis on grant work, operational coordination across sites, and compliance monitoring. Key activities included staff meetings (2/3), an on-site fire drill (2/10), participation in a principal meeting (2/10), ECE staff meeting/PD (2/11), a PIR meeting (2/12), and First Aid/CPR training (2/13). Leadership team collaboration continued with the leadership meeting and Teacher Collaboration Meetings on 2/20, where the director joined teams to provide input and strengthen implementation. Staffing remained adequate to support daily operations, and interviews and planning for key roles continued to ensure program stability and responsiveness.

Professional development and compliance supports were key highlights. On February 6, 2026, staff participated in a co-facilitated training focused on IDP strategies, home visits, lesson plans, and kindergarten readiness, reinforcing consistent instructional planning and documentation practices. Unannounced safety and supervision visits were completed and documented, and site walkthroughs focused on classroom compliance items and readiness, including preparation for licensing.

Fiscal

The Principal manages the Head Start and Early Head Start funds, which are utilized to acquire appropriate supplies for student learning and to maintain the Head Start program. *See the attached monthly fiscal report.*



Head Start & Early Head Start Meal Distribution Report

Completed by:	Julia Yang
Month:	February
Breakfast:	2312
Lunch:	2312
Total:	4624



Monthly Special Education Report

Twin Rivers USD

February 2026

Agency Name

Reporting Month/Year

		IFSP	IEP
A	Cumulative number of children with an IFSP/IEP for the Program Year *	7	38
B	Total number of children enrolled with an active IFSP/IEP	5	37
C	Children with an IFSP/IEP who have dis-enrolled, transferred, or services have been terminated	2	1
D	Children currently pending	0	5
E	Future IFSP/IEP Meetings scheduled	0	5

* (Line B) + (Line C) = Line A

Comments:

Emily Roberts

Speech-Language Pathologist

3/4/2026

Completed by (Print Name)

Title

Date

Please complete and submit by the 1st of each month for the previous reporting month.

Email to Breana (SETA Education Coordinator) @



Head Start Non-Competitive-Continuation Application Year 3 of 5
(August 1, 2026-July 31, 2027)

Grant Application General Instructions - DELEGATES

The Head Start Non-Competitive-Continuation Application for Year 3 of 5 is an abbreviated application.

Formatting Requirements

- Each page must be double-spaced, with one-inch margins on all sides.
- Use a font size of 12 for narrative.
- Each page must be numbered in the lower right corner.

Submission Requirements

- Submit electronic/digital copies only
- Submit all documents by emailing them to:
Melanie.Nicolas@seta.net
- Include documented approval by the Policy Committee and Governing Body (signature page, minutes, and sign-in sheets from the meeting where the grant application took place)
- Include all required forms (see below for checklist of required forms)
- Applications are due no later than **March 6, 2026**, to Melanie Nicolas.
- Late submissions or incomplete applications may delay issuance of a federal grant award

For technical assistance, please contact:

Grant Application Program Support: **Melanie Nicolas** Melanie.Nicolas@seta.net

Grant Application Fiscal Support: **Victor Han** Victor.Han@set.net

SETA CFS/Head Start Program Leadership: **Karen Griffith** Karen.Griffith@seta.net

The 2026-27 complete grant application package consists of the following items:

1. Program Narrative

A program narrative is required **only** if the delegate/partner agency is proposing **any** changes in Program Design related to:

- Enrollment Reduction/Conversion
- Program Options (for example, part-day to full day; center-based to LDO)
- Changes in LDO sites requiring class-size waivers
- X Closures of centers/classrooms
- Opening of new centers/classrooms

Changes related to any of the above require justification, citing data that supports the proposed changes. Enrollment reductions, conversions, and changes to existing or previously approved LDO locations with class-size waivers are considered a Change in Scope and require prior approval from the Office of Head Start. Please refer to the *Program Narrative Form and Instructions Section* below for more information.

HS/EHS Programs require separate forms:

2. Exhibit A-1 (Program Option Types and funded enrollment slots)
3. Exhibit E (List of Centers)
4. 2026-27 Summary List of LDO Classes (For Programs with LDO only)
5. 2026-27 Program Calendar(s) for each program option
6. 2026-27 Basic/Training and Technical Assistance (T/TA) Budget Excel Worksheet
7. 2026-27 Basic/T/TA Budget Narrative/Justification
8. 2026-27 Training and Technical Assistance Plan
9. SF-424A
- 10.SF-424

HS/EHS Programs may submit combined:

11. Board Approvals

- Policy Council Chair Signature Approval Form
- Board Chair Signature Approval Form

- Policy Council Agenda, Attendance Sign-in Sheet, Roster, and Approved Meeting Minutes
- Board Agenda and Approved Meeting Minutes

12. Signed Assurances

- HSES automatically generates the following electronically signed assurances for download in the SF-424 tab
- Certification of HS/EHS Administrative Cost
- Certification Regarding Environmental Tobacco Smoke
- Certification of Drug-free Workplace

13. Other Documents

- Goals and Objectives Year 2 - 2025-26 Progress/Closeout Chart
- Goals and Objectives Year 3 - 2026-27 / Action Plan
- Self-Assessment Summary Report 2025-26 and Program Improvement Plan (PIP) 2025-26
- Self-Assessment PIP 2024-25 Closeout
- Organizational Chart

To be completed in HSES:

- SF-424A
- SF-424
- Program Schedule tab (should align with Exhibit A-1)

AGENCY NAME: ____ TRUSD _____

Agency Contact Name/Email: Johana Scott/ Johana.Scott@trusd.net ____

Program Narrative Form and Instructions Section

NOTE: A program narrative is required only if the delegate/partner agency is proposing any changes in Program Design.

1. Please check what will change for 2026-27. Please check all that applies:

- Enrollment Reduction
Reference: Sect. 640(g)(3) / ACF-IM-HS-22-09
- Conversion
Reference: Sect. 645(a)(5) / 45 CFR §1302.20(c) / ACF-IM-HS-22-09
- Program Options (for example, part-day to full day; center-based to LDO collaboration)
- Changes in LDO sites (adding a class that will need a new class-size waiver)
- Closures of Centers/Classrooms
- Opening of New Centers/Classrooms

2. **Funded Enrollment Changes.** If proposing to change or convert the number of funded enrollment slots, explain the rationale.

b. Provide the funding amount for the Head Start and Early Head Start programs before and after the change.
Funding amounts before and after the proposed change are shown below and align with the submitted Exhibit A-1 forms. For Head Start, the Basic federal share is \$2,552,500 in 2025–26 and \$2,276,554.05 in 2026–27. For Early Head Start, the Basic federal share is \$1,138,521 in 2025–26 and \$963,363.92 in 2026–27.

b. Specify the number of Head Start and Early Head Start enrollment slots before and after the change.

Funded enrollment is proposed to change from 148 to 132 for Head Start and from 52 to 44 for Early Head Start, reflecting closure of the Rio Linda site classrooms. Beginning in 2026–27, the Rio Linda location will be operated by SETA (Sacramento Employment and Training

Agency); children may still attend services at the site, but it will no longer be managed by Twin Rivers Unified School District.

c. Please provide details of the change by completing the table below.

Head Start				
Center locations affected by the change in enrollment reduction or conversion include the zip codes served	Current Enrollment Slots	Proposed 2026-2027	Net Change (-)	<i>Describe the change.</i> <i>Why are you requesting a change in funded enrollment?</i> <u>Provide data points</u> to support the change. Examples of supporting data include enrollment trends for the center, number on the waiting list, and number of TK classes, self-assessment results, etc.
1. Rio Linda Early Learning Center (95673)	16	0	-16	TRUSD will reduce funded Head Start enrollment by closing the Rio Linda Head Start classroom (16 funded slots) effective 2026–27. This change is driven by sustained shifts in community demand as TK options expand districtwide and in Rio Linda. TK classroom expansion continues to shift enrollment demand: TRUSD operated 36 TK classrooms in 2024–25, 48 TK classrooms in 2025–26, and projects 51 TK classrooms in 2026–27,

				including 2 additional TK classrooms in Rio Linda. Beginning 2026–27, the Rio Linda location will be operated by SETA; children may continue to attend at the Rio Linda site, but services will no longer be managed by Twin Rivers. TRUSD will right-size services to maintain full enrollment, strong attendance, and high-quality implementation at remaining TRUSD Head Start sites (Morey, Oakdale, and Village). Families will be supported with referrals and enrollment options based on eligibility and choice.
2.				
3.				
Total	148	132	-16	Total net change reflects closure of Rio Linda Head Start (16 slots).

Please add more rows if necessary.

Early Head Start

Center locations affected by the change in enrollment reduction or conversion include the zip codes served	Current Enrollment Slots	Proposed 2026-2027	Net Change (-)	<p><i>Describe the change.</i> <i>Why are you requesting a change in funded enrollment?</i> Provide data points to support the change. Examples of supporting data include enrollment trends for the center, number on the waiting list, and number of TK classes, self-assessment results, etc.</p>
1. Rio Linda Early Learning Center (95673)	8	0	-8	<p>TRUSD will reduce funded Early Head Start enrollment by closing the Rio Linda Early Head Start classroom (8 funded slots) effective 2026–27. This adjustment reflects reduced infant/toddler demand at this standalone site as early learning options expand in the community and TK grows for 4-year-olds. TK classroom expansion continues to shift enrollment demand: TRUSD operated 36 TK classrooms in 2024–25, 48 TK classrooms in 2025–26, and projects 51 TK classrooms in 2026–27, including 2 additional TK classrooms in Rio Linda. Beginning 2026–27, the Rio Linda location will be operated by SETA;</p>

				eligible families may continue to receive services at the Rio Linda site, but EHS services will no longer be managed by Twin Rivers. TRUSD will consolidate infant/toddler services at remaining TRUSD EHS locations (Morey Avenue and Oakdale) to strengthen continuity of care, supervision, staffing efficiency, and enrollment stability. Families will receive individualized transition planning, referrals, and resource guidance as needed.
2.				
3.				
Total	52	44	-8	Total net change reflects closure of Rio Linda Early Head Start (8 slots).

Please add more rows if necessary.

- a. Conversion to EHS If proposing to convert Head Start slots to Early Head Start slots, then:
 - o Describe how the needs of eligible Head Start children will be met in the community when the conversion takes place.

- Describe how the chosen models (i.e., center-based, home-based) meet the needs of infants, toddlers, and pregnant women.
 - Discuss the agency's capacity to carry out an effective Early Head Start program.
 - Discuss the qualifications, competencies, and training of staff, and describe the facilities and program infrastructure to support the new or expanded Early Head Start program.
 - Specify the proposed timetable for implementation of the conversion.
3. **Locally Designed Option (LDO).** If the agency continues to operate an LDO option and requests to add a new center or class that will require a class-size waiver. This waiver would be used under three circumstances:
- To accommodate a transitioning EHS child into a Head Start classroom in the same center. In these cases, the waiver is used when an EHS child is aging out at 36 months and is eligible for Head Start services on the same campus, but the class is capped at 17. Documentation will be maintained in each child's file when this option is exercised.
 - To accommodate a transitioning EHS child into a Head Start classroom in an adjacent location. In these cases, the waiver is used when an EHS child is aging out at 36 months and is eligible for Head Start services at the nearest location, but the class is capped at 17. Documentation will be maintained in each child's file when this option is exercised.
 - To accommodate a child with disabilities in a Head Start full-inclusion classroom that has been capped at 17.

a. Identify the new center/classroom that will operate an LDO that will need a class-size waiver

b. What is the rationale for requesting an LDO?

Using the chart below, please provide detailed information on **all** (newly added and previously approved) centers/classes that will require class-size waivers). Please include the ChildPlus loc ID and the number of children in each class.

Note: Classes with class-size waivers will be listed as an **LDO** option in the narrative, on Exhibit A-1/ Summary of Federal Funds, and on the Program Schedule in HSES.

Class/classroom with class-size waiver should meet the applicable classroom square footage requirements.

Name of Site	Name of Classroom (Loc ID)	Total # of children in each class:	Previous Waiver? Yes/No
		# of HS # of non-HS	
Total sites:		Total:	

4. Other comments, please include changes in program leadership, organizational structure, and program service delivery.

GOALS & OBJECTIVES

Year 2 of 5

AGENCY NAME	
Twin Rivers Unified School District	
DATE	
8/1/2025-7/31/2026	
Goal #1	Increase child outcomes by developing and strengthening social emotional competencies, family partnerships, and staff development.
OBJECTIVE 1	Increase social-emotional competencies in the Emotional Support domain of CLASS.
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Increase the average CLASS scores in the Emotional Support domain. 2. Provide CLASS recertification training to all lead teaching staff to improve their support of children's social-emotional development.
Year 2 Expected Outcomes	By the end of year 2, the average Emotional Support domain score on the CLASS assessment will increase by 10%.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. CLASS assessment scores from the fall and spring will be compared to measure improvement in the Emotional Support domain scores. 2. Records of staff attendance in the CLASS recertification training will be maintained.
Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)	During Year 2, CLASS Emotional Support was strengthened through ongoing coaching, reflection, and intentional focus on social-emotional practices in classrooms. CLASS data from fall and spring will be compared to determine progress toward the 10% increase goal, and staff participation in CLASS-related training/recertification has been documented. The program used these results to identify focus areas and provide targeted support to improve Emotional Support practices.

<p>What additional items are expected to be completed or accomplished by the end of the year (June 2026)</p>	<p>By June 2026, the program will complete remaining CLASS observations/assessments and finalize the comparison of fall and spring Emotional Support scores. Follow-up coaching and support will continue based on identified trends to strengthen consistency across classrooms. Training/recertification documentation and coaching notes will be finalized for end-of-year reporting and Year 3 planning.</p>	
<p>Expected Challenges/How you might address them</p>	<ol style="list-style-type: none"> 1. Availability of CLASS training can be a challenge. Maintaining communication with Teachstone to be aware of scheduled training opportunities 2. Scheduling staff for training on different dates to not impact the program. 3. Maintaining consistency among classrooms for supporting social-emotional development. 	
<p>Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>	<p>A key challenge has been maintaining consistent CLASS practices across classrooms while balancing staffing needs, schedules, and competing priorities. The program addressed this through ongoing coaching, targeted feedback, and continued focus on Emotional Support strategies during PD and site check-ins. We learned that consistent coaching and frequent reinforcement improves implementation, so Year 3 will emphasize continued coaching cycles and stronger monitoring of classroom practice and data.</p>	
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 1</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Facilitate Pre-intervention Planning (PIP) meetings with staff to address the social emotional levels of individual students.</p>	<p>Education Coordinator, Mental Health Provider, Disabilities Coordinator, HS Director</p>	<p>Fall and Spring</p>
<p>Schedule and conduct CLASS training sessions for all staff members.</p>	<p>Education Coordinator</p>	<p>Annually</p>
<p>Provide ongoing support and resources for staff to implement CLASS strategies in the classroom.</p>	<p>Education Coordinator, Mental Health Provider</p>	<p>Ongoing</p>
<p>Conduct regular observations and provide feedback to staff on their implementation of social-emotional strategies.</p>	<p>Education Coordinator, Site Supervisors, Mental Health Provider</p>	<p>Quarterly</p>
<p>Adjust strategies based on data to ensure continuous improvement in social-emotional outcomes.</p>	<p>Education Coordinator, Site Supervisors, Mental Health Provider, Classroom Staff</p>	<p>After receiving feedback from observations</p>
<p>Incorporate reflective practices where classroom staff can collaborate during Teacher Collaboration Meetings</p>	<p>Education Coordinator, Classroom Staff, in collaboration with Leadership Team</p>	<p>Weekly</p>

OBJECTIVE 2	Utilize the ASQ-SE assessment to measure and improve the social-emotional competencies of children needing special support services.
Measurable Outcomes (Upon completion of Objective)	Increase the percentage of children who demonstrate age-appropriate social-emotional skills on the Ages and Stages Questionnaire (ASQ-SE)
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. Administer the ASQ-SE assessment. 2. Provide targeted interventions and support to children identified as needing additional assistance based on ASQ-SE results. 3. Children will show improvement in their social-emotional competencies based on ASQ-SE remonitoring scores.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Administer the ASQ-SE to children assess social-emotional development. 2. Maintain records of staff attendance and completion of ASQ training.
Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)	<p>During Year 2, the program implemented social-emotional supports through classroom-based strategies and social groups, with efforts to provide at least one social group opportunity per classroom each month. The Mental Health Provider and education staff provided coaching, feedback, and modeling to support implementation of Teaching Pyramid Strategies and Second Step practices. Participation and topics were documented, and child progress was monitored using observation notes and DRDP data when available.</p>
What additional items are expected to be completed or accomplished by the end of the year (June 2026)	<p>By June 2026, the program will continue monthly social group opportunities and complete documentation logs for sessions, including topics and participants. Ongoing coaching and support will continue for teaching staff to strengthen consistent use of Teaching Pyramid Strategies and Second Step. DRDP and other child progress data will be reviewed to identify trends and inform next steps for Year 3 planning.</p>
Expected Challenges/How you might address them	Ensuring that ASQ-SE assessments are administered consistently and accurately by providing training from our Mental Health Specialist and ongoing tracking of this data in ChildPlus.

<p>Challenges encountered and how your program is addressing them. If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>	<p>A key challenge has been maintaining consistent participation and scheduling social groups across classrooms while balancing daily routines and staffing needs. The program addressed this through regular consultation between the Mental Health Provider and teaching staff, flexible scheduling, and integrating strategies into daily classroom routines. We learned that consistent communication and embedded supports increase implementation, so Year 3 will emphasize routine-based social-emotional supports, continued coaching, and stronger tracking of participation and outcomes.</p>	
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 2</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Provide training to staff on how to administer and interpret ASQ:SE results.</p>	<p>Mental Health Provider, Education Coordinators, Teaching Staff</p>	<p>Fall 2025</p>
<p>Administer ASQ:SE to all children at the beginning of the program year and reassess in the spring if warranted.</p>	<p>Mental Health Provider, Education Coordinators, Teaching Staff</p>	<p>Fall 2025</p>
<p>Discuss and create individualized plans for children identified as needing additional support in social-emotional development during PIP Meetings</p>	<p>Education Coordinator, Mental Health Provider, Disabilities Coordinator, HS Director</p>	<p>After the administration of the ASQ-SE</p>
<p>Track and document children's progress and adjust individualized goals.</p>	<p>Education Coordinator, Mental Health Provider, Disabilities Coordinator, HS Director</p>	<p>Monthly</p>
<p>OBJECTIVE 3</p>	<p>Implement Teaching Pyramid Strategies and Second Step Curriculum to increase child outcomes in social-emotional competencies through classroom lessons and social groups for children.</p>	
<p>Measurable Outcomes (Upon completion of Objective)</p>	<ol style="list-style-type: none"> 1. Establish social groups for children and show improvement in social emotional competencies. 2. Provide Teaching Pyramid Strategies and Second Step Curriculum training, professional learning, and lesson planning coaching for classroom staff. 	
<p>Year 2 Expected Outcomes</p>	<ol style="list-style-type: none"> 1. Conduct at least one social group session per classroom per month. 2. Provide feedback, coaching, and training to teachers on the Teaching Pyramid Strategies and Second Step Curriculum. 	
<p>Data, Tools, or Methods for Tracking Progress</p>	<p>Maintain a log of all social group sessions conducted, including topics covered and participants. Use the DRDP data for pre- and post-assessment tools to measure changes in children's social-emotional competencies.</p>	

Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)	<p>uring Year 2, the program implemented Teaching Pyramid Strategies and Second Step through classroom lessons and social group opportunities. A new preschool teacher and paraeducator, the new Mental Health Specialist, and the Head Start Director all attended and are being trained on Teaching Pyramid Strategies. The Mental Health Specialist is also implementing Second Step lessons in classrooms, and sessions/activities continue to be documented through logs and ongoing observations/DRDP data when available.</p>	
What additional items are expected to be completed or accomplished by the end of the year (June 2026)	<p>By June 2026, the program will continue social group sessions and ensure logs and documentation are complete for all classrooms. Additional coaching and follow-up support will be provided to strengthen consistent use of Teaching Pyramid Strategies and Second Step practices. DRDP and classroom data will be reviewed to identify trends and guide Year 3 planning.</p>	
Expected Challenges/How you might address them	<p>Consistent participation and engagement. Mental Health Provider will consult regularly with teaching staff</p>	
Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?	<p>A key challenge has been maintaining consistent participation and engagement across classrooms while balancing daily routines and staffing needs. The program addressed this by regular consultation between the Mental Health Provider and teaching staff, flexible scheduling, and embedding strategies into daily classroom practices. We learned that consistent communication and routine-based implementation improves outcomes, so Year 3 will focus on strengthening consistency, documentation, and ongoing coaching support.</p>	
ACTIONS/STRATEGIES FOR OBJECTIVE 3	PERSON(S) RESPONSIBLE	TIMELINE
Provide ongoing support and professional development to teachers on the Teaching Pyramid Strategies and Second Step Curriculum.	Mental Health Provider, Education Coordinators, Teaching Staff	Quarterly
Collaborate with teachers to identify and address any barriers to implementing strategies, curriculum and social groups effectively.	Mental Health Provider, Education Coordinators, Teaching Staff	Ongoing
Track and document children's progress and adjust individualized goals.	Mental Health Provider, Education Coordinators, Teaching Staff	Ongoing

GOALS & OBJECTIVES

Year 2 of 5

AGENCY NAME	
Twin Rivers Unified School District	
DATE	
8/1/2025-7/31/2026	
Goal #2	Increase the health, safety and wellbeing of children birth to age 5 by expanding communication systems and education that will include parent/guardian, staff and community partners.
OBJECTIVE 1	Increase the number of oral health education opportunities for children, families, and staff.
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. An Increase of 10% in the number of oral health education sessions conducted to increase the families' knowledge about oral health prevention. 2. Increase in the number of fluoride varnish application sessions conducted by community partners for children and families and achieve an increase of 10% family/child participation.
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. Conduct oral health education sessions. 2. Utilize a community partner to conduct varnish applications.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Maintain records of each session conducted, including date, number of participants, and topics covered. 2. Track the number of children and families who attend each session. 3. Collect feedback/training evaluation from participants to assess the effectiveness of the sessions.
Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)	<p>For Head Start, 183–186 students received a dental exam in the 2024–25 school year (98%), and 167 of 176 students have received a dental exam in the 2025–26 school year (97%). For Early Head Start, 87 of 88 children received a dental exam in 2024–25 (98.8%). In 2025–26, we are currently at 69 of 73 children (95%), and we expect this percentage to increase by the end of the school year.</p>
What additional items are expected to be completed or accomplished by the end of the year (June 2026)	<p>During February (Dental Health Month), the program shared dental health pamphlets and provided goody bags for children and families. Dental screenings are scheduled for Oakdale on February 27 and Village on March 24, with Rio Linda and Morey dates still to be determined. In addition, Carrington College students delivered a dental health presentation in Fall 2025.</p>

Expected Challenges/How you might address them	<ol style="list-style-type: none"> 1. Ensuring consistent attendance at sessions. 2. Frequency of sessions to ensure access for newly enrolled students. 	
Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?	<p>We have seen an increase in referrals to pediatric dental specialists, and delays in the referral process have sometimes resulted in several months passing before children receive treatment. To address this, we are maintaining open communication with dental offices and families, providing consistent reminders, and supporting parents in completing follow-up steps to reduce delays and ensure timely care.</p>	
ACTIONS/STRATEGIES FOR OBJECTIVE 1	PERSON(S) RESPONSIBLE	TIMELINE
Collaborate with Carrington College to schedule sessions.	Health Assistant	Fall 2025
Collaborate with the Center for Early Smiles to schedule sessions.	School Nurse	Winter 2025
Promote Dental Health Month and Oral Health knowledge of children, families, and staff.	Nurse, Health Assistant, Family & Community Liaison	March 2026
Promote sessions through multiple channels to increase attendance.	Nurse, Health Assistant, Family & Community Liaison	Prior to sessions
Provide incentives for families to attend sessions, such as free dental supplies or educational materials.	Nurse, Health Assistant, Family & Community Liaison	Ongoing
OBJECTIVE 2	Provide professional learning opportunities for staff on common health conditions, emergency medication administration, and effective parent communication.	
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. A minimum of 6 professional learning sessions conducted. 2. Percentage increase in staff knowledge on common health conditions, emergency medication administration, and parent communication. 	
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. Provide professional learning opportunities for staff on common health conditions, emergency medication administration, and effective parent communication. 2. Achieve a 20% increase in staff knowledge on targeted topics. 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Pre- and post-session assessments to measure knowledge gain. 2. Attendance records for each session. 3. Participant feedback surveys to assess effectiveness. 	

Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if the expected outcome for Year 2 was met)	<p>During Year 2, the program provided professional learning opportunities focused on common health conditions, emergency medication administration, and effective parent communication. Health trainings were provided for staff from 8/13/2025–8/18/2025, with ongoing trainings for new staff, including contracted long-term substitutes, and a refresher training on 1/9 that included new staff and long-term subs. Staff attendance and participation were tracked, and feedback indicated the sessions were helpful and relevant to daily practice; pre- and post-session checks and/or reflections showed an overall increase in staff understanding. In addition, targeted trainings continued throughout the year for staff supporting children with specific medical conditions and medication needs.</p>	
What additional items are expected to be completed or accomplished by the end of the year (June 2026)	<p>By June 2026, the program will complete any remaining professional learning sessions and provide follow-up support to reinforce implementation in classrooms and daily routines. Additional check-ins and/or brief refreshers will be offered to ensure staff confidence with emergency procedures and communication practices. Attendance records and participant feedback will be finalized and reviewed to guide next steps.</p>	
Expected Challenges/How you might address them	<p>Ensuring staff availability to attend sessions. Addressing varying levels of prior knowledge among staff. Implementing newly learned strategies consistently in daily practices.</p>	
Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?	<p>A primary challenge has been scheduling training opportunities that all staff can attend while maintaining classroom coverage, especially when staff absences occurred during scheduled trainings, resulting in the need for multiple sessions. The program addressed this by offering repeated trainings, providing materials for staff who missed sessions, and using coaching/check-ins to reinforce learning. We learned that consistent follow-up and refresher training improves implementation, so Year 3 will include more frequent brief refreshers and ongoing coaching support.</p>	
ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
Offer sessions for certificated and classified staff to accommodate varying schedules.	Nurse	Within 20 days of the start of the new school year
Provide resources and materials to reinforce learning after sessions.	Nurse and Health Assistant	Ongoing
Continuously evaluate the impact of the learning through classroom health observations and make adjustments and retrain as needed.	Nurse and Health Assistant	Ongoing
OBJECTIVE 3	<p>Increase the safety and wellbeing of children by implementing Safe Environments monitoring based on Head Start Performance Standards and Child Care Licensing Title 22.</p>	

Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Provide training sessions on Head Start Performance Standards and Licensing Title 22 regulations related to safe environments for all staff. 2. Conduct Safe Environments monitoring checks in all classrooms twice per year.
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. Provide training on Head Start Performance Standards and Licensing Title 22 regulations related to safe environments. 2. Conduct training sessions for all staff on safe environments, focusing on areas of compliance and best practices. 3. Utilize comprehensive Safe Environments monitoring checklist based on Head Start Performance Standards and Licensing Title 22. 4. Conduct monitoring checks in all classrooms and address any identified areas of non-compliance. Decrease areas of non-compliance finding by 50%
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Checklist based on Head Start Performance Standards and Licensing Title 22 regulations for use in monitoring safe environments. 2. Use the Safety and Supervision tracking tool to record the results of each monitoring check and track progress over time. Utilize the results of internal & external Unannounced Monitoring
Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)	<p>During Year 2, the program provided staff training on safe environments aligned to Head Start Performance Standards and Title 22, with trainings held on 8/13 and 8/19, and a refresher provided on 1/9. Safe Environments monitoring checks were conducted using the program checklist, and results were reviewed with staff to address areas of non-compliance and reinforce best practices. Additional PD for teaching staff and FA1 review preparation further supported consistent implementation of safety, supervision, and compliance expectations.</p>
What additional items are expected to be completed or accomplished by the end of the year (June 2026)	<p>By June 2026, the program will complete the remaining Safe Environments monitoring checks and ensure follow-up actions are documented and communicated to staff. Ongoing coaching and targeted support will be provided to address any recurring findings and strengthen consistency across classrooms. Monitoring results will be reviewed to confirm progress and inform Year 3 safety and compliance planning.</p>
Expected Challenges/How you might address them	<p>Ensuring that we have the staffing to address any identified areas of non-compliance.</p>

<p>Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>	<p>A key challenge has been ensuring consistent implementation across classrooms while balancing staffing needs and daily operational demands. The program addressed this by providing multiple trainings and a mid-year refresher, increasing monitoring, and using PD/FA1 preparation to clarify expectations and support corrective action. We learned that frequent monitoring and timely follow-up improve compliance, so Year 3 will emphasize continued monitoring, refresher training, and stronger documentation of corrective actions.</p>	
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 3</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Provide training to staff on Head Start Performance Standards and Licensing Title 22 regulations related to safe environments.</p>	<p>Education Coordinators, HS Director, Health Team, Safety Team, Classroom Staff</p>	<p>Quarterly</p>
<p>Establish a system for regular communication with staff to remind them of monitoring requirements and deadlines.</p>	<p>Education Coordinators, HS Director, Health Team, Safety Team, Classroom Staff</p>	<p>Ongoing</p>
<p>Provide ongoing support and resources for staff to reinforce learning. Monitoring will be completed monthly.</p>	<p>Education Coordinators, HS Director, Health Team, Safety Team,</p>	<p>Monthly</p>
<p>OBJECTIVE 4</p>	<p>Provide ongoing nutrition and healthy eating education to parents, staff , and students, through various methods to meet community and individual needs.</p>	
<p>Measurable Outcomes (Upon completion of Objective)</p>	<p>1. Inform 80% of families about family-style dining, local foods, banks, and seasonal food guidelines during orientation. 2. Share monthly nutrition and physical activity information with families.</p>	
<p>Year 2 Expected Outcomes</p>	<p>1. Inform 80% of families about family-style dining, local foods, banks, and seasonal food guidelines during orientation. 2. Share monthly nutrition and physical activity information with families.</p>	
<p>Data, Tools, or Methods for Tracking Progress</p>	<p>1. 70% of families surveyed will express satisfaction or high satisfaction with the amount of nutrition information being shared. 2. Content of Orientation packes and Orientation presentation, sign-offs for parents.</p>	

<p>Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)</p>	<p>During Year 2, the program provided ongoing nutrition and healthy eating information to families through orientation materials and monthly communication. The monthly menus were sent to all families and posted in each classroom, supporting consistent access to nutrition information. Family feedback and participation documentation were reviewed to monitor satisfaction and confirm that nutrition information was regularly shared.</p>	
<p>What additional items are expected to be completed or accomplished by the end of the year (June 2026)</p>	<p>By June 2026, the program will continue sharing monthly nutrition and physical activity information with families and maintain documentation of orientation sign-offs and materials provided. The program will also gather additional family feedback to assess satisfaction and identify any topics families would like more support with. Communication strategies will be adjusted as needed to improve access for all families.</p>	
<p>Expected Challenges/How you might address them</p>	<ol style="list-style-type: none"> Both written and verbal communication can be a potential barrier. To help overcome this challenge, written communication can be translated into their home language, and use a translator for verbal communication. Some families prefer dining options that they are accustomed to. To help overcome this challenge, educate the families by communicating and providing articles that emphasize the value of family-style dining, local food banks, and seasonal food. 	
<p>Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>	<p>A challenge this year has been ensuring nutrition information is understood and accessible for families with different languages, preferences, and varying levels of engagement. The program addressed this by providing information in multiple formats (written and verbal), offering translation support, and reinforcing messages through classroom postings and family communication. We learned that families respond best to simple, consistent communication, so Year 3 will continue monthly outreach and expand efforts to tailor information to family needs.</p>	
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 3</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Content Specialist will gather resources for parents about family-style dining, local food banks, and seasonal food guidelines.</p>	<p>Health Assistant, School Nurse, and Mental Health Provider</p>	<p>August 2025</p>
<p>Collect, copy, and place into the orientation packet.</p>	<p>Office Manager and Administrative Clerk</p>	<p>August 2025</p>
<p>Content Specialist sends out monthly resources to teachers.</p>	<p>Health Assistant and Family Engagement Liaison</p>	<p>Starting August 2025</p>

GOALS & OBJECTIVES Year 2 of 5

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Goal #3	To support relationship-based family engagement that is reflective and goal-oriented that helps build partnerships with families and provides increased opportunities for community building and participation within the program.
OBJECTIVE 1	Increase the number of families participating in different family events hosted by TRUSD.
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Increase in the number of families by 10% that are actively engaged in the program's activities and events. 2. Improvement in the satisfaction levels of families with the engagement opportunities provided.
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. Achieve a participation rate of at least 80% of families in the program events. 2. Receive positive feedback from families indicating satisfaction with the culturally responsive engagement opportunities.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Maintain records of family participation in activities and events. 2. Conduct regular surveys and feedback sessions with families.
Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)	<p>During Year 2, the program increased family participation in events and engagement activities, and attendance/participation was tracked through sign-in sheets and event records. Families provided positive feedback indicating they value opportunities that are welcoming and culturally responsive. Increased family involvement was also reflected in a significant increase in in-kind contributions, demonstrating stronger family and community participation.</p>

<p>What additional items are expected to be completed or accomplished by the end of the year (June 2026)</p>	<p>By June 2026, the program will continue hosting and promoting family engagement events across sites and strengthening communication to increase participation. The program will continue tracking attendance, collecting family feedback, and documenting in-kind contributions to measure engagement. Outreach strategies will be adjusted as needed to reduce barriers and increase consistent family participation.</p>	
<p>Expected Challenges/How you might address them</p>	<p>Overcoming cultural and language barriers to effective family engagement. The challenge will be addressed by working with translation services and creating a warm and welcoming school environment for all in every interaction. Frontline staff are engaging in customer service training. Another challenge can be reducing the number of families who do not show to the events.</p>	
<p>Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>	<p>A key challenge has been reducing barriers such as work schedules, transportation, and language/cultural differences that can limit family participation. The program addressed this by offering translation support, using multiple communication methods, and creating a welcoming environment that encourages families to engage. We learned that flexible event options and consistent communication increase participation, so Year 3 will focus on expanding accessible event times/formats and strengthening follow-up to support higher attendance.</p>	
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 1</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Provide training for staff on culturally responsive practices and effective family engagement strategies.</p>	<p>Mental Health Provider, Family & Community Liaison, Education Coordinators, HS Director</p>	<p>Fall 2025</p>
<p>Provide a variety of activities and events that appeal to diverse cultural backgrounds of families.</p>	<p>Mental Health Provider, Family & Community Liaison, Education Coordinators, HS Director</p>	<p>Quarterly</p>
<p>Create opportunities for families to provide feedback and input into program planning and decision-making.</p>	<p>Mental Health Provider, Family & Community Liaison, PC Members, HS Director</p>	<p>Monthly</p>
<p>Collaborate with community organizations to expand engagement opportunities and resources for families.</p>	<p>Mental Health Provider, Family & Community Liaison, Education Coordinators, HS Director</p>	<p>Quarterly</p>

OBJECTIVE 2	To increase the completion of Family Partnership Agreements (FPAs) and address emergency needs of families, providing resources and identifying their strengths.
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Increase in the percentage of families completing FPAs by at least 5% 2. Reduction in the response time to address emergency needs of families. 3. Tracking families accessing and utilizing available resources
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. Achieve a completion rate of FPAs by at least 90%. 2. Reduce response time by 10% to address emergency needs. 3. Create tracking systems for the number of families utilizing resources.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Maintain records of completed FPAs and emergency assistance provided. 2. Track response times for addressing emergency needs. 3. Begin to utilize Child Plus for tracking of family engagement services.
Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)	<p>During Year 2, progress toward increasing Family Partnership Agreement (FPA) completion and implementing tracking systems was limited due to a vacancy in the Family Community Liaison (FCL) position; the FCL was only on site for approximately two weeks. As a result, FPAs and emergency response tracking were not implemented consistently across sites. The program continued to provide support to families as needs arose, but documentation and monitoring toward the Year 2 targets remained limited.</p>
What additional items are expected to be completed or accomplished by the end of the year (June 2026)	<p>By June 2026, the program will prioritize rebuilding consistent FPA completion and tracking processes as staffing is stabilized, and a new hire is currently in process. Interim steps include identifying coverage for family engagement duties, strengthening documentation of emergency assistance provided, and beginning consistent tracking in ChildPlus where feasible. Once the position is filled, onboarding and training will be provided to quickly implement FPAs and the tracking system with fidelity.</p>
Expected Challenges/How you might address them	<p>Ensuring families understand the importance and benefits of completing FPAs.</p>

<p>Challenges encountered and how your program is addressing them. If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>	<p>A major challenge this year was the lack of a Family Community Liaison, which significantly impacted consistent FPA completion, service tracking, and response timelines. The program is addressing this by reviewing coverage options, clarifying responsibilities, and preparing systems and materials for implementation, while a replacement hire is currently in process. We learned that stable staffing and clear systems are essential to meeting these goals, so Year 3 will focus on re-establishing consistent FPA processes and measurable tracking as soon as staffing is in place.</p>	
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 2</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Provide clear and accessible information to families about the purpose and benefits of completing FPAs.</p>	<p>Mental Health Provider, Family and Community Liaison, HS Director</p>	<p>At Orientation</p>
<p>Establish protocols for identifying and responding to emergency needs, including a designated contact person or team.</p>	<p>Mental Health Provider, Family and Community Liaison, HS Director</p>	<p>At start of program year</p>
<p>Maintain partnerships with community organizations to expand available resources for families.</p>	<p>Mental Health Provider, Family and Community Liaison</p>	<p>At start of program year</p>
<p>Offer training and support for staff on effective communication and engagement strategies with families.</p>	<p>Mental Health Provider, Classroom Staff, Education Coordinator</p>	<p>Annually</p>
<p>Conduct regular follow-ups with families to assess ongoing needs and provide additional support as necessary.</p>	<p>Mental Health Provider, Family and Community Liaison</p>	<p>Ongoing</p>
<p>OBJECTIVE 3</p>	<p>Implement Ready Rosie to support family engagement.</p>	
<p>Measurable Outcomes (Upon completion of Objective)</p>	<ol style="list-style-type: none"> 1. Increase in family engagement activities utilizing Ready Rosie by 25%. 2. 90% of families report feeling more connected to the program through Ready Rosie. 	
<p>Year 2 Expected Outcomes</p>	<ol style="list-style-type: none"> 1. Achieve a 90% subscription rate among enrolled families. 2. Families will actively engage with Ready Rosie content at least twice a week. 	

Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Monitor Ready Rosie usage data to track family engagement. 2. Conduct surveys to gather feedback on the effectiveness of Ready Rosie in promoting family engagement. 	
Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)	<p>During Year 2, the program was unable to implement Ready Rosie because the district did not approve the application for use this school year. As a result, the expected outcomes related to subscription rates and weekly family engagement through Ready Rosie were not met. Instead, the program utilized Learning Genie to support family engagement and communication.</p>	
What additional items are expected to be completed or accomplished by the end of the year (June 2026)	<p>By June 2026, the program will continue pursuing district approval and planning for Ready Rosie implementation, including preparing onboarding materials and staff training steps if approval is granted. In the meantime, the program will continue using Learning Genie to share resources, communicate with families, and promote ongoing engagement. If Ready Rosie is approved later in the year, the program will begin enrollment and track usage data to establish a baseline.</p>	
Expected Challenges/How you might address them	<ol style="list-style-type: none"> 1. Ensuring that families have access to the necessary technology to utilize Ready Rosie. 2. Encouraging consistent engagement from families over time. 	
Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?	<p>By June 2026, the program will continue pursuing district approval and planning for Ready Rosie implementation, including preparing onboarding materials and staff training steps if approval is granted. In the meantime, the program will continue using Learning Genie to share resources, communicate with families, and promote ongoing engagement. If Ready Rosie is approved later in the year, the program will begin enrollment and track usage data to establish a baseline.</p>	
ACTIONS/STRATEGIES FOR OBJECTIVE 3	PERSON(S) RESPONSIBLE	TIMELINE
Provide training and support to families on how to use Ready Rosie effectively.	Mental Health Provider, Family and Community Liaison	At orientation

Offer incentives for families to participate regularly, such as prize drawings or recognition programs	Mental Health Provider, Family and Community Liaison	At start of program year
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Challenges encountered and how your program is addressing them. If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?

Recruitment remains challenging due to a limited HS/EHS-eligible applicant pool and competition with other early childhood programs. To address this, the program increased targeted outreach, strengthened follow-up with interested families, and expanded community partnerships to improve referrals. We learned that consistent follow-up and partner-driven recruitment are the most effective strategies, so Year 3 will prioritize strengthening these systems.

ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
Host community events and open houses to showcase the program and engage with families.	ERSEA, Team Family & Community Liaison in collaboration with Leadership Team	May 2026
Provide incentives for current families to refer new families to the program.	ERSEA Team, Family & Community Liaison	Ongoing
Collect feedback from families and staff to assess the effectiveness of recruitment strategies.	ERSEA Team	Ongoing
Reach out to organizations to explore partnership opportunities and discuss ways to collaborate on recruitment.	ERSEA Team, Family & Community Liaison in collaboration with Leadership Team	Ongoing
Provide training and professional development opportunities for staff to enhance their skills in recruitment and retention.	ERSEA Team, HS Director	Ongoing
Create a supportive and collaborative environment that encourages staff to actively participate in recruitment and retention activities.	HS Director, ERSEA Team, HS Staff	Ongoing
OBJECTIVE 3	Implement high-quality program standards as defined by the California Quality Rating and Improvement Scale (QRIS) and attract families to the program. Incorporate quality assessments such as the Classroom Assessment Scoring System (CLASS) and provide ongoing coaching.	
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Achieve a minimum QRIS rating of 4. 2. Conduct CLASS assessments yearly. 	

Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. Increase and maintain program enrollment to 100% 2. Receive positive feedback from families regarding program quality improvements. 3. Achieve a QRIS rating of 4. 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. CLASS assessments. 2. Maintain documentation of coaching sessions and improvements made. 3. Track enrollment numbers and feedback from families. 	
Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)	<p>During Year 2, the program completed planned quality improvement activities, including staff coaching and ongoing reflection on teaching practices using assessment data (e.g., CLASS). Enrollment was monitored throughout the year and adjustments were made to support consistent participation and strengthen family engagement. Overall progress toward the QRIS/quality goals continued, with documentation maintained to demonstrate improvements and next steps.</p>	
What additional items are expected to be completed or accomplished by the end of the year (June 2026)	<p>By June 2026, the program will complete remaining CLASS observations and finalize coaching follow-up to address identified areas of growth. The program will also continue tracking enrollment and family feedback to ensure consistent participation and strengthen program quality. Documentation of coaching, improvements, and evidence of quality practices will be finalized for end-of-year reporting.</p>	
Expected Challenges/How you might address them	<p>Balancing the need for program improvement with maintaining current services and routines. This will be addressed by monitoring, new training, and review of materials.</p>	
Challenges encountered and how your program is addressing them. If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?	<p>One challenge this year was balancing daily operational needs with consistent time for quality improvement, coaching, and documentation. To address this, we strengthened scheduling, increased focused coaching support, and used assessment data to prioritize the highest-impact areas. We learned that ongoing coaching and clear systems for tracking progress are essential, so Year 3 will emphasize consistent implementation and stronger monitoring of outcomes.</p>	
ACTIONS/STRATEGIES FOR OBJECTIVE 3	PERSON(S) RESPONSIBLE	TIMELINE

Provide ongoing professional learning and training for staff on QRIS assessment tools.	Education Coordinators, Classroom Staff, HS Director	Ongoing
Utilize coaching and mentoring to support staff in implementing models and practices.	Education Coordinators, Classroom Staff	Ongoing
Collaborate with families and to gather feedback for program improvement.	Education Coordinators, Family & Community Liaisons, ERSEA Team	Ongoing
Allocate resources to address identified program needs and areas for improvement.	Education Coordinators, Classroom Staff, HS Director	Ongoing
Continuously evaluate and adjust program based on assessment data and feedback.	Education Coordinators, Classroom Staff, HS Director	Ongoing

GOALS & OBJECTIVES Year 2 of 5

AGENCY NAME	
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Goal #4	To increase and maintain enrollment at 100% throughout the program year by engaging stakeholders, designing responsive program models and utilizing effective recruitment strategies.
OBJECTIVE 1	Increase enrollment to 100% by the end of September and maintain this level throughout the program year.
Measurable Outcomes (Upon completion of Objective)	Enrollment reaches and maintains 100% capacity throughout the program year.
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. Enrollment reaches 100% by the end of the first quarter. 2. Retention rate of enrolled children remains at or above 95% throughout the program year.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Regularly monitor Child Plus attendance and enrollment reports, Learning Genie attendance reports, 2. Tracking reasons for disenrollment, reviewing of recruitment models and adjustments as needed, 3. Tracking of overincome waivers by sites, tracking of how families hear about program.
Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)	<p>Enrollment did not reach 100% by October 2025, and overall enrollment levels varied by program. From November through December, EHS enrollment averaged 92%, indicating ongoing vacancies and the need for continued targeted recruitment for EHS-eligible families. In contrast, HS enrollment has remained above 95% from September to the present, showing strong retention and more stable enrollment trends. The enrollment team continued monitoring enrollment and attendance data regularly and adjusted outreach efforts to address remaining openings and maintain enrollment as close to full capacity as possible.</p>

<p>What additional items are expected to be completed or accomplished by the end of the year (June 2026)</p>	<p>By June 2026, all enrollment and attendance data will be reviewed, cleaned, and verified to ensure accuracy for PIR reporting. The ERSEA team will continue conducting monthly quality checks on 10% of files, focusing on eligibility documentation, enrollment status, attendance entries, and required signatures to ensure consistency across sites. Any errors identified will be corrected promptly, and follow-up support will be provided to staff as needed to strengthen documentation practices and prevent repeat issues.</p>	
<p>Expected Challenges/How you might address them</p>	<ol style="list-style-type: none"> 1. Competition with other early childhood programs in the area including additional opportunities for TK. 2. Limited awareness of Head Start program benefits and eligibility criteria. 3. Fluctuations in community demographics and socioeconomic factors affecting enrollment. The program will address the challenges by ensuring that we are recruiting at community events in areas where families will qualify for the program. 	
<p>Challenges encountered and how your program is addressing them. If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>	<p>The program continued to align outreach and advertising efforts with the district's California State Preschool Program (CSPP), recognizing that Head Start has different eligibility requirements and requires targeted recruitment. Throughout the year, enrollment team members from both programs met regularly to review enrollment trends, coordinate messaging, and adjust recruitment strategies to better reach HS- and EHS-eligible families. Staff participated in community events to increase program visibility, provide information, and build connections with families who may qualify, while also using district demographic data to send targeted mailers to households with age-eligible children. These coordinated outreach and recruitment strategies will remain a priority in Year 3, with ongoing collaboration, data-informed outreach, and continued community engagement to strengthen enrollment and retention.</p>	
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 1</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Follow timeline for summer enrollment and tasks</p>	<p>ERSEA Team and HS Director</p>	<p>July and August 2025</p>
<p>Develop a targeted marketing plan that includes digital, print, and community outreach strategies.</p>	<p>ERSEA Team in collaboration with Leadership Team</p>	<p>Ongoing</p>
<p>Utilize online platforms to promote the program and engage with potential families.</p>	<p>ERSEA Team</p>	<p>Ongoing</p>
<p>Make adjustments to recruitment strategies and program models based on data and feedback to ensure continuous improvement.</p>	<p>ERSEA Team and HS Director</p>	<p>July 2025 and onwards</p>

Provide support and guidance to families throughout the enrollment process to ensure a smooth transition into the program.	ERSEA Team	During family contact
OBJECTIVE 2	Engage families, community partners, and staff, in recruitment and retention efforts.	
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Increase involvement in recruitment activities. 2. Develop partnerships with community organizations. 	
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. Increase in the number of recruitment events with various stakeholders by 20% within the first six months. 2. Improvement in stakeholder satisfaction scores related to communication and involvement in recruitment efforts by 15% within the first year. 3. Establishment of at least three new partnerships with community organizations to support recruitment and retention initiatives within the first year. 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Maintain records of recruitment events and activities. 2. Document new partnerships established and number of participation by community organizations in recruitment events. 	
Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)	<p>During Year 2, the program increased recruitment efforts by participating in targeted outreach and community events to connect with HS/EHS-eligible families. The program also established two new community partnerships to strengthen recruitment and improve referral opportunities. Recruitment activities and partnerships were documented to monitor progress and guide next steps.</p>	
What additional items are expected to be completed or accomplished by the end of the year (June 2026)	<p>By June 2026, the program will continue targeted outreach and community event participation to increase recruitment and enrollment. Follow-up and communication with interested families will be strengthened to support timely enrollment and improve retention, with strategies adjusted based on ongoing data review. Outreach efforts and outcomes will continue to be tracked to support continuous improvement.</p>	
Expected Challenges/How you might address them	<p>Limited availability and participation of community organizations that align with program goals and priorities. Community partners are experiencing budget cuts and not holding events as frequently.</p>	

Challenges encountered and how your program is addressing them. If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?

Recruitment remains challenging due to a limited HS/EHS-eligible applicant pool and competition with other early childhood programs. To address this, the program increased targeted outreach, strengthened follow-up with interested families, and expanded community partnerships to improve referrals. We learned that consistent follow-up and partner-driven recruitment are the most effective strategies, so Year 3 will prioritize strengthening these systems.

ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
Host community events and open houses to showcase the program and engage with families.	ERSEA, Team Family & Community Liaison in collaboration with Leadership Team	May 2026
Provide incentives for current families to refer new families to the program.	ERSEA Team, Family & Community Liaison	Ongoing
Collect feedback from families and staff to assess the effectiveness of recruitment strategies.	ERSEA Team	Ongoing
Reach out to organizations to explore partnership opportunities and discuss ways to collaborate on recruitment.	ERSEA Team, Family & Community Liaison in collaboration with Leadership Team	Ongoing
Provide training and professional development opportunities for staff to enhance their skills in recruitment and retention.	ERSEA Team, HS Director	Ongoing
Create a supportive and collaborative environment that encourages staff to actively participate in recruitment and retention activities.	HS Director, ERSEA Team, HS Staff	Ongoing
OBJECTIVE 3	Implement high-quality program standards as defined by the California Quality Rating and Improvement Scale (QRIS) and attract families to the program. Incorporate quality assessments such as the Classroom Assessment Scoring System (CLASS) and provide ongoing coaching.	
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Achieve a minimum QRIS rating of 4. 2. Conduct CLASS assessments yearly. 	

Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. Increase and maintain program enrollment to 100% 2. Receive positive feedback from families regarding program quality improvements. 3. Achieve a QRIS rating of 4. 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. CLASS assessments. 2. Maintain documentation of coaching sessions and improvements made. 3. Track enrollment numbers and feedback from families. 	
Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)	<p>During Year 2, the program completed planned quality improvement activities, including staff coaching and ongoing reflection on teaching practices using assessment data (e.g., CLASS). Enrollment was monitored throughout the year and adjustments were made to support consistent participation and strengthen family engagement. Overall progress toward the QRIS/quality goals continued, with documentation maintained to demonstrate improvements and next steps.</p>	
What additional items are expected to be completed or accomplished by the end of the year (June 2026)	<p>By June 2026, the program will complete remaining CLASS observations and finalize coaching follow-up to address identified areas of growth. The program will also continue tracking enrollment and family feedback to ensure consistent participation and strengthen program quality. Documentation of coaching, improvements, and evidence of quality practices will be finalized for end-of-year reporting.</p>	
Expected Challenges/How you might address them	<p>Balancing the need for program improvement with maintaining current services and routines. This will be addressed by monitoring, new training, and review of materials.</p>	
Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?	<p>One challenge this year was balancing daily operational needs with consistent time for quality improvement, coaching, and documentation. To address this, we strengthened scheduling, increased focused coaching support, and used assessment data to prioritize the highest-impact areas. We learned that ongoing coaching and clear systems for tracking progress are essential, so Year 3 will emphasize consistent implementation and stronger monitoring of outcomes.</p>	
ACTIONS/STRATEGIES FOR OBJECTIVE 3	PERSON(S) RESPONSIBLE	TIMELINE

Provide ongoing professional learning and training for staff on QRIS assessment tools.	Education Coordinators, Classroom Staff, HS Director	Ongoing
Utilize coaching and mentoring to support staff in implementing models and practices.	Education Coordinators, Classroom Staff	Ongoing
Collaborate with families and to gather feedback for program improvement.	Education Coordinators, Family & Community Liaisons, ERSEA Team	Ongoing
Allocate resources to address identified program needs and areas for improvement.	Education Coordinators, Classroom Staff, HS Director	Ongoing
Continuously evaluate and adjust program based on assessment data and feedback.	Education Coordinators, Classroom Staff, HS Director	Ongoing

GOALS & OBJECTIVES

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AGENCY NAME	
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8/1/2026-7/31/2027	
Goal #1	Increase child outcomes by developing and strengthening social emotional competencies, family partnerships, and staff development.
OBJECTIVE 1	Increase social-emotional competencies in the Emotional Support domain of CLASS.
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Increase the average CLASS scores in the Emotional Support domain. 2. Provide CLASS recertification training to all lead teaching staff to improve their support of children's social-emotional development.
Year 2 Expected Outcomes	By the end of year 3, the average Emotional Support domain score on the CLASS assessment will increase by 10%.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. CLASS assessment scores from the fall and spring will be compared to measure improvement in the Emotional Support domain scores. 2. Records of staff attendance in the CLASS recertification training will be maintained.
Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)	

<p>What additional items are expected to be completed or accomplished by the end of the year (June 2026)</p>		
<p>Expected Challenges/How you might address them</p>	<p>1. Availability of CLASS training can be a challenge. Maintaining communication with Teachstone to be aware of scheduled training opportunities 2. Scheduling staff for training on different dates to not impact the program. 3. Maintaining consistency among classrooms for supporting social-emotional development.</p>	
<p>Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>		
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 1</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Facilitate Pre-intervention Planning (PIP) meetings with staff to address the social emotional levels of individual students.</p>	<p>Education Coordinator, Mental Health Provider, Disabilities Coordinator, HS Director</p>	<p>Fall and Spring</p>
<p>Schedule and conduct CLASS training sessions for all staff members.</p>	<p>Education Coordinator</p>	<p>Annually</p>
<p>Provide ongoing support and resources for staff to implement CLASS strategies in the classroom.</p>	<p>Education Coordinator, Mental Health Provider</p>	<p>Ongoing</p>
<p>Conduct regular observations and provide feedback to staff on their implementation of social-emotional strategies.</p>	<p>Education Coordinator, Site Supervisors, Mental Health Provider</p>	<p>Quarterly</p>
<p>Adjust strategies based on data to ensure continuous improvement in social-emotional outcomes.</p>	<p>Education Coordinator, Site Supervisors, Mental Health Provider, Classroom Staff</p>	<p>After receiving feedback from observations</p>
<p>Incorporate reflective practices where classroom staff can collaborate during Teacher Collaboration Meetings</p>	<p>Education Coordinator, Classroom Staff, in collaboration with Leadership Team</p>	<p>Weekly</p>

OBJECTIVE 2	Utilize the ASQ-SE assessment to measure and improve the social-emotional competencies of children needing special support services.
Measurable Outcomes (Upon completion of Objective)	Increase the percentage of children who demonstrate age-appropriate social-emotional skills on the Ages and Stages Questionnaire (ASQ-SE)
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. Administer the ASQ-SE assessment. 2. Provide targeted interventions and support to children identified as needing additional assistance based on ASQ-SE results. 3. Children will show improvement in their social-emotional competencies based on ASQ-SE remonitoring scores.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Administer the ASQ-SE to children assess social-emotional development. 2. Maintain records of staff attendance and completion of ASQ training.
Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)	
What additional items are expected to be completed or accomplished by the end of the year (June 2026)	
Expected Challenges/How you might address them	Ensuring that ASQ-SE assessments are administered consistently and accurately by providing training from our Mental Health Specialist and ongoing tracking of this data in ChildPlus.

<p>Challenges encountered and how your program is addressing them. If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>		
ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
<p>Provide training to staff on how to administer and interpret ASQ:SE results.</p>	<p>Mental Health Provider, Education Coordinators, Teaching Staff</p>	<p>Fall 2025</p>
<p>Administer ASQ:SE to all children at the beginning of the program year and reassess in the spring if warranted.</p>	<p>Mental Health Provider, Education Coordinators, Teaching Staff</p>	<p>Fall 2025</p>
<p>Discuss and create individualized plans for children identified as needing additional support in social-emotional development during PIP Meetings</p>	<p>Education Coordinator, Mental Health Provider, Disabilities Coordinator, HS Director</p>	<p>After the administration of the ASQ-SE</p>
<p>Track and document children's progress and adjust individualized goals.</p>	<p>Education Coordinator, Mental Health Provider, Disabilities Coordinator, HS Director</p>	<p>Monthly</p>
<p>OBJECTIVE 3</p>	<p>Implement Teaching Pyramid Strategies and Second Step Curriculum to increase child outcomes in social-emotional competencies through classroom lessons and social groups for children.</p>	
<p>Measurable Outcomes (Upon completion of Objective)</p>	<p>1. Establish social groups for children and show improvement in social emotional competencies. 2. Provide Teaching Pyramid Strategies and Second Step Curriculum training, professional learning, and lesson planning coaching for classroom staff.</p>	
<p>Year 2 Expected Outcomes</p>	<p>1. Conduct at least one social group session per classroom per month. 2. Provide feedback, coaching, and training to teachers on the Teaching Pyramid Strategies and Second Step Curriculum.</p>	
<p>Data, Tools, or Methods for Tracking Progress</p>	<p>Maintain a log of all social group sessions conducted, including topics covered and participants. Use the DRDP data for pre- and post-assessment tools to measure changes in children's social-emotional competencies.</p>	

<p>Year 2 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 2 was met)</p>	<p>uring Year 2, the program implemented Teaching Pyramid Strategies and Second Step through classroom lessons and social group opportunities. A new preschool teacher and paraeducator, the new Mental Health Specialist, and the Head Start Director all attended and are being trained on Teaching Pyramid Strategies. The Mental Health Specialist is also implementing Second Step lessons in classrooms, and sessions/activities continue to be documented through logs and ongoing observations/DRDP data when available.</p>	
<p>What additional items are expected to be completed or accomplished by the end of the year (June 2026)</p>	<p>By June 2026, the program will continue social group sessions and ensure logs and documentation are complete for all classrooms. Additional coaching and follow-up support will be provided to strengthen consistent use of Teaching Pyramid Strategies and Second Step practices. DRDP and classroom data will be reviewed to identify trends and guide Year 3 planning.</p>	
<p>Expected Challenges/How you might address them</p>	<p>Consistent participation and engagement. Mental Health Provider will consult regularly with teaching staff</p>	
<p>Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>	<p>A key challenge has been maintaining consistent participation and engagement across classrooms while balancing daily routines and staffing needs. The program addressed this by regular consultation between the Mental Health Provider and teaching staff, flexible scheduling, and embedding strategies into daily classroom practices. We learned that consistent communication and routine-based implementation improves outcomes, so Year 3 will focus on strengthening consistency, documentation, and ongoing coaching support.</p>	
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 3</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Provide ongoing support and professional development to teachers on the Teaching Pyramid Strategies and Second Step Curriculum.</p>	<p>Mental Health Provider, Education Coordinators, Teaching Staff</p>	<p>Quarterly</p>
<p>Collaborate with teachers to identify and address any barriers to implementing strategies, curriculum and social groups effectively.</p>	<p>Mental Health Provider, Education Coordinators, Teaching Staff</p>	<p>Ongoing</p>
<p>Track and document children's progress and adjust individualized goals.</p>	<p>Mental Health Provider, Education Coordinators, Teaching Staff</p>	<p>Ongoing</p>

GOALS & OBJECTIVES

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AGENCY NAME	
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Goal #1	Increase child outcomes by developing and strengthening social emotional competencies, family partnerships, and staff development.
OBJECTIVE 1	Increase social-emotional competencies in the Emotional Support domain of CLASS.
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Increase the average CLASS scores in the Emotional Support domain. 2. Provide CLASS recertification training to all lead teaching staff to improve their support of children's social-emotional development.
Year 3 Expected Outcomes	By the end of year 3, the average Emotional Support domain score on the CLASS assessment will increase by 10%.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. CLASS assessment scores from Fall 2026 and Spring 2027 will be compared to measure improvement in the Emotional Support domain scores. 2. Records of staff attendance in the CLASS recertification training will be maintained.
Year 3 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 3 was met)	

<p>What additional items are expected to be completed or accomplished by the end of the year (June 2027)</p>		
<p>Expected Challenges/How you might address them</p>	<p>1. Availability of CLASS training can be a challenge. Maintaining communication with Teachstone to be aware of scheduled training opportunities 2. Scheduling staff for training on different dates to not impact the program. 3. Maintaining consistency among classrooms for supporting social-emotional development.</p>	
<p>Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>		
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 1</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Facilitate Pre-intervention Planning (PIP) meetings with staff to address the social emotional levels of individual students.</p>	<p>Education Coordinator, Mental Health Provider, Disabilities Coordinator, HS Director</p>	<p>Fall 2026 and Spring 2027</p>
<p>Schedule and conduct CLASS training sessions for all staff members.</p>	<p>Education Coordinator</p>	<p>Annually</p>
<p>Provide ongoing support and resources for staff to implement CLASS strategies in the classroom.</p>	<p>Education Coordinator, Mental Health Provider</p>	<p>Ongoing</p>
<p>Conduct regular observations and provide feedback to staff on their implementation of social-emotional strategies.</p>	<p>Education Coordinator, Site Supervisors, Mental Health Provider</p>	<p>Quarterly</p>
<p>Adjust strategies based on data to ensure continuous improvement in social-emotional outcomes.</p>	<p>Education Coordinator, Site Supervisors, Mental Health Provider, Classroom Staff</p>	<p>After receiving feedback from observations</p>

Incorporate reflective practices where classroom staff can collaborate during Teacher Collaboration Meetings	Education Coordinator, Classroom Staff, in collaboration with Leadership Team	Weekly
OBJECTIVE 2	Utilize the ASQ-SE assessment to measure and improve the social-emotional competencies of children needing special support services.	
Measurable Outcomes (Upon completion of Objective)	Increase the percentage of children who demonstrate age-appropriate social-emotional skills on the Ages and Stages Questionnaire (ASQ-SE)	
Year 3 Expected Outcomes	<ol style="list-style-type: none"> 1. Administer the ASQ-SE assessment. 2. Provide targeted interventions and support to children identified as needing additional assistance based on ASQ-SE results. 3. Children will show improvement in their social-emotional competencies based on ASQ-SE remonitoring scores. 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Administer the ASQ-SE to children assess social-emotional development. 2. Maintain records of staff attendance and completion of ASQ training. 	
Year 3 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 3 was met)		
What additional items are expected to be completed or accomplished by the end of the year (June 2027)		
Expected Challenges/How you might address them	Ensuring that ASQ-SE assessments are administered consistently and accurately by providing training from our Mental Health Specialist and ongoing tracking of this data in ChildPlus.	

<p>Challenges encountered and how your program is addressing them. If you plan to make changes to your objective for Year 3, please explain why you propose to change it. What have you learned this year to inform the change in Year 3?</p>		
ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
Provide training to staff on how to administer and interpret ASQ:SE results.	Mental Health Provider, Education Coordinators, Teaching Staff	Fall 2026
Administer ASQ:SE to all children at the beginning of the program year and reassess in Spring 2027 if warranted.	Mental Health Provider, Education Coordinators, Teaching Staff	Fall 2026
Discuss and create individualized plans for children identified as needing additional support in social-emotional development during PIP Meetings	Education Coordinator, Mental Health Provider, Disabilities Coordinator, HS Director	After the administration of the ASQ-SE
Track and document children's progress and adjust individualized goals.	Education Coordinator, Mental Health Provider, Disabilities Coordinator, HS Director	Monthly
OBJECTIVE 3	Implement Teaching Pyramid Strategies and Second Step Curriculum to increase child outcomes in social-emotional competencies through classroom lessons and social groups for children.	
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Establish social groups for children and show improvement in social emotional competencies. 2. Provide Teaching Pyramid Strategies and Second Step Curriculum training, professional learning, and lesson planning coaching for classroom staff. 	
Year 3 Expected Outcomes	<ol style="list-style-type: none"> 1. Conduct at least one social group session per classroom per month. 2. Provide feedback, coaching, and training to teachers on the Teaching Pyramid Strategies and Second Step Curriculum. 	
Data, Tools, or Methods for Tracking Progress	<p>Maintain a log of all social group sessions conducted, including topics covered and participants.</p> <p>Use the DRDP data for pre- and post-assessment tools to measure changes in children's social-emotional competencies.</p>	

<p>Year 3 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 3 was met)</p>		
<p>What additional items are expected to be completed or accomplished by the end of the year (June 2027)</p>	<p>By June 2027, the program will continue social group sessions and ensure logs and documentation are complete for all classrooms. Additional coaching and follow-up support will be provided to strengthen consistent use of Teaching Pyramid Strategies and Second Step practices. DRDP and classroom data will be reviewed to identify trends and guide Year 3 planning.</p>	
<p>Expected Challenges/How you might address them</p>	<p>Consistent participation and engagement. Mental Health Provider will consult regularly with teaching staff</p>	
<p>Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>		
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 3</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Provide ongoing support and professional development to teachers on the Teaching Pyramid Strategies and Second Step Curriculum.</p>	<p>Mental Health Provider, Education Coordinators, Teaching Staff</p>	<p>Quarterly</p>
<p>Collaborate with teachers to identify and address any barriers to implementing strategies, curriculum and social groups effectively.</p>	<p>Mental Health Provider, Education Coordinators, Teaching Staff</p>	<p>Ongoing</p>
<p>Track and document children's progress and adjust individualized goals.</p>	<p>Mental Health Provider, Education Coordinators, Teaching Staff</p>	<p>Ongoing</p>

GOALS & OBJECTIVES

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AGENCY NAME	
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8/1/2026-7/31/2027	
Goal #2	Increase the health, safety and wellbeing of children birth to age 5 by expanding communication systems and education that will include parent/guardian, staff and community partners.
OBJECTIVE 1	Increase the number of oral health education opportunities for children, families, and staff.
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. An Increase of 10% in the number of oral health education sessions conducted to increase the families' knowledge about oral health prevention. 2. Increase in the number of fluoride varnish application sessions conducted by community partners for children and families and achieve an increase of 10% family/child participation.
Year 3 Expected Outcomes	<ol style="list-style-type: none"> 1. Conduct oral health education sessions. 2. Utilize a community partner to conduct varnish applications.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Maintain records of each session conducted, including date, number of participants, and topics covered. 2. Track the number of children and families who attend each session. 3. Collect feedback/training evaluation from participants to assess the effectiveness of the sessions.
Year 3 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 3 was met)	

<p>What additional items are expected to be completed or accomplished by the end of the year (June 2027)</p>		
<p>Expected Challenges/How you might address them</p>	<ol style="list-style-type: none"> 1. Ensuring consistent attendance at sessions. 2. Frequency of sessions to ensure access for newly enrolled students. 	
<p>Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>		
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 1</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Collaborate with Carrington College to schedule sessions.</p>	<p>Health Assistant</p>	<p>Fall 2026</p>
<p>Collaborate with the Center for Early Smiles to schedule sessions.</p>	<p>School Nurse</p>	<p>Winter 2027</p>
<p>Promote Dental Health Month and Oral Health knowledge of children, families, and staff.</p>	<p>Nurse, Health Assistant, Family & Community Liaison</p>	<p>March 2027</p>
<p>Promote sessions through multiple channels to increase attendance.</p>	<p>Nurse, Health Assistant, Family & Community Liaison</p>	<p>Prior to sessions</p>
<p>Provide incentives for families to attend sessions, such as free dental supplies or educational materials.</p>	<p>Nurse, Health Assistant, Family & Community Liaison</p>	<p>Ongoing</p>
<p>OBJECTIVE 2</p>	<p>Provide professional learning opportunities for staff on common health conditions, emergency medication administration, and effective parent communication.</p>	
<p>Measurable Outcomes (Upon completion of Objective)</p>	<ol style="list-style-type: none"> 1. A minimum of 6 professional learning sessions conducted. 2. Percentage increase in staff knowledge on common health conditions, emergency medication administration, and parent communication. 	

Year 3 Expected Outcomes	<ol style="list-style-type: none"> 1. Provide professional learning opportunities for staff on common health conditions, emergency medication administration, and effective parent communication. 2. Achieve a 20% increase in staff knowledge on targeted topics. 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Pre- and post-session assessments to measure knowledge gain. 2. Attendance records for each session. 3. Participant feedback surveys to assess effectiveness. 	
Year 3 Status Update of Expected Outcomes (Provide data to demonstrate if the expected outcome for Year 3 was met)		
What additional items are expected to be completed or accomplished by the end of the year (June 2027)		
Expected Challenges/How you might address them	<p>Ensuring staff availability to attend sessions. Addressing varying levels of prior knowledge among staff. Implementing newly learned strategies consistently in daily practices.</p>	
Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?		
ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
Offer sessions for certificated and classified staff to accommodate varying schedules.	Nurse	Within 20 days of the start of the new school year

Provide resources and materials to reinforce learning after sessions.	Nurse and Health Assistant	Ongoing
Continuously evaluate the impact of the learning through classroom health observations and make adjustments and retrain as needed.	Nurse and Health Assistant	Ongoing
OBJECTIVE 3	Increase the safety and wellbeing of children by implementing Safe Environments monitoring based on Head Start Performance Standards and Child Care Licensing Title 22.	
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Provide training sessions on Head Start Performance Standards and Licensing Title 22 regulations related to safe environments for all staff. 2. Conduct Safe Environments monitoring checks in all classrooms twice per year. 	
Year 3 Expected Outcomes	<ol style="list-style-type: none"> 1. Provide training on Head Start Performance Standards and Licensing Title 22 regulations related to safe environments. 2. Conduct training sessions for all staff on safe environments, focusing on areas of compliance and best practices. 3. Utilize comprehensive Safe Environments monitoring checklist based on Head Start Performance Standards and Licensing Title 22. 4. Conduct monitoring checks in all classrooms and address any identified areas of non-compliance. Decrease areas of non-compliance finding by 50% 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Checklist based on Head Start Performance Standards and Licensing Title 22 regulations for use in monitoring safe environments. 2. Use the Safety and Supervision tracking tool to record the results of each monitoring check and track progress over time. Utilize the results of internal & external Unannounced Monitoring 	
Year 3 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 3 was met)		
What additional items are expected to be completed or accomplished by the end of the year (June 2027)		

Expected Challenges/How you might address them	Ensuring that we have the staffing to address any identified areas of non-compliance.	
Challenges encountered and how your program is addressing them. If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?		
ACTIONS/STRATEGIES FOR OBJECTIVE 3	PERSON(S) RESPONSIBLE	TIMELINE
Provide training to staff on Head Start Performance Standards and Licensing Title 22 regulations related to safe environments.	Education Coordinators, HS Director, Health Team, Safety Team, Classroom Staff	Quarterly
Establish a system for regular communication with staff to remind them of monitoring requirements and deadlines.	Education Coordinators, HS Director, Health Team, Safety Team, Classroom Staff	Ongoing
Provide ongoing support and resources for staff to reinforce learning. Monitoring will be completed monthly.	Education Coordinators, HS Director, Health Team, Safety Team,	Monthly
OBJECTIVE 4	Provide ongoing nutrition and healthy eating education to parents, staff, and students, through various methods to meet community and individual needs.	
Measurable Outcomes (Upon completion of Objective)	1. Inform 80% of families about family-style dining, local foods, banks, and seasonal food guidelines during orientation. 2. Share monthly nutrition and physical activity information with families.	
Year 3 Expected Outcomes	1. Inform 80% of families about family-style dining, local foods, banks, and seasonal food guidelines during orientation. 2. Share monthly nutrition and physical activity information with families.	
Data, Tools, or Methods for Tracking Progress	1. 70% of families surveyed will express satisfaction or high satisfaction with the amount of nutrition information being shared. 2. Content of Orientation packs and Orientation presentation, sign-offs for parents.	

<p>Year 3 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 3 was met)</p>		
<p>What additional items are expected to be completed or accomplished by the end of the year (June 2027)</p>		
<p>Expected Challenges/How you might address them</p>	<p>1. Both written and verbal communication can be a potential barrier. To help overcome this challenge, written communication can be translated into their home language, and use a translator for verbal communication.</p> <p>2. Some families prefer dining options that they are accustomed to. To help overcome this challenge, educate the families by communicating and providing articles that emphasize the value of family-style dining, local food banks, and seasonal food.</p>	
<p>Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>		
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 3</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Content Specialist will gather resources for parents about family-style dining, local food banks, and seasonal food guidelines.</p>	<p>Health Assistant, School Nurse, and Mental Health Provider</p>	<p>August 2026</p>
<p>Collect, copy, and place into the orientation packet.</p>	<p>Office Manager and Administrative Clerk</p>	<p>August 2026</p>
<p>Content Specialist sends out monthly resources to teachers.</p>	<p>Health Assistant and Family Engagement Liaison</p>	<p>Starting August 2026</p>

GOALS & OBJECTIVES Year 3 of 5

AGENCY NAME	
Twin Rivers Unified School District	
DATE	
8/1/2026-7/31/2027	
Goal #3	To support relationship-based family engagement that is reflective and goal-oriented that helps build partnerships with families and provides increased opportunities for community building and participation within the program.
OBJECTIVE 1	Increase the number of families participating in different family events hosted by TRUSD.
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> Increase in the number of families by 10% that are actively engaged in the program's activities and events. Improvement in the satisfaction levels of families with the engagement opportunities provided.
Year 3 Expected Outcomes	<ol style="list-style-type: none"> Achieve a participation rate of at least 80% of families in the program events. Receive positive feedback from families indicating satisfaction with the culturally responsive engagement opportunities.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> Maintain records of family participation in activities and events. Conduct regular surveys and feedback sessions with families.
Year 3 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 3 was met)	

<p>What additional items are expected to be completed or accomplished by the end of the year (June 2027)</p>		
<p>Expected Challenges/How you might address them</p>	<p>Overcoming cultural and language barriers to effective family engagement. The challenge will be addressed by working with translation services and creating a warm and welcoming school environment for all in every interaction. Frontline staff are engaging in customer service training. Another challenge can be reducing the number of families who do not show to the events.</p>	
<p>Challenges encountered and how your program is addressing them. If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>		
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 1</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Provide training for staff on culturally responsive practices and effective family engagement strategies.</p>	<p>Mental Health Provider, Family & Community Liaison, Education Coordinators, HS Director</p>	<p>Fall 2026</p>
<p>Provide a variety of activities and events that appeal to diverse cultural backgrounds of families.</p>	<p>Mental Health Provider, Family & Community Liaison, Education Coordinators, HS Director</p>	<p>Quarterly</p>
<p>Create opportunities for families to provide feedback and input into program planning and decision-making.</p>	<p>Mental Health Provider, Family & Community Liaison, PC Members, HS Director</p>	<p>Monthly</p>

Collaborate with community organizations to expand engagement opportunities and resources for families.	Mental Health Provider, Family & Community Liaison, Education Coordinators, HS Director	Quarterly
OBJECTIVE 2	To increase the completion of Family Partnership Agreements (FPAs) and address emergency needs of families, providing resources and identifying their strengths.	
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Increase in the percentage of families completing FPAs by at least 5% 2. Reduction in the response time to address emergency needs of families. 3. Tracking families accessing and utilizing available resources 	
Year 3 Expected Outcomes	<ol style="list-style-type: none"> 1. Achieve a completion rate of FPAs by at least 90%. 2. Reduce response time by 10% to address emergency needs. 3. Create tracking systems for the number of families utilizing resources. 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Maintain records of completed FPAs and emergency assistance provided. 2. Track response times for addressing emergency needs. 3. Begin to utilize Child Plus for tracking of family engagement services. 	
Year 3 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 3 was met)		
What additional items are expected to be completed or accomplished by the end of the year (June 2027)		
Expected Challenges/How you might address them	Ensuring families understand the importance and benefits of completing FPAs.	

<p>Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>		
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 2</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Provide clear and accessible information to families about the purpose and benefits of completing FPAs.</p>	<p>Mental Health Provider, Family and Community Liaison, HS Director</p>	<p>At Orientation</p>
<p>Establish protocols for identifying and responding to emergency needs, including a designated contact person or team.</p>	<p>Mental Health Provider, Family and Community Liaison, HS Director</p>	<p>At start of program year</p>
<p>Maintain partnerships with community organizations to expand available resources for families.</p>	<p>Mental Health Provider, Family and Community Liaison</p>	<p>At start of program year</p>
<p>Offer training and support for staff on effective communication and engagement strategies with families.</p>	<p>Mental Health Provider, Classroom Staff, Education Coordinator</p>	<p>Annually</p>
<p>Conduct regular follow-ups with families to assess ongoing needs and provide additional support as necessary.</p>	<p>Mental Health Provider, Family and Community Liaison</p>	<p>Ongoing</p>
<p>OBJECTIVE 3</p>	<p>Implement Ready Rosie to support family engagement.</p>	
<p>Measurable Outcomes (Upon completion of Objective)</p>	<p>1. Increase in family engagement activities utilizing Ready Rosie by 25%. 2. 90% of families report feeling more connected to the program through Ready Rosie.</p>	

Year 3 Expected Outcomes	<ol style="list-style-type: none"> 1. Achieve a 90% subscription rate among enrolled families. 2. Families will actively engage with Ready Rosie content at least twice a week.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Monitor Ready Rosie usage data to track family engagement. 2. Conduct surveys to gather feedback on the effectiveness of Ready Rosie in promoting family engagement.
Year 3 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 3 was met)	
What additional items are expected to be completed or accomplished by the end of the year (June 2027)	
Expected Challenges/How you might address them	<ol style="list-style-type: none"> 1. Ensuring that families have access to the necessary technology to utilize Ready Rosie. 2. Encouraging consistent engagement from families over time.
Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?	

ACTIONS/STRATEGIES FOR OBJECTIVE 3	PERSON(S) RESPONSIBLE	TIMELINE
Provide training and support to families on how to use Ready Rosie effectively.	Mental Health Provider, Family and Community Liaison	At orientation
Offer incentives for families to participate regularly, such as prize drawings or recognition programs	Mental Health Provider, Family and Community Liaison	At start of program year

GOALS & OBJECTIVES Year 3 of 5

AGENCY NAME	
Twin Rivers Unified School District	
DATE	
8/1/2026-7/31/2027	
Goal #4	To increase and maintain enrollment at 100% throughout the program year by engaging stakeholders, designing responsive program models and utilizing effective recruitment strategies.
OBJECTIVE 1	Increase enrollment to 100% by the end of September and maintain this level throughout the program year.
Measurable Outcomes (Upon completion of Objective)	Enrollment reaches and maintains 100% capacity throughout the program year.
Year 3 Expected Outcomes	<ol style="list-style-type: none"> 1. Enrollment reaches 100% by the end of the first quarter. 2. Retention rate of enrolled children remains at or above 95% throughout the program year.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Regularly monitor Child Plus attendance and enrollment reports, Learning Genie attendance reports, 2. Tracking reasons for disenrollment, reviewing of recruitment models and adjustments as needed, 3. Tracking of overcome waivers by sites, tracking of how families hear about program.
Year 3 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 3 was met)	

<p>What additional items are expected to be completed or accomplished by the end of the year (June 2027)</p>		
<p>Expected Challenges/How you might address them</p>	<ol style="list-style-type: none"> 1. Competition with other early childhood programs in the area including additional opportunities for TK. 2. Limited awareness of Head Start program benefits and eligibility criteria. 3. Fluctuations in community demographics and socioeconomic factors affecting enrollment. The program will address the challenges by ensuring that we are recruiting at community events in areas where families will qualify for the program. 	
<p>Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>		
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 1</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>Follow timeline for summer enrollment and tasks</p>	<p>ERSEA Team and HS Director</p>	<p>July and August 2026</p>
<p>Develop a targeted marketing plan that includes digital, print, and community outreach strategies.</p>	<p>ERSEA Team in collaboration with Leadership Team</p>	<p>Ongoing</p>
<p>Utilize online platforms to promote the program and engage with potential families.</p>	<p>ERSEA Team</p>	<p>Ongoing</p>
<p>Make adjustments to recruitment strategies and program models based on data and feedback to ensure continuous improvement.</p>	<p>ERSEA Team and HS Director</p>	<p>July 2026 and onwards</p>

Provide support and guidance to families throughout the enrollment process to ensure a smooth transition into the program.	ERSEA Team	During family contact
OBJECTIVE 2 Engage families, community partners, and staff, in recruitment and retention efforts.		
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Increase involvement in recruitment activities. 2. Develop partnerships with community organizations. 	
Year 3 Expected Outcomes	<ol style="list-style-type: none"> 1. Increase in the number of recruitment events with various stakeholders by 20% within the first six months. 2. Improvement in stakeholder satisfaction scores related to communication and involvement in recruitment efforts by 15% within the first year. 3. Establishment of at least three new partnerships with community organizations to support recruitment and retention initiatives within the first year. 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Maintain records of recruitment events and activities. 2. Document new partnerships established and number of participation by community organizations in recruitment events. 	
Year 3 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 3 was met)		
What additional items are expected to be completed or accomplished by the end of the year (June 2027)		

Expected Challenges/How you might address them	Limited availability and participation of community organizations that align with program goals and priorities. Community partners are experiencing budget cuts and not holding events as frequently.	
Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?		
ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
Host community events and open houses to showcase the program and engage with families.	ERSEA, Team Family & Community Liaison in collaboration with Leadership Team	May 2027
Provide incentives for current families to refer new families to the program.	ERSEA Team, Family & Community Liaison	Ongoing
Collect feedback from families and staff to assess the effectiveness of recruitment strategies.	ERSEA Team	Ongoing
Reach out to organizations to explore partnership opportunities and discuss ways to collaborate on recruitment.	ERSEA Team, Family & Community Liaison in collaboration with Leadership Team	Ongoing
Provide training and professional development opportunities for staff to enhance their skills in recruitment and retention.	ERSEA Team, HS Director	Ongoing
Create a supportive and collaborative environment that encourages staff to actively participate in recruitment and retention activities.	HS Director, ERSEA Team, HS Staff	Ongoing

OBJECTIVE 3	Implement high-quality program standards as defined by the California Quality Rating and Improvement Scale (QRIS) and attract families to the program. Incorporate quality assessments such as the Classroom Assessment Scoring System (CLASS) and provide ongoing coaching.
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Achieve a minimum QRIS rating of 4. 2. Conduct CLASS assessments yearly.
Year 3 Expected Outcomes	<ol style="list-style-type: none"> 1. Increase and maintain program enrollment to 100% 2. Receive positive feedback from families regarding program quality improvements. 3. Achieve a QRIS rating of 4.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. CLASS assessments. 2. Maintain documentation of coaching sessions and improvements made. 3. Track enrollment numbers and feedback from families.
Year 3 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 3 was met)	
What additional items are expected to be completed or accomplished by the end of the year (June 2027)	
Expected Challenges/How you might address them	Balancing the need for program improvement with maintaining current services and routines. This will be addressed by monitoring, new training, and review of materials.

<p>Challenges encountered and how your program is addressing them. If you plan to make changes to your objective for Year 3, please explain why you propose to change it: What have you learned this year to inform the change in Year 3?</p>		
ACTIONS/STRATEGIES FOR OBJECTIVE 3	PERSON(S) RESPONSIBLE	TIMELINE
Provide ongoing professional learning and training for staff on QRIS assessment tools.	Education Coordinators, Classroom Staff, HS Director	Ongoing
Utilize coaching and mentoring to support staff in implementing models and practices.	Education Coordinators, Classroom Staff	Ongoing
Collaborate with families and to gather feedback for program improvement.	Education Coordinators, Family & Community Liaisons, ERSEA Team	Ongoing
Allocate resources to address identified program needs and areas for improvement.	Education Coordinators, Classroom Staff, HS Director	Ongoing
Continuously evaluate and adjust program based on assessment data and feedback.	Education Coordinators, Classroom Staff, HS Director	Ongoing

Twin Rivers Unified School District
TRAINING AND TECHNICAL ASSISTANCE PLAN
2026-2027
09CH012795-02

NOTE: COMPLETE SEPARATELY FOR HS AND EHS

PHILOSOPHY

The Training and Technical Assistance (T/TA) plan of TRUSD’s Head Start & Early Head Start program is designed to support the ongoing growth and development of all stakeholders involved. Through a commitment to quality improvement, professional development, and community engagement, we aim to provide the best possible services to young children and their families.

PLANNING PROCESS

The leadership team utilizes ongoing monitoring, self-assessment, and the review process to prioritize the quality improvement needs of the services provided by the program. The needs of children, their families, staff, and the community are priorities in the planning process. The resources are allocated, including budget, time, and personnel, to support the implementation of the T/TA plan according to the established timeline and milestones.

APPROACH TO TRAINING, TECHNICAL ASSISTANCE AND PROGRAM IMPROVEMENT

The approach to T/TA is guided by a commitment to program quality improvement and the engagement of all stakeholders. The focus is on skills building, capacity enhancement, and staff engagement, to achieve positive outcomes for children, families, and staff.

TRAINING DELIVERY

Delivery of the training is based on the available resources and expertise of the trainers. The methods of delivery include facilitator-led training, virtual, on-the-job training, blended learning, and in-person professional conferences. Content-specific training is delivered through the Sacramento Training and Employment Agency (SETA), Sacramento County Office of Education (SCOE), TRUSD’s Early Childhood Education Department, and/or other community service providers. The T/TA plan will leverage collaborations with the Sacramento Employment and Training Agency (SETA), Sacramento County Office of Education (SCOE), and other community service providers to enhance the quality and effectiveness of programs. These partnerships will allow a wide range of resources, expertise, and best practices to improve outcomes for children, families, and staff.

TRAINING MONITORING AND EVALUATION

Training participants are notified of T/TA information, responsibilities, and impact on the organization. The TRUSD Head Start & Early Head Start leadership team schedules events on the program activity calendar. Trained staff/families will debrief the experience, content, and plan of implementation. Additional training, reflection, and enhanced implementations will be provided. Staff and Leadership Meetings will be focused on program improvement and will occur quarterly, at minimum. Staff will receive a minimum of 15 hours of training annually.

TRAINING AND TECHNICAL ASSISTANCE PLAN
2026-2027

NOTES LEGEND: M=Mandated; GNO= Goals and Objectives; PIP= Program Improvement Plan

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Head Start	Estimated Cost Early Head Start	Notes
1: Improve Management Systems and compliance with Head Start performance standards							
<i>A. ERSEA- Strengthen enrollment process and procedures</i>							
ERSEA training & collaboration	ERSEA Staff & Family & Community Liaison	SETA ERSEA Content Leader	Increase knowledge of ERSEA policies and processes	Monthly	\$0	\$0	GNO
ChildPlus training	ERSEA Component Leaders, Teaching Staff	SETA ERSEA and ChildPlus Trainer	Ensure accurate attendance and meal-tracking systems	Ongoing	\$0	\$0	GNO
<i>B. Human Resources – Increase opportunities for professional development and personal growth for all staff</i>							
TRUSD Early Childhood Education Pre-service/Staff Development	Head Start & Early Head Start teaching staff	TRUSD Early Childhood Education Department	Increase instructional strategies for teaching staff across all ECE programs in TRUSD, including but not limited to adopted curricula, inclusive practices, trauma-	August 2025	\$2000	\$1100	GNO

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Head Start	Estimated Cost Early Head Start	Notes
			informed care and PTKLF				
Annual National and California Head Start Conference	Head Start Director, Component Leaders, PC Chair/Alternate	National or California Head Start Association	Participants will learn and implement new strategies and network with other Head Start Programs		\$3380	\$2850	GNO
New Employee Orientation	New Staff	TRUSD Human Resources Dept, Leadership Team, SETA Content Leaders	New staff will be trained in district policies and procedures and Head Start requirements	During Onboarding	\$0	\$0	M
C. Ongoing monitoring- Enhance ongoing monitoring and record-keeping systems							
Utilize the ChildPlus database system	TRUSD Component Leaders	SETA Content Leaders, Head Start Director	Increase compliance with monitoring regulations	Ongoing	\$0	\$0	SA
ChildPlus Training	TRUSD Component Leaders	ChildPlus Specialist	Increase knowledge and use of the HS database	Ongoing	SETA	SETA	SA
D. Program Governance – Strengthen Program Governance							
PC and Board Training	Policy Committee and	SETA Governance Content Leader,	Increased knowledge of committee and	Annually	\$0	\$0	M

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Head Start	Estimated Cost Early Head Start	Notes
	Board of Trustee Members	PC Chair, Head Start Director	Board members' roles and responsibilities				
Ethics Training	Policy Committee Members	SETA Content Leader, Head Start Director	Increase awareness of ethics and responsibilities	Annually	\$0	\$0	M
<i>E. Program Planning – Enhance Program Planning</i>							
Staff training on the Head Start Program planning process and calendar including regular review of program goals	Head Start staff	Component Leaders	Increase knowledge of Head Start requirements and regulations	August 2026-ongoing	\$0	\$0	M
2. Increase safety practices and training							
<i>A. Health & Safe Environments</i>							
Annual Mandatory trainings	All Staff	Head Start Nurse & Health Assistant	Increase knowledge of health and safety procedures including but not limited to: (bloodborne pathogens, sudden infant death syndrome,	August/September 2026	\$0	\$0	M

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Head Start	Estimated Cost Early Head Start	Notes
			shaken baby syndrome, pesticide regulation, medication administration, responses to medical and food allergies, seizures, use of medical equipment such as Epi-Pens and inhalers, pedestrian/traffic safety, child abuse and prevention, choking, emergency responses to emergencies, safe sleep practices, and handling of hazardous materials)				
Safety & Supervision	All Staff	Education Coordinators & SETA Quality Assurance Monitor	Active Supervision	Fall and Spring	\$0	\$0	M
First Aid/CPR Training	All Staff	Community Service Provider	Ensure compliance with licensing regulations	Annually by Individual	\$2000	\$680	M

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Head Start	Estimated Cost Early Head Start	Notes
				Expiration Date			
Child Abuse and Neglect Training	All Staff	Mental Health Component Leader	Ensure compliance with licensing and HS performance standards	September 2025	\$0	\$0	M
District Nurse and Health Assistant Meetings	Health Component Leaders	District Health Coordinator	Increase knowledge of the district's health policy and procedures	Monthly	\$0	\$0	SA
Pedestrian Training	Parents and Students	Education Component Leaders, Family Community Liaisons, HS Teaching staff	Increase knowledge of pedestrian safety procedures	Fall 2025	\$0	\$0	M
B. Nutrition							
Parent Education Workshops	Parents	Health Component Leaders & Family Community Liaison	Increase knowledge of healthy eating habits and the benefits of exercise	Fall 2025 Spring 2026	\$0	\$0	SA

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Head Start	Estimated Cost Early Head Start	Notes
Health Advisory Council	Health Component Leaders	SETA	Increase knowledge of health topics related specifically to Sacramento County	Quarterly	\$0	\$0	SA
<i>C. Education, Mental Health, & Disabilities</i>							
Parent Education Workshops	Parents	Education Component Leaders, Family & Community Liaison, Mental Health Component Leader	Increase mental wellness and stress-relieving techniques	Ongoing	\$0	\$0	GNO
Mental Health Workshops	Parents and teachers	Education Component Leaders, Family & Community Liaison, Mental Health Component Leader	Increase mental wellness and stress-relieving techniques	Fall & Spring	\$0	\$0	GNO
Inclusive Practices Coaching	Classroom Staff	ECE Department Leads	Inclusive Practices	Quarterly	\$0	N/A	GNO

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Head Start	Estimated Cost Early Head Start	Notes
Attend SETA Mental Health Content Meetings	Site Supervisors	SETA Content Leader	Increase knowledge of the Mental Health component and service delivery for staff, children, and families	Monthly	\$0	\$0	GNO
Staff Mental Health/Team Building Activities	EHS/HS Staff	Mental Health Component Leader, Site Supervisors & Leadership team	Increase team bonding and morale for all staff	Annually	\$3327	\$2000	GNO
Teaching Pyramid Training	Education Component Leaders	SCOE	Increase strategies for behavior management and social skills	Fall	\$0	\$0	GNO
Mental Health Support	Education Component Leaders, parents, children	Mental Health Component Leader & SETA Content Lead	Provide mental health support to children on the 2 nd tier who have been referred for additional services	Ongoing	SETA budget	SETA budget	
Review Student Assistance Plan (SAP) process/case staffing process	EHS and HS teaching staff, Leadership Team	Mental Health Component Leaders, Education Component Leaders, Speech	Increase understanding of referral process and intervention procedures	Fall 2026	\$0	\$0	SA

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Head Start	Estimated Cost Early Head Start	Notes
		and language Pathologists					
Special Education Parent meetings	Parents	TRUSD Sped Dept	Increase parents' understanding of TRUSD Special Education Dept and processes	Fall and Spring	\$0	\$0	GNO
CLASS Training Review	EHS and HS teaching staff	SETA Education Consultant, Mental Health Component Leader & Education Component Leader	Increase knowledge of teacher-student assessment tool	Fall 2026	\$0	\$0	GNO
Teaching Pyramid/Coaching Companion	EHS and HS Staff	Mental Health Component Leader & Education Component Leaders	Increase instructional strategies for school readiness skills and coaching techniques	Ongoing	\$0	\$0	GNO,SA
Education Component Training	EHS and HS teaching staff	Component Leaders	Enhance staff knowledge of performance standards and regulations on	Monthly	\$0	\$0	SA

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Head Start	Estimated Cost Early Head Start	Notes
			topics related to education				
Kindergarten Readiness Transition Events	Parents	Mental Health Component Leader & Education Component Leaders	Facilitate the transition of matriculating students	Spring 2027	\$0	\$0	GNO
Infant and Toddler Course Reimbursement	EHS Staff	Community Service Provider/Community College	Increase teaching staff's knowledge of toddler development expectations	Fall 2026	\$0	\$3792	M
CLASS Reliability Recertification training	Education Component Leaders, Head Start Director, Certificated Teacher	Teachstone Vendor	Increase knowledge of the CLASS assessment and continue reliability as assessment raters	Spring 2027	\$500	\$0	GNO, SA
DRDP Training	EHS and HS Staff	Education Component Lead	Increase knowledge of the DRDP and improve reliability	Fall 2026	\$0	\$0	SA
<i>F. Family Services & Community Partnerships</i>							

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Head Start	Estimated Cost Early Head Start	Notes
Parenting education training	Parents, Community Members	Ready Rosie vendor, Education Coordinators, Family and Community Liaison, & Mental Health Component Leader	Increase parents' knowledge of appropriate behavior strategies, techniques for parenting skills, and various parenting topics	Monthly	\$3000	\$680	M
Parent Education Workshops	Parents, Community Members	Family and Community Liaison, Community Service Providers	Increase knowledge related to topics identified on FPA and achievement of identified goals	Quarterly	\$0	\$0	SA
Family Service Worker Credential Courses	Family Community Liaison & Mental Health Therapist	SETA Content Leaders	Increase understanding of the Family Partnership Process, development of goals and strategies, and ways to strengthen relationships with families	Fall 2026	\$0	\$0	SA

TTA Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost/TTA Head Start	Estimated Cost Early Head Start	Notes
SETA Content meetings	Family Community Liaison	SETA Content Leaders	Increase knowledge of the goal-setting process and family partnership process	Monthly	\$0	\$0	SA, GNO
TOTAL					\$14,207.83	\$11,602.46	

EXHIBIT E - IDENTIFICATION OF HEAD START CENTERS

Delegate: Twin Rivers Unified School District
 First Day of Class: August 18, 2026

Length of Operating Year 157 Days
 Last Day of Class: June 4, 2027

Classroom/Center Name	Location Street Address, City, State, Zip	Days of Operation/ Operating Hours	No. of Classes	No. of Children	Name & Address of Kitchen (School) Site Providing Food Service
<i>Morey Avenue School</i>	155 Morey Avenue Sacramento, CA 95838	Monday – Thursday 8:00 – 2:30 PM At least one Friday per month 8:00 – 2:30 PM	4	Room 1A-24 students Room 1B-24 students Room 7-21 students Room 9- 21students	Morey Avenue School 155 Morey Avenue Sacramento CA,95838
<i>Oakdale Early Learning Center</i>	3708 Myrtle Avenue North Highlands, CA 95660	Monday – Thursday 8:00 – 2:30 PM At least one Friday per month 8:00 – 2:30 PM	1	Room 31-22 students	Oakdale Elementary 3708 Myrtle Avenue North Highlands, CA 9566
<i>Village Early Learning Center</i>	6845 Larchmont Drive North Highlands, CA 95660	Monday – Thursday 8:00 – 2:30 PM At least one Friday per month 8:00 – 2:30 PM	1	Room 2- 20 students	Village Elementary School 6845 Larchmont Drive North Highlands, CA 95660
Total-3			6	132	

EXHIBIT E - IDENTIFICATION OF EARLY HEAD START CENTERS

Delegate: Twin Rivers Unified School District
 First Day of Class: 8/18/26

Length of Operating Year 180 Days
 Last Day of Class: 6/4/27

Classroom/Center Name	Location Street Address, City, State, Zip	Days of Operation/ Operating Hours	No. of Classes	No. of Children	Name & Address of Kitchen (School) Site Providing Food Service
<i>Morey Avenue School</i>	155 Morey Avenue Sacramento, CA 95838	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 12:00 PM	5	Room 10A- 8 students Room 10B-8 students Room 8- 8 students Room 5-4 students Room 4-8 students	Morey Avenue School 155 Morey Avenue Sacramento CA,95838
<i>Oakdale Early Learning Center</i>	3708 Myrtle Avenue North Highlands, CA 95660	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 12:00 PM	1	Room 32-8 students	Oakdale Elementary 3708 Myrtle Avenue North Highlands, CA 9566
Total-2			6	44	

Twin Rivers Unified School District Head Start/Early Head Start

HS/EHS SELF-ASSESSMENT SUMMARY

PROGRAM YEAR 2025–2026

Background

➤ Timeline

- Fall 2025: Program leadership reviewed prior-year feedback and confirmed program goals and monitoring focus areas.
- Fall–Winter 2025: Ongoing monitoring activities occurred across sites, including file reviews, staff check-ins, and classroom walkthroughs/observations.
- Oct 27, 2025–Jan 30, 2026: Winter DRDP data collection window for preschool and infant-toddler classrooms.
- Mid-year 2025–26: ERSEA and attendance monitoring continued through ChildPlus and site-based follow-up routines.
- Feb 19, 2026: Component leaders compiled and submitted data points for self-assessment reflection and 2026–27 planning (Program Data Packet).

➤ Approach or Methodology

The Head Start & Early Head Start programs at Twin Rivers Unified School District (TRUSD) conduct ongoing monitoring to analyze data, determine program effectiveness, and identify areas for continuous improvement. This self-assessment summary reflects a review of component data and monitoring information, combined with a SWOT analysis to identify program strengths and priority growth opportunities for the upcoming program year.

The self-assessment process included reviewing multiple sources of information such as: component data points, ChildPlus reports, attendance trends, referral/service tracking, classroom observation data (CLASS), and assessment results (DRDP), along with stakeholder input captured through program communication and leadership team discussions.

➤ Team Members

- ERSEA Team: Office Manager, Administrative Clerk
- Health Team: Health Assistant, Early Childhood Education Nurse

- Family Engagement Team: Family Community Liaison and Administrative Support
- Program Design Management: Principal/Head Start Director, Director of Early Childhood Education
- Education, Mental Health, & Disabilities Team: Site Supervisors, Mental Health Specialist, Speech & Language Pathology Support
- Family Participation: Parent input through surveys and Policy Council participation
- Community Representative: Community partner/representative participation as available

Program Strengths

I. Education, Mental Health, and Disabilities

- Positive classroom environments were observed and supported through ongoing instructional monitoring and CLASS implementation.
- The program has built capacity to conduct CLASS observations, including training to support observation processes and follow-up.
- Winter DRDP Preschool data shows stronger performance in Approaches to Learning, Science, and Physical Development (averaging ~65–70%).
- Mental health supports include both classroom-based activities and individualized supports for children and families through referrals and follow-up.
- Disability enrollment exceeds the 10% expectation for preschool (reported ~35%) and includes ongoing identification and support systems.

II. Parent and Family and Community Engagement

- Consistent family communication is supported through multiple modalities (face-to-face, phone calls, letters) during recruitment and enrollment.
- Referral networks support families with basic needs and wraparound services through coordinated follow-up and documentation.
- Policy Council and family input continue to inform program implementation priorities and family engagement focus areas.

III. Safe Environments, Health and Nutrition

- Health completion rates improved, and reminders/follow-up systems contributed to increased completion of health requirements.

- ChildPlus reporting (9711 and 9900 PIR Current Values) is used as an organizing tool for targeted follow-up and compliance tracking.
- Nutrition remains an area with active implementation efforts and identified opportunities to strengthen systems and quality.

IV. ERSEA

- Enrollment remains strong overall (reported at 97%) with consistent processes across sites.
- Waitlist systems have been streamlined and supported with online/documented information for families.
- ERSEA utilizes multiple outreach and follow-up methods (in-person, letters, phone calls) to support timely enrollment and family engagement.

V. Governance

- Program planning is supported through leadership team review cycles and ongoing monitoring discussions.
- Policy Council participation continues to provide a forum for shared decision-making and family voice.
- Governance structures support review of program priorities and continuous improvement needs.

Program Growth Opportunities

I. Education, Mental Health, and Disabilities

- CLASS data shows stronger Emotional Support (average 4.7) and lower Instructional Support (average 2.167), indicating a need to strengthen Concept Development, Quality of Feedback, and Language Modeling through coaching and professional learning.
- DRDP Preschool Winter data shows growth needs in Social-Emotional Development, Math, and Foundational Development (averaging ~40–50%); instructional routines should intentionally target these domains.
- Infant-Toddler DRDP results show limited variability across classrooms, suggesting a need for strengthened authentic documentation practices and calibration to improve assessment reliability.

- Demand for mental health services remains high; continued refinement of tiered supports, family partnerships, and staff wellness strategies is recommended.

II. Parent and Family and Community Engagement

- Continue strengthening partnerships with families and community providers to support recruitment, attendance barriers, and family well-being.
- Expand consistent, structured communication routines (including newsletters and/or monthly updates) to ensure families receive timely, clear information across sites.
- Deepen family feedback loops (surveys, focus input) and document how input informs event planning and family engagement supports.

III. Safe Environments, Health and Nutrition

- Strengthen nutrition systems and quality processes, including clearer documentation routines (e.g., meal count notes/comments) and backup systems to support continuity.
- Continue to increase the number of children counted as up-to-date for PIR C7 through monthly 9711/9900 review cycles and targeted family follow-up.
- Maintain and strengthen safety and supervision monitoring to ensure consistent implementation of supervision protocols across all settings.

IV. ERSEA

- TK expansion continues to impact recruitment and enrollment patterns; ERSEA should use data to refine targeted outreach and strengthen referral partnerships.
- Formalize partnerships with human assistance programs and community partners to streamline referrals and improve recruitment yield.
- Attendance remains a chronic challenge (reported chronic absence counts: 19 EHS and 58 HS); continued attendance interventions and barrier-reduction supports are needed.

V. Governance

- Provide training and shared learning opportunities earlier in the year so Policy Council members can engage in decision-making with strong understanding of roles, data, and priorities.
- Increase the structure and frequency of leadership meetings, including cross-component updates and action tracking to improve follow-through and alignment.

VI. Fiscal

- Plan for budget constraints/flat funding by prioritizing staffing stability, targeted coaching supports, and systems that protect compliance and service quality.
- Align resources to support increasing mental health needs and instructional improvement priorities, including coaching and professional development focused on Instructional Support and DRDP growth domains.

The self-assessment results will be used to guide 2026–27 program planning, continuous quality improvement efforts, and resource allocation. The program will continue to monitor key indicators (enrollment, attendance, health compliance, child outcomes, and classroom quality) and will adjust strategies based on data and stakeholder input.

2026-27 Summary List of LDO Classes (For Programs with LDO only)

Using the chart below, please provide detailed information on all (newly added and previously approved) centers/classes that will require class-size waivers. Please include the ChildPlus loc ID and the number of children in each class.

Note: Classes with class-size waivers will be listed as an **LDO** option on Exhibit A-1/ Summary of Federal Funds, and on the Program Schedule in HSES.

Class/classroom with class-size waiver must meet the applicable classroom square footage requirements.

NOTE: For 2026-27, Year 3 Application, if you have completed this chart in the Program Narrative because you are adding (new) classrooms that will need OHS Class-size waivers, you do not need to complete this chart.

Name of Site	Name of Classroom (Loc ID)	of children in each class	Previous Waiver? Yes/No
Morey Ave Early Learning Center	1401V - Rm 1a	24	Yes
Morey Ave Early Learning Center	1401S - Rm 1b	24	Yes
Morey Ave Early Learning Center	1401R - Rm 7	21	Yes
Morey Ave Early Learning Center	1401T - Rm 9	21	Yes
Village Elementary School	1404W - Rm 2	20	Yes
Oakdale Elementary School	1402R -Rm 31	22	Yes
Total sites:	Total:	132	

Please add more rows as necessary

AGENCY NAME

Self-Assessment Program Improvement Plan (PIP) 2025-2026 (if there is any action step started) and continuing in 2026-27

INSTRUCTIONS: Based on your agency's Self-Assessment results, please develop an action plan to address findings described in the "Program Growth Opportunities" section of the Self-Assessment report. If you have started any action step this year, you may write an update.

<i>Action Steps:</i>	<i>Responsible Person(s)/Unit</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<i>I. EDUCATION, MENTAL HEALTH, AND DISABILITIES</i>				
Provide additional training on the DRDP	Education Coordinator and SETA Program Specialist	Spring 2025 and Fall 2025	Training dates 5/15/2025, 10/22/2025, 10/31/2025, 1/16/2026, 1/27/2026, 2/6/2026.	April 2026
Schedule regular data reviews from the DRDP to facilitate lesson planning	Education Coordinator and Site Supervisors	March 2025	Education Coordinator reviews DRDP weekly. Twice a month an in-depth dive in conducted.	June 2026
Create a yearly schedule for social-emotional groups	Mental Health Therapist	August 2025	MTS was hired 9/25/2025. Plan in place for groups.	June 2026
Create a yearly staff wellness calendar of events	Mental Health Therapist	August 2025	Calendar is created.	December 2025
Schedule yearly CLASS observation training	Education Coordinator	September 2025	Recertification training is scheduled.	June 2026
<i>II. PARENT AND FAMILY AND COMMUNITY ENGAGEMENT</i>				
Develop revised forms that address the identified areas for improvement in the following forms: Volunteer, Family Partnership Agreement (FPA), and Family Development Profile (FDP) forms	Head Start Director, Family and Community Liaison	Summer 2025	Plan in place to hire FCL. Revised form was not created.	

Twin Rivers Unified School District
Self-Assessment Program Improvement Plan (PIP)
2024-2025 (if there is any action step started) and continuing in 2025-26

Hire a Family and Community Liaison	Head Start Director	March 2025	Hired 8/19/2025- Resigned 10/8/25. Recommendation for hire submitted 2/13/26.	March 2026
Partner with district Family and Community Liaisons to increase visibility of Head Start programs	Head Start Director, Family and Community Liaison	April 2025	Plan in place to hire FCL.	March 2026
III. SAFE ENVIRONMENTS, HEALTH AND NUTRITION				
Conduct an inventory check of current food items, safety supplies, and supplies to identify any shortages or items that need to be replenished (to be done yearly)	Family & Community Liaison, Kitchen Staff, Administrative Clerk, Health Assistant	May 2025	Inventory conducted and supplies ordered.	January 2026
Develop revised forms that address the identified areas for improvement in the following forms: Nutrition observation, Health forms, etc.	Family & Community Liaison, Education Coordinator	June 2025	Revised forms need to be created.	
Update the safe environment checklist to include daily/weekly monitoring of chimes and bells, and review/improve the system of monitoring SUPERvision practices.			Plan in place	January 2026
IV. ERSEA				
NOTE: This section must also address your agency's Enrollment Action Plan				
Improve community relationships to enhance recruitment efforts	ERSEA team	May 2025	Recruitment efforts has increased.	June 2026
Follow the timeline for summer enrollment activities, including key dates for orientation, application completion, and student file review	ERSEA team, Head Start Director	June 2025	Timeline was followed.	July 2025

Twin Rivers Unified School District
Self-Assessment Program Improvement Plan (PIP)
2024-2025 (if there is any action step started) and continuing in 2025-26

Refine the ERSEA team members' roles for easier accountability	Head Start Director	August 2025	Roles were determined	August 2025
<i>V. GOVERNANCE</i>				
Coordinate a program agenda for the PC outing and open house mixer, including activities, presentations, and any other relevant elements.	Head Start Director	September 2025	This event did not happen.	
The new Head Start Director will attend Head Start conferences to learn about HS governance	Head Start Director	Fall 2025	New Head Start Director attended conferences	September 2025
<i>VI. FISCAL</i>				
Schedule monthly meetings with fiscal staff to discuss budget, expenses, and financial reports.	Head Start Director	July 2025	Reports are sent monthly. Meeting is set up quarterly or as needed basis.	July 2025
<i>VII. HUMAN RESOURCES</i>				
Schedule quarterly check-ins about hiring and district timelines for staffing	Head Start Director	July 2025	Check-ins are done regularly.	July 2025
Utilize the onboarding plan for new hires	Leadership Team	Ongoing	Utilizing district onboarding plan.	July 2025

Twin Rivers Unified School District
Self-Assessment Program Improvement Plan (PIP)
2025-2026 (if there is any action step started) and continuing in 2026-27

INSTRUCTIONS: Based on your agency’s Self-Assessment results, please develop an action plan to address findings described in the “Program Growth Opportunities” section of the Self-Assessment report. If you have started any action step this year, you may write an update.

<i>Action Steps:</i>	<i>Responsible Person(s)/Unit</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<i>I. EDUCATION, MENTAL HEALTH, AND DISABILITIES</i>				
Provide additional training on the DRDP	Education Coordinator and SETA Program Specialist	Spring 2026 and Fall 2027		
Schedule regular data reviews from the DRDP to facilitate lesson planning	Education Coordinator and Site Supervisors	March 2027		
Create a yearly schedule for social-emotional groups	Mental Health Therapist	August 2026		
Create a yearly staff wellness calendar of events	Mental Health Therapist	August 2026		
Schedule yearly CLASS observation training	Education Coordinator	September 2026		
Strengthen CLASS Instructional Support through targeted coaching cycles (Concept Development, Quality of Feedback, Language Modeling)	Education Coordinator, Site Supervisors, Instructional Coaches/SETA Program Specialist	Fall 2026		
Implement targeted lesson-planning supports to address DRDP growth domains (Social-Emotional, Math, Foundational Development)	Education Coordinator and Site Supervisors	Fall 2026		

Twin Rivers Unified School District
Self-Assessment Program Improvement Plan (PIP)
2025-2026 (if there is any action step started) and continuing in 2026-27

Improve Infant-Toddler DRDP evidence quality and inter-rater reliability (authentic documentation + calibration)	Education Coordinator, Site Supervisors, Infant/Toddler Leads	Fall 2026		
<i>II. PARENT AND FAMILY AND COMMUNITY ENGAGEMENT</i>				
Develop revised forms that address the identified areas for improvement in the following forms: Volunteer, Family Partnership Agreement (FPA), and Family Development Profile (FDP) forms	Head Start Director, Family and Community Liaison	Summer 2026		
Partner with district Family and Community Liaisons to increase visibility of Head Start programs	Head Start Director, Family and Community Liaison	April 2027		
Establish consistent, structured communication routines (monthly newsletter and/or site updates)	Head Start Director, Family & Community Liaison, Site Supervisors	Fall 2026		
Strengthen family feedback loops and document how input informs PFCE activities and supports	Head Start Director, Family & Community Liaison, Site Supervisors	Fall 2026		
<i>III. SAFE ENVIRONMENTS, HEALTH AND NUTRITION</i>				
Conduct an inventory check of current food items, safety supplies, and supplies to identify any shortages or items that need to be replenished (to be done yearly)	Family & Community Liaison, Kitchen Staff, Administrative Clerk, Health Assistant	May 2027		

**Self-Assessment Program Improvement Plan (PIP)
2025-2026 (if there is any action step started) and continuing in 2026-27**

Develop revised forms that address the identified areas for improvement in the following forms: Nutrition observation, Health forms, etc.	Family & Community Liaison, Education Coordinator	June 2027		
Update the safe environment checklist to include daily/weekly monitoring of chimes and bells, and review/improve the system of monitoring SUPERvision practices.	Education Coordinator, Head Start Director	Fall 2026		
Strengthen nutrition systems and quality processes (meal count documentation, backup ordering/coverage plan)	Family & Community Liaison, Kitchen Staff, Administrative Clerk, Health Assistant	Fall 2026		
Increase PIR up-to-date health status through monthly review cycles and targeted follow-up	Health Assistant, ECE Nurse, Site Supervisors	Fall 2026		
IV. ERSEA				
NOTE: This section must also address your agency's Enrollment Action Plan				
Improve community relationships to enhance recruitment efforts	ERSEA team	May 2027		
Follow the timeline for summer enrollment activities, including key dates for orientation, application completion, and student file review	ERSEA team, Head Start Director	June 2027		
Refine the ERSEA team members' roles for easier accountability	Head Start Director	August 2026		
Address TK expansion impacts through targeted outreach and strengthened referral partnerships	ERSEA Team, Head Start Director	Fall 2026		

Twin Rivers Unified School District
Self-Assessment Program Improvement Plan (PIP)
2025-2026 (if there is any action step started) and continuing in 2026-27

Implement chronic absence reduction strategies (HS/EHS) with barrier-focused follow-up and supports	ERSEA Team, Family & Community Liaison, Site Supervisors	Fall 2026		
<i>V. GOVERNANCE</i>				
Coordinate a program agenda for the PC outing and open house mixer, including activities, presentations, and any other relevant elements.	Head Start Director	September 2026		
The new Head Start Director will attend Head Start conferences to learn about HS governance	Head Start Director	December 2026		
Provide early-year training and learning opportunities for Policy Council to strengthen engagement and shared decision-making	Head Start Director, Policy Council Chair/Support Staff	Fall 2026		
Increase structure and frequency of leadership meetings with cross-component updates and action-item tracking	Head Start Director, Leadership Team	August 2026		
<i>VI. FISCAL</i>				
Schedule monthly meetings with fiscal staff to discuss budget, expenses, and financial reports.	Head Start Director	July 2026		
Align budget planning to flat funding constraints while protecting service quality and compliance	Head Start Director, Fiscal Services, Leadership Team	Fall 2026		
<i>VII. HUMAN RESOURCES</i>				
Schedule quarterly check-ins about hiring and district timelines for staffing	Head Start Director	July 2026		
Utilize the onboarding plan for new hires	Head Start Director	July 2026		

Twin Rivers Unified School District

Self-Assessment Program Improvement Plan (PIP)

2025-2026 (if there is any action step started) and continuing in 2026-27

Strengthen staffing stability through vacancy tracking, retention supports, and timely hiring timelines	Head Start Director, Human Resources, Site Supervisors	Fall 2026		
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**Twin Rivers
Early Head Start**

SCHOOL CALENDAR 2026-2027

2026-2027																																	
<p>ONLY CROSS OUT DAYS WHEN CLASSES ARE NOT IN SESSION</p> <p>August 18, 2026- June 4, 2027 181 Days X Hours 1084 Total hours</p>							August (10)							September (21)																			
							Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa													
													X			1	2	3	4	X													
							X	X	X	X	X	X	X	X	X	8	9	10	11	X													
							X	X	X	X	X	X	X	X	X	14	15	16	17	18	X												
							X	X	18	19	20	21	X	X	X	21	22	23	24	25	X												
							X	24	25	26	27	28	X	X	X	28	29	30															
X	31																																
October (22)							November (13)							December (14)																			
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa													
				1	2	X	X	2	3	4	5	6	X			1	2	3	4	X													
X	5	6	7	8	9	X	X	9	10	X	12	13	X	X	7	8	9	10	11	X													
X	12	13	14	15	16	X	X	16	17	18	X	X	X	X	14	15	16	17	18	X													
X	19	20	21	22	23	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X													
X	26	27	28	29	30	X	X	30						X	X	X	X	X	X														
2027																																	
January (19)							February (18)							March (17)																			
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa													
					X	X		1	2	3	4	5	X		1	2	3	4	5	X													
X	4	5	6	7	8	X	X	X	9	10	11	12	X	X	8	9	10	11	12	X													
X	11	12	13	14	15	X	X	X	16	17	18	19	X	X	15	16	17	18	19	X													
X	X	19	20	21	22	X	X	22	23	24	25	26	X	X	X	X	X	X	X	X													
X	25	26	27	28	29	X	X							X	X	30	31																
X																																	
April (22)							May (20)							June (4)																			
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa													
				1	2	X							X			1	2	3	4	X													
X	5	6	7	8	9	X	X	3	4	5	6	7	X	X	X	X	X	X	X	X													
X	12	13	14	15	16	X	X	10	11	12	13	14	X	X	X	X	X	X	X	X													
X	19	20	21	22	23	X	X	17	18	19	20	21	X	X	X	X	X	X	X	X													
X	26	27	28	29	30		X	24	25	26	27	28	X	X	X	X	X																
							X	X																									
JULY (0)							<p>NOTES</p> <p>M- Th 8-2:30pm</p> <p>F 8-12pm</p>																										
Su	Mo	Tu	We	Th	Fr	Sa																											
				X	X	X																											
X	X	X	X	X	X	X																											
X	X	X	X	X	X	X																											

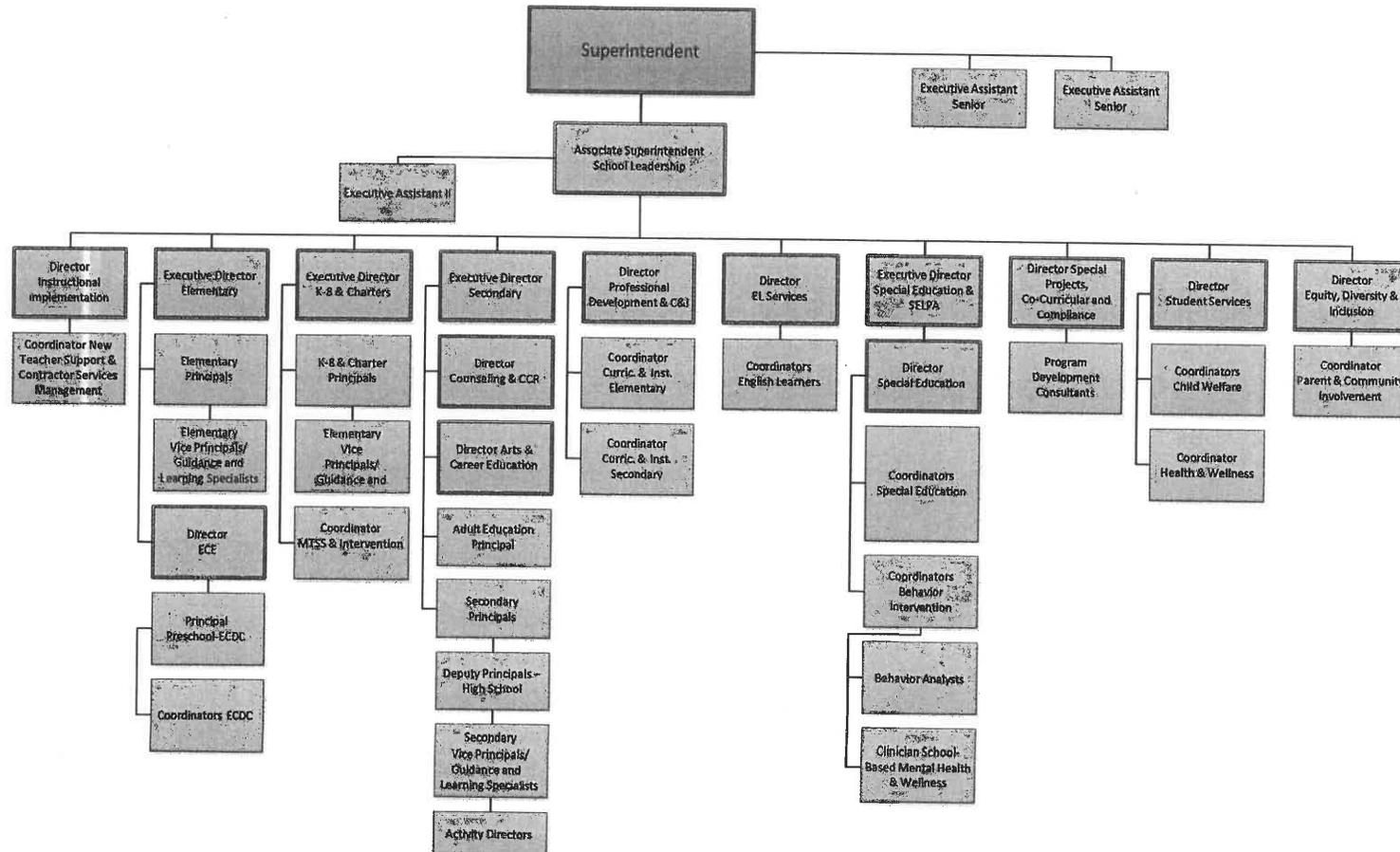
Twin Rivers Head Start

SCHOOL CALENDAR 2026-2027

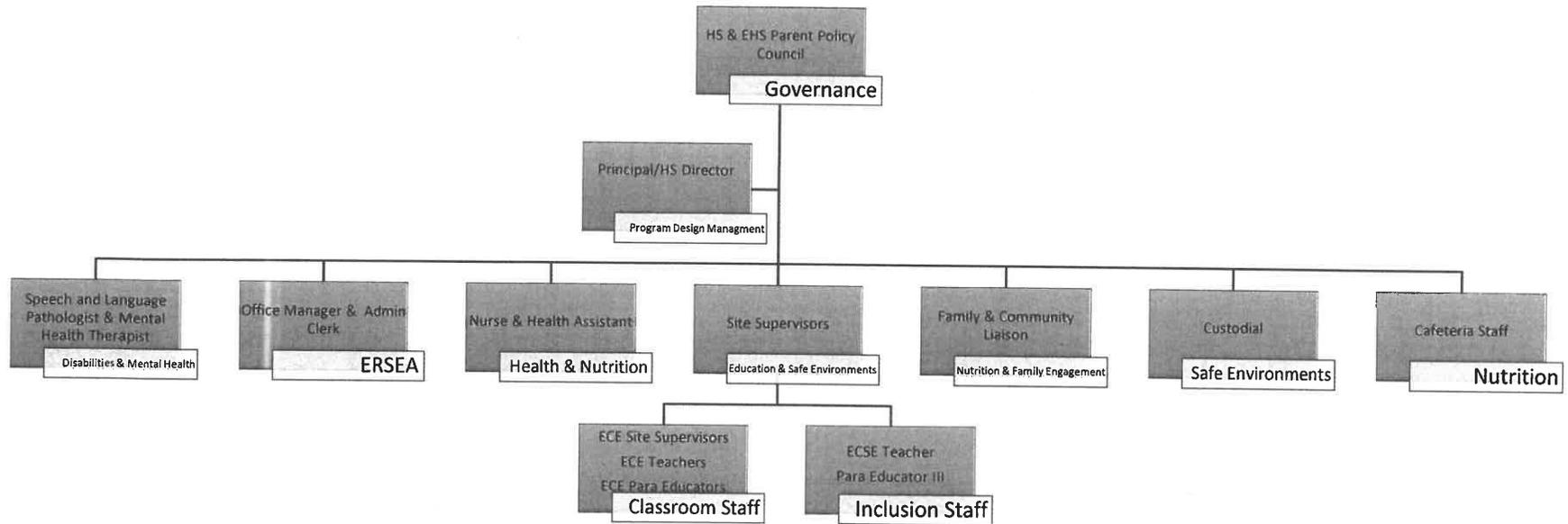
2026-2027																					
ONLY CROSS OUT DAYS WHEN CLASSES ARE NOT IN SESSION. August 18, 2026- June 4, 2027 161 Days X 6.5 Hours 1046.50 Total hours							August (10)							September (18)							
							Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
													X			1	2	3	X	X	
							X	X	X	X	X	X	X	X	X	8	9	10	X	X	
							X	X	X	X	X	X	X	X	X	14	15	16	17	X	X
							X	X	18	19	20	21	X	X	X	21	22	23	24	25	X
							X	24	25	26	27	28	X	X	28	29	30				
X	31																				
October (18)							November (14)							December (12)							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
				1	X	X	X	2	3	4	5	6	X			1	2	3	X	X	
X	5	6	7	8	X	X	X	9	10	X	12	13	X	X	7	8	9	10	X	X	
X	12	13	14	15	X	X	X	16	17	18	19	X	X	X	14	15	16	17	18	X	
X	19	20	21	22	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
X	26	27	28	29	30	X	X	30						X	X	X	X	X			
2027																					
January (17)							February (17)							March (15)							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
					X	X		1	2	3	4	X	X		1	2	3	4	X	X	
X	4	5	6	7	X	X	X	8	9	10	11	X	X	X	8	9	10	11	X	X	
X	11	12	13	14	X	X	X	15	16	17	18	X	X	X	15	16	17	18	19	X	
X	18	19	20	21	X	X	X	22	23	24	25	26	X	X	X	X	X	X	X	X	
X	25	26	27	28	29	X	X							X	X	30	31				
X																					
April (18)							May (18)							June (4)							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
				1	X	X							X			1	2	3	4	X	
X	5	6	7	8	X	X	X	3	4	5	6	X	X	X	X	X	X	X	X	X	
X	12	13	14	15	X	X	X	10	11	12	13	X	X	X	X	X	X	X	X	X	
X	19	20	21	22	X	X	X	17	18	19	20	X	X	X	X	X	X	X	X	X	
X	26	27	28	29	30		X	24	25	26	27	28	X	X	X	X	X				
							X	31													
JULY ()							NOTES														
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X	X	X	X	X	X	X															
X	X	X	X	X	X	X															
X	X	X	X	X	X	X															



Instructional Division 2025-2026.



TRUSD Head Start and Early Head Start
Organization Chart 2026-2027



**TWIN RIVERS UNIFIED SCHOOL DISTRICT
 Early Head Start (EHS) Services
 Budget Narrative
 Fiscal Year 2026-2027**

# Slots	EHS	TTA	Total All	In- kind
44	\$963,364	\$13,712	\$977,076	\$244,269

The Twin Rivers Unified School District’s Early Head Start program includes the Morey Avenue Child Development Center, the Oakdale Center, and the Village Center.

It is requested that the number of slots be reduced from 52 (FY 25/26) to 44 (FY 26/27) and the funding associated with the reduction of the eight slots be released to SETA to operate.

Early Head Start funding supports a high-quality program specifically designed for each phase of early childhood development to uphold the Early Head Start philosophy of serving both the child and the family. This program includes the goals of (1) school readiness, which focuses on increasing child outcomes by developing and strengthening Social/Emotional competencies, family partnerships, and staff development of the students; (2) health and wellness, which focuses on increasing the health and well-being of children from 18 months to under age 3 by improving the number of children who are up-to-date on a schedule of age-appropriate preventive and primary health care; (3) attendance, which focuses on improving the rate of attendance for children in the Early Head State program; and (4) family engagement, which focuses on increasing and promoting parent and family engagement that is culturally responsive, reflective, and goal-oriented to support families.

Personnel (\$607,880)

Staffing

The following positions contribute to Early Head Start’s philosophy of serving both the child and the family and the program’s School Readiness, Health and Wellness, Attendance, and Family Engagement goals and objectives: Teachers; Educational Resource teacher; Teacher Assistants; Speech Therapist; Principal/Early Head Start Director; Custodians; Office Manager;

Administrative Clerks; Nurse; Mental Health Specialist; Health Services Assistant; and Family and Community Liaisons.

Teaching teams focus on the social and emotional development of all toddlers. This includes the implementation of activities that involve developing social skills through language development, building confidence, and sharing tasks. The nurse reviews each child's application and focuses on health and nutritional needs. The nurse also provides training in nutrition in the classroom for children (including monitoring nutrition enrollment information such as height and weight graphing) and in parent meetings for the parents. The health services assistant collaborates with community health agencies, when appropriate, for health issues. The health services assistant also provides health referrals for the families as well as coordinates onsite screenings by health professionals and record keeping for health-related monitoring. The mental health component will be supported by staff who will be responsible for implementing the Student Assistance Plan (SAP), referrals related to academic or behavioral interventions, and facilitating intervention groups with students needing additional support to foster academic progress and social development. A speech therapist screens and assesses the needs of all students enrolled in the program. The educational resource teacher provides guidance and assistance to classroom teachers in instructional support as well as training on educational-related topics to parents.

The Family and Community Liaison will support the Family and Community Partnership component. The primary duties will include completing the family partnership agreements and follow-up services, facilitating parent training/workshops, assisting with resources, and coordinating school-wide events. Support staff increases the program's ability to adequately assist with the achievement of parents' goals on the Family Partnership Agreements and regular information workshops/training related to the school's long-term goals of mental health, health, and school readiness.

The Principal/Early Head Start Director oversees the daily operations of the program and provides administrative, and program support to staff, parents, and children. The members of the clerical staff complete the appropriate paperwork (enrollment, etc.) and provide support to all

staff, parents, and children. The custodians ensure the property meets all health and safety requirements.

Certificated and Classified Substitute Costs (Salaries and Fringe Benefits Costs)

To ensure the continued operation of the services provided by the program operated at the Morey Avenue Child Development Center, the Oakdale Center, and the Village Center, funding is provided for substitute costs if staff are unable to be at work due to illness, work-related matters, etc. This section includes the costs of substitutes hired through the Twin Rivers Unified School District. The Other section in this application includes the costs of substitutes that are hired through an outside agency

Certificated and Classified Extra Hours (Salaries and Fringe Benefits Costs)

To meet the needs of the children and families, staff spends time before the beginning of the school year for enrollment activities and parent orientations and at the end of the school year for transition activities. To continue providing these resources to the children and families, funding is provided for certificated and/or classified staff for up to 10 days before school starts and/or up to 10 days after school ends for these specific purposes. These days are in addition to the contracted year of each employee.

Before the beginning of each school year, the Twin Rivers Unified School District's Division of Early Childhood Education sponsors a pre-service for all toddler staff to meet and collaborate. At a minimum, all staff participate in activities that promote the School Readiness goals, positive reinforcement in the classroom and workplace, provide strategies for stress management, and build self-esteem in young children. This staff development day occurs before the start of each employee's contracted year and funding is provided for him or her to attend this day.

Certificated and/or classified staff that will be paid extra hours to fulfill the parent services obligations of special parent events and providing resources for our children and their families to uphold the Early Head Start philosophy of serving both the child and the family will deliver parent services.

Staffing	HS	EHS	Educational Resource Teachers	Total on Exhibit A-1
Teachers	7.59	4.41	1	13
Teacher Assistants	11.97	6.03		18

Fringe Benefits (\$256,793)

These expenditures include statutory pension (19.10% for certificated employees and 27.05% for classified employees), worker's compensation (1.704%), unemployment (.05%), Social Security (6.20%), Medicare (1.45%) and health and welfare benefits (health, dental, vision and life insurance) of the above-mentioned positions and including the payments to certificated and classified substitutes. Statutory pension costs for certificated and classified employees are higher than in previous years.

Travel (\$2,850, funded from T/TA)

These expenditures include the registration fee, hotel, travel, and other costs for one Early Head Start staff member to attend the National Head Start Conference and Expo. Attendance at this conference will increase this employee's awareness of and participation in, activities that contribute to family, child, and staff mental wellness and of school readiness, by learning about effective strategies for classroom organization, instructional support, and emotional support.

Supplies (\$12,100)

Office Supplies (\$500)

Funding is provided to purchase items to improve service to parents, support teacher and student attendance tracking, and assist with attaining School Readiness, Health and Wellness, Attendance, and Family Engagement goals and objectives. Office supplies may include, but are not limited to, postage, paper products, toner, post-it notes, pens, pencils, business cards, letterhead, envelopes, binders, scissors, staplers, staples, highlighters, tape, CD-R disks, flash drives, folders, paper clips, and binder clips.

Child and Family Service Supplies (\$2,000)

Funding is provided to purchase items to support the School Readiness and Health and Wellness goals, which include the essential domains of physical development and health, approaches to learning, social and emotional development, language and literacy, cognition, and general knowledge. These supplies include, but are not limited to, printing costs, Tidee Didee service (to wash the blankets and sheets used for napping), diapers, wipes, and art supplies (paper, frames, pens, glitter, ribbons, paints, beads, string) needed for end-of-year activities.

Food Service Supplies (\$2,000)

Funding is provided to purchase items to support the instructional activities in the classroom. Nutritional activities are implemented in the classroom every month related to the age-appropriate curriculum. The supplies allow children to explore new foods and create projects based on investigative studies. In addition, the supplies will support teachers in providing training in nutrition in the classroom for children (including, but not limited to, promoting healthy eating habits and informing parents/guardians, children, and staff as to the dangers of lead and monitoring nutrition enrollment information, such as height and weight graphing) and in parent meetings for the parents. These supplies include, but are not limited to, food purchased for use in classroom activities, paper products, a subscription to a nutritional newsletter, and resources about lead poisoning, and obesity.

Medical/Dental/Disabilities/Custodial Supplies (\$2,600)

Funding is provided to purchase items including medical, dental, disabilities, and custodial supplies. Medical, Dental, and Disability supplies will be purchased to support the student health screening process. These supplies include but are not limited to, assessments, toothbrushes, tooth-brush holders, net over toothbrushes, toothpaste, gloves, masks, first aid kits, stress balls, special education materials, cots, cot sheets, and subscription to a mental health newsletter. Custodial supplies will be purchased to provide a safe, clean, healthy, and wholesome environment for the children, their families, and staff. These supplies include but are not limited to, paper products, cleaning supplies, locks, batteries, hand sanitizers, and carpet cleaners.

Instructional Materials/Supplies (\$5,000)

Funding is provided to purchase items to support School Readiness Goals (that include developing and strengthening Social/Emotional competencies and family partnerships), mental health goals, IDP goals, assessments, and parent input in the development of the children. Adaptive supplies will be purchased to support students with special needs. The ASQ, ASQ-SE, and DRDP assessment tools assist in gathering data for student performance and development. Continued funding in this category provides for the purchase of materials associated with assessments, I-TERS, parent surveys, and program standards to identify and serve the needs of the children. This funding will also cover costs associated with copying materials.

Costs may be incurred to purchase outdoor items such as balls, tricycles, wagons, toys for the sandbox, etc., to develop the child's gross motor skills. To recognize and regulate emotions explore a healthy range of emotional expression and learn positive alternatives to aggressive or isolating behaviors, costs may be incurred to purchase paper and supplies for recognition of good attendance, citizenship, and/or behavior.

Art supplies, music CDs, musical instruments, and/or theatre arts supplies may be purchased to develop the child's creativity and explore the child's interest in the use of voice and instruments to create sounds.

The essential domain of language and literacy focuses on the child's ability to comprehend or understand language and the use of language. Costs may be incurred to purchase books, writing materials, CDs, etc., to expand on the child's development of language and literacy.

Costs may also be incurred to purchase age-appropriate software for computers, board games, history videos, and math/science books to focus on the use of numbers to describe relationships.

Other (\$25,900)

Utilities, Telephone (\$8,000)

Funding is provided for utilities (SMUD, PG&E, water, sewer, telephone, etc.) to support the operation of the program.

Building and Child Liability Insurance (\$1,000)

Funding is provided to cover the cost of the premiums for student accident insurance to support the operation of the program.

Building Maintenance/Repair & Other Costs (\$1,000)

Funding is provided to cover the cost of repairing equipment (computers, fax machines, Smart Boards, printers, etc.) to support the operation of the Early Head Start program.

Local Travel (\$1,500)

Funding is provided to reimburse staff for the use of their personal vehicle for district business. As an example, staff may travel from the Morey Avenue Child Development Center to the child's home to meet with parents for home visits. The interaction between staff and family involves the parents in their child's development and parent involvement is a key factor in active learning. The mileage is reimbursed at the IRS mileage reimbursement rate.

Nutritional Services Adult Meals (\$3,000)

One of the performance standards includes adults eating meals (breakfast and/or lunch) with the children. Each classroom participates in this activity. The adults (teachers and teacher assistants) will eat the same meals as the children and discuss the food, its color, its texture, etc. in a "family style" setting. Children actively learn from observing and participating with other children and adults. From this interaction, children form their hypotheses, test them, and observe what happens.

Twin Rivers Unified School District's Division of Nutritional Services provides the children's meals. Nutrition Services receives reimbursement for the cost of these meals from the federal government/State of California. The cost of the adult meals is not reimbursable by the federal

government/State of California and funding is provided to pay for the cost of the meals served to the adults.

Child Service Consultants (\$1,000)

On-site screenings are provided by contracting with at least three separate contractors (dental, vision, and hearing). The on-site screening may result in a referral to one or more health agencies for additional services.

Substitutes, if not Paid Benefits (\$5,000)

To ensure the continued operation of the services provided by the program operated at the Morey Avenue Child Development Center, the Oakdale Center, and the Village Center, funding is provided for substitute costs if the personnel is unable to be at work due to illness, work-related matters, etc. This funding covers the cost of substitutes provided by a temporary agency when substitutes are not available through the Twin Rivers Unified School District's Human Resources Department.

Parent Services (\$3,000)

Funding will be used to cover the costs of parent services. Parents and families are notified of activities, resources, etc. associated with each of the domains through parent boards, parent newsletters, health and safety handbooks, and workshops and trainings. Funds are used to print materials and to purchase books and materials.

Parent involvement is also encouraged through student field trips and assemblies exposing children to as many real experiences that enhance each child's ability to cope in various settings. Funding is provided for entrance fees for age-appropriate field trips and expanded activities. Activities are related to the Creative Curriculum theme and each field trip meets the performance standards of school readiness and gross motor development. A variety of on-campus events (student assemblies) are hosted throughout the school year such as back-to-school night, Fall Festival, Hmong New Year, Winterfest, Black History Month, Dr. Seuss Day, Multi-cultural Day, Open House, and/or other special events. Funding is used to purchase books, art supplies, other supplies, pay for trainers, etc.

The remainder of projected funding is used for other parent services including Policy Committee (PC) Reimbursements. The Policy Committee (PC) is comprised of the program's stakeholders (parents) and is designed to develop a strong parental involvement component and establish the direction of the program's work. PC meetings occur during the day and to ensure full participation and to prevent barriers to attendance, funding is provided to reimburse PC members for out-of-pocket costs (mileage to and from each meeting and child care costs) incurred to participate in these meetings and this process.

Publications/Advertisement/Printing (\$500)

Funding is provided for publications, recruitment, and printing of forms needed to operate the program. Funds for advertisement are spent to recruit children and their parents to the Early Head Start program operated at the Morey Avenue Child Development Center, Oakdale, and the Village Center. Various methods such as printing forms and brochures will be used to promote the instructional program offered at each of these centers and to compile information and communicate information to parents, children, staff, and the community.

Other (\$1,900)

Copy Machine Lease (\$1,400). Funding is provided to cover the cost of leasing the copiers needed for the operation of the Early Head Start program.

Early Head Start Membership and/or Licensing Fees (\$500). Funding was provided to cover the cost of an Early Head Start membership and/or licensing fees needed to operate the Early Head Start program at the Morey Avenue Child Development Center, the Oakdale, and the Village Center.

Indirect Charges (\$60,691)

The approved FY 26/27 California Department of Education (CDE) indirect cost rate is 7.79%.

Training and Technical Assistance (\$13,712 EHS)

Funding has been allocated for workshops and training for Early Head Start staff and/or parents. These include, but are not limited to, the following: (1) the Twin Rivers Unified School

District's Pre-K staff development day; (2) Head Start California Parent Conference; (3) CPR trainings; (4) child development related conferences and workshops (such as the California Association for the Education of Young Children [CAEYC]); and (5) Classroom Assessment Scoring System (CLASS) certifications (or re-certifications will be made available for staff to conduct classroom observations using CLASS documents). There will be staff and/or parents attending one or more of the above-mentioned conferences/trainings. Additional conference opportunities will be considered based upon program needs. All staff will have the same opportunity to request conference attendance but the needs of the site will take precedence. Some conference dollars will be used when, in the judgment of the director/principal, the staff member and the children would benefit from the staff member's attendance at a particular conference/training. Training of teachers in the areas of literacy and English Language Learners will be conducted by on-site training. Management team training will also be conducted to strengthen the leadership of the organization.

The Policy Committee (PC) will select and approve training possibilities for the members of this committee. If an outside consultant is needed, the PC will approve and the Twin Rivers Unified School District's service agreement will be forwarded to the District's Board of Trustees for final approval prior to the consultant beginning his/her work.

The following details the planned trainings and use of T/TA funds--

1. All staff will participate in the TRUSD pre-k staff development days. Increase instructional strategies for teaching staff across all pre-k programs in TRUSD.
2. Annual National or Head Start California Conference. Participants will learn and implement new ideas and network with other Early Head Start Programs
3. First Aid/CPR Training. Ensure compliance with licensing regulations.
4. Staff Mental Health/Team Building Activities. Increase team bonding and morale for all staff. Date: Ongoing.
5. Various child development related conferences/workshops. Increase teaching staff's knowledge on child specific topics.
6. Infant and Toddler Course Reimbursement. Increase teaching staff's knowledge of toddler development expectations.
7. Toddler CLASS Reliability Training. Increase knowledge of the CLASS assessment and continue reliability.
8. behavior strategies, techniques for parenting skills and various parenting topics. Date: Monthly.

Non-Federal Share (\$244,269)

These contributions are from the parents of the children enrolled in the program. The children’s parents volunteer their time in the classroom and at various activities and events throughout the school year. Other community agencies and individuals will also be approached for in-kind donations.

Sources of Non-Federal Share	
1. Volunteer Hours	\$244,269 ¹
Total Non-Federal Share	\$244,269

¹ Parent/guardian volunteer hours, \$40.0 per hour 40 parents/guardians.

Cost Allocation Methodology

Certified in accordance with 45 CFR 75.415, The Twin Rivers Unified School District has an Indirect Cost Rate reviewed and approved by the cognizant agency, the California Department of Education. 2026-27 Indirect Cost is 7.79%. Any additional program costs not included in the Indirect Cost Rate proposal would be allocated between multiple funding sources. If such a situation existed, then the allocation methodologies will be based on the funding of each slot assigned to each classroom. The 44 slots are funded entirely from Early Head Start.

Financial and Property Management System

The Twin Rivers Unified School District’s Governing Board monitors financial operations to ensure the district’s fiscal integrity and accountability to the community. Budget Services develops the district’s budget that shows a complete plan and itemized statement of all proposed expenditures and all estimated revenues for each fiscal year. Fiscal Services is responsible for budget development/control and maintaining the accounting records for all district schools, departments, special projects and funds. District staff monitors the District’s revenues and expenditures electronically and District staff keeps source documents for each transaction entered into the electronic accounting system. The District’s multitude of departments provides for the segregation of duties ensuring the integrity of the accounting information to ensure that the funds received to operate the Early Head Start programs are in accordance with the policies and procedures established by all applicable federal, state and local policies and procedures. A separate code in the District’s accounting system tracks the revenues and expenditures of each

funding source, such as Early Head Start. The Governing Board reviews and approves specific policies and procedures for the monitoring of fiscal operations of the Early Head Start program, including the non-federal match.

Other Resources

Other resources are in addition to the Early Head Start federal funds requested and the required non-federal match. For this grant period, other resources include, but are not limited to, in school district funding (General Fund) and in National School Lunch Program funds.

TWIN RIVERS UNIFIED SCHOOL DISTRICT
Head Start Programs
Budget Narrative
Fiscal Year 2026-2027

#	Basic	TTA	Total All	In- kind
132	\$2,276,554	\$15,930	\$2,292,484	\$573,122

The Twin Rivers Unified School District’s Head Start program includes the Morey Avenue Child Development Center, the Oakdale Center, and the Village Center which serve pre-kindergarten children. It is requested that the number of slots be reduced from 148 (FY 25/26) to 132 (FY 26/27) and the funding associated with the reduction of the sixteen slots be released to SETA to operate.

Head Start funding supports a high-quality program specifically designed for each phase of early childhood development to uphold the Head Start philosophy of serving both the child and the family. This program includes the goals of (1) school readiness, which focuses on increasing child outcomes by developing and strengthening Social/Emotional competencies, family partnerships and staff development of the students; (2) health and wellness, which focuses on increasing the health and well-being of children from age 3 years old to age 5 by improving the number of children who are up-to-date on a schedule of age-appropriate preventive and primary health care; (3) attendance, which focuses on improving the rate of attendance for children in the Head State program; and (4) family engagement, which focuses on increasing and promoting parent and family engagement that is culturally responsive, reflective, and goal-oriented to support families.

Personnel (\$1,395,057)

Staffing

Each of the following positions contributes to Head Start’s philosophy of serving both the child and the family and the program’s School Readiness, Health and Wellness, Attendance, and Family Engagement goals and objectives: Teachers; Teacher Assistants; Educational Resource Teachers; Speech Therapist; Principal/Head Start Director; Custodians; Office Manager;

Administrative Clerks; Nurse; Mental Health Specialist; Health Services Assistant; and Family and Community Liaison.

These positions will be located at these centers: the Morey Avenue Child Development Center; the Oakdale Center; and the Village Center.

Teachers and teacher assistants focus on teaching and learning and use assessment tools to guide their instruction. The nurse reviews each child's application and focuses on health and nutritional needs. The nurse also provides training in nutrition in the classroom for children (including monitoring nutrition enrollment information such as height and weight graphing) and in parent meetings for the parents. The health services assistant collaborates with community health agencies, when appropriate, for health issues and assists with students' injuries. The health services assistant also provides health referrals for the families as well as coordinates onsite screenings by health professionals and record keeping for health-related monitoring. The mental health component will be supported by staff who will be responsible for implementing the Student Assistance Plan (SAP), referrals related to academic or behavioral interventions, and facilitating intervention groups with students needing additional support to foster academic progress and social development. A half-time speech therapist screens and assesses the needs of all students enrolled in the program and participates as a member of the Student Success Team (SST). The educational resource teachers provide guidance and assistance to classroom teachers in instructional support as well as training on educational-related topics to parents.

The Family and Community Liaison will support the Family and Community Partnership component. The primary duties will include completing the family partnership agreements and follow-up services, facilitating parent training/workshops, assisting with resources, and coordinating school-wide events. This support staff will increase the program's ability to adequately assist with the achievement of parents' goals on the Family Partnership Agreements and regular information workshops/trainings related to the school's long-term goals of mental health, health, and school readiness.

The Principal/Head Start Director oversees the daily operations of the Head Start program and provides administrative and program support to staff, parents, and children. The members of the clerical staff complete the appropriate paperwork (enrollment, etc.) and provide support to all staff, parents and children. The custodians ensure the property meets all health and safety requirements.

Certificated and Classified Substitute Costs (Salaries and Fringe Benefits Costs)

To ensure the continued operation of the services provided by the program operated at the Morey Avenue Child Development Center, the Oakdale Center, and the Village Center, funding is provided for substitute costs if staff is unable to be at work due to illness, work-related matters, etc. This section includes the costs of substitutes hired through the Twin Rivers Unified School District. The Other section in this application includes the costs of substitutes that are hired through an outside agency.

Certificated and Classified Extra Hours (Salaries and Fringe Benefits Costs)

To meet the needs of the children and families, additional time is spent by staff throughout the school year for enrollment activities, parent orientations, end of the school year for transition activities, etc. Funding is provided to cover these additional salary and benefits costs.

Staffing	HS	EHS	Educational Resource Teachers	Total on Exhibit A-1
Teachers	7.59	4.41	1	13
Teacher Assistants	11.97	6.03	.	18

Fringe Benefits (\$548,401)

These expenditures include statutory pension (19.10% for certificated employees and 27.05% for classified employees), worker’s compensation (1.704%), unemployment (.05%), Social Security (6.20%), Medicare (1.45%) and health and welfare benefits (health, dental, vision and life insurance) of the above-mentioned positions and including the payments to certificated and

classified substitutes. Statutory pension costs for certificated and classified employees are higher than in previous years.

Travel (\$5,000 funded from Basic and \$3,380 funded from T/TA)

Basic--These expenditures include the registration fee, hotel, travel, and other costs for up to three staff and/or parents to attend the Head Start Conference and Expo. Attendance at this conference will increase staff's awareness of and participation in, activities that contribute to family, child, and staff mental wellness and of school readiness, by learning about effective strategies for classroom organization, instructional support, and emotional support.

T/TA--These expenditures include the registration fee, hotel, travel, and other costs for up to two staff and/or parents to attend the Head Start Conference and Expo. Attendance at this conference will increase staff's awareness of and participation in, activities that contribute to family, child, and staff mental wellness and school readiness, by learning about effective strategies for classroom organization, instructional support, and emotional support

Supplies (\$48,600)

Office Supplies (\$6,000)

Funding is provided to purchase items to improve service to parents, support teacher and student attendance tracking, and assist with attaining School Readiness, Health and Wellness, Attendance, and Family Engagement goals and objectives. Office supplies may include, but are not limited to, postage, paper products, toner, post-it notes, pens, pencils, business cards, letterhead, envelopes, binders, scissors, staplers, staples, highlighters, tape, CD-R disks, flash drives, folders, paper clips, and binder clips.

Child and Family Service Supplies (\$10,000)

Funding is provided to purchase items to support the School's Readiness and Health and Wellness goals which include the essential domains of physical development and health, approaches to learning, social and emotional development, language and literacy, cognition, and general knowledge. These supplies include, but are not limited to, printing costs, Tidee Didee service (to wash the blankets and sheets used for napping), and art supplies (paper, frames, pens, glitter, ribbons, paints, beads, string) needed for end-of-year activities.

Food Service Supplies (\$10,000)

Funding is provided to purchase items to support the instructional activities in the classroom. Nutritional activities are implemented in the classroom every month related to the Connect 4 Learning theme. The supplies allow children to explore new foods and create projects based on investigative studies. In addition, the supplies will support teachers in providing training in nutrition in the classroom for children (including, but not limited to, promoting healthy eating habits and informing parents/guardians, children, and staff as to the dangers of lead and monitoring nutrition enrollment information, such as height and weight graphing) and in parent meetings for the parents. These supplies include, but are not limited to, food purchased for use in classroom activities, paper products, a nutritional newsletter, resources about lead poisoning, and obesity, and the IMIL curriculum.

Medical/Dental/Disabilities/Custodial Supplies (\$7,600)

Funding is provided to purchase items including medical, dental, and disabilities and custodial supplies. Medical, Dental, and Disability supplies will be purchased to support the student health screening process. These supplies include but are not limited to, toothbrushes, toothbrush holders, net over toothbrushes, toothpaste, gloves, masks, first aid kits, stress balls, special education materials, cots, cot sheets, and a subscription to a mental health newsletter. Custodial supplies will be purchased to provide a safe, clean, healthy, and wholesome environment for the children, their families, and staff. These supplies include but are not limited to, paper products, cleaning supplies, locks, batteries, hand sanitizers, and carpet cleaners.

Instructional Materials/Supplies (\$15,000)

Funding is provided to purchase items to support the School Readiness, Health and Wellness, Attendance, and Family Engagement goals and objectives, including but not limited to mental health goals, IDP goals, assessments, and parent input in the development of the children. Adaptive supplies will be purchased to support students with special needs. The ASQ, ASQ-SE, and DRDP assessment tools assist in gathering data for student performance and development. Continued funding in this category provides for the purchase of materials associated with assessments, ECERS, parent surveys, and program standards to identify and serve the needs of the children. This funding will also cover costs associated with copying materials.

Costs may be incurred to purchase outdoor items such as balls, tricycles, wagons, toys for the sandbox, etc., to develop the child's gross motor skills. To recognize and regulate emotions explore a healthy range of emotional expression and learn positive alternatives to aggressive or isolating behaviors, costs may be incurred to purchase paper and supplies for awards for good attendance, citizenship, and/or behavior.

Art supplies, music CDs, musical instruments, and/or theatre arts supplies may be purchased to develop the child's creativity and explore the child's interest in the use of voice and instruments to create sounds.

The essential domain of language and literacy focuses on the child's ability to comprehend or understand language and use the language. Costs may be incurred to purchase books, writing materials, CDs, Alpha Friends, etc., to expand on the child's development of language and literacy.

Costs may also be incurred to purchase age-appropriate software for computers, board games, history videos, and math/science books to focus on the use of numbers to describe relationships.

Other (\$154,970)

Utilities, Telephone (\$71,000)

Funding is provided for utilities (SMUD, PG&E, water, sewer, telephone, etc.) to support the operation of the program.

Building and Child Liability Insurance (\$2,000)

Funding is provided to cover the cost of the premiums for student accident insurance to support the operation of the program.

Building Maintenance/Repair & Other Costs (\$2,000)

Funding is provided to cover the cost of repairing equipment (computers, fax machines, Smart Boards, printers, etc.) to support the operation of the Head Start program.

Local Travel (\$10,000)

Funding is provided to reimburse staff for the use of their personal vehicles for district business. As an example, staff may travel from the Morey Avenue Child Development Center, the Oakdale Center, and the Village Center to the child's home to meet with parents for home visits. The interaction between staff and family involves the parents in their child's development and parent involvement is a key factor in active learning. The mileage is reimbursed at the IRS mileage reimbursement rate of \$0.725 per mile.

Nutritional Services Adult Meals (\$17,570)

One of the performance standards includes adults eating meals (breakfast and/or lunch) with the children. Each classroom participates in this activity. The adults (teachers and teacher assistants) will eat the same meals as the children and discuss the food, its color, its texture, etc. in a "family style" setting. Children actively learn from observing and participating with other children and adults. From this interaction, children form their hypotheses, test them, and observe what happens.

Twin Rivers Unified School District's Division of Nutritional Services provides the children's meals. Nutrition Services receives reimbursement for the cost of these meals from the federal government/State of California. The cost of the adult meals is not reimbursable by the federal government/State of California and funding is provided to pay for the cost of the meals served to the adults.

Child Service Consultants (\$5,000)

On-site screenings are provided by contracting with at least three separate contractors (dental, vision, and hearing). The on-site screening may result in a referral to one or more health agencies for additional services.

Substitutes, if not Paid Benefits (\$20,000)

To ensure the continued operation of the services provided by the program operated at the Morey Avenue Child Development Center, the Oakdale Center, and the Village Center, funding is provided for substitute costs if the personnel is unable to be at work due to illness, work-related matters, etc. This funding covers the cost of substitutes provided by a temporary agency when substitutes are not available through the Twin Rivers Unified School District's Human Resources Department.

Parent Services (\$15,000)

Parents and families are notified of activities, resources, etc. associated with each of the domains through parent boards, parent newsletters, health and safety handbooks, and workshops and trainings. Funds are used to print materials and to purchase books and materials.

Parent involvement is also encouraged through student field trips and assemblies exposing children to as many real experiences that enhance each child's ability to cope in various settings. Funding is provided for entrance fees of age-appropriate field trips and expanded activities. A variety of on-campus events (student assemblies) are hosted throughout the school year such as back-to-school night, Fall Festival, Hmong New Year, Winterfest, Black History Month, Dr. Seuss Day, Multi-cultural Day, Open House, and/or other special events. Funding is used to purchase books, art supplies, other supplies, pay for trainers, etc.

The remainder of projected funding is used for other parent services including Policy Committee (PC) Reimbursements. The Policy Committee (PC) is comprised of the program's stakeholders (parents) and is designed to develop a strong parental involvement component and establish the direction of the program's work. PC meetings occur during the day and to ensure full participation and to prevent barriers to attendance, funding is provided to reimburse PC members for out-of-pocket costs (mileage to and from each meeting and child care costs) incurred to participate in these meetings and this process.

Publications/Advertisement/Printing (\$1,000)

Funding is provided for publications, recruitment, and printing of forms needed to operate the program. Funds for advertisement are spent to recruit children and their parents to the Head Start program operated at the Morey Avenue Child Development Center, the Oakdale Center, and the Village Center. Various methods such as printing forms and brochures will be used to promote the instructional program offered at each of these centers and to compile information and communicate information to parents, children, staff, and the community.

Staff Development (\$800)

Three funding streams, Head Start Basic, Early Head Start, and Head Start Training and Technical Assistance (discussed below), will be used to cover the costs of staff development.

Each funding stream cannot cover the cost of all staff and parents to attend each conference, workshop, and training resulting in each funding stream covering the costs of a specific number of attendees.

Funding has been allocated for workshops and training for the Morey Avenue Child Development Center, the Oakdale Center, and the Village Center staff and parents to attend the Twin Rivers Unified School District's Pre-K staff development day, Head Start California (HSC) Parent Conference, CPR training and child development related conferences and workshops (such as the California Association for the Education of Young Children (CAEYC) and Classroom Assessment Scoring System (CLASS) certifications and re-certifications will be made available for staff to conduct classroom observations using CLASS documents. There will be staff and/or parents attending one or more of the above-mentioned conferences/trainings. Staff training will be aligned with the self-assessment and monitoring information collected to promote and support professional growth. Additional conference opportunities will be considered based on program needs.

Other (\$10,600)

Copy Machine Lease (\$9,000). Funding is provided to cover the cost to lease the copiers needed to for the operation of the Head Start program.

Head Start Membership and/or Licensing Fees (\$1,600). Funding is provided to cover the cost of a Head Start membership and/or licensing fees that may be needed to operate the Head Start program at the Morey Avenue Child Development Center, the Oakdale Center, the Village Center

Indirect Charges (\$124,526)

The approved FY 26/27 California Department of Education (CDE) indirect cost rate is 7.79%.

Training and Technical Assistance (\$15,930)

Funding has been allocated for workshops and training for Morey Avenue Child Development Center, the Oakdale Center, and the Village Center staff and/or parents to attend the Twin Rivers Unified School District's Pre-K staff development day, annual Head Start Conference, HSC Parent Conference, First Aid/CPR training and child development related conferences and workshops (such as the California Association for the Education of Young Children [CAEYC]) and Classroom Assessment Scoring System (CLASS) certifications and re-certifications will be made available for staff to conduct classroom observations using CLASS documents. There will be staff and/or parents attending one or more of the above-mentioned conferences/trainings. Additional conference opportunities will be considered based on program needs. All staff will have the same opportunity to request conference attendance but the needs of the site will take precedence. Some conference dollars will be used when, in the judgment of the director/principal, the staff member and the children would benefit from the staff member's attendance at a particular conference/training. Training of teachers in the areas of literacy and English Language Learners will be conducted by on-site training. Management team training will also be conducted to strengthen the leadership of the organization.

The Policy Committee (PC) will select and approve training possibilities for the members of this committee. If an outside consultant is needed, the PC will approve and the Twin Rivers Unified School District's service agreement will be forwarded to the District's Board of Trustees for final approval before the consultant begins his/her work.

The following details the planned training and use of T/TA funds--

1. All staff will participate in the TRUSD pre-k pre-service/staff development days. Increase instructional strategies for teaching staff across all pre-k programs in TRUSD.
2. Annual National or Head Start California Conference. Participants will learn and implement new ideas and network with other Early Head Start Programs.
3. First Aid/CPR Training. Ensure compliance with licensing regulations. Date: Ongoing.
4. Staff Mental Health/Team Building Activities. Increase team bonding and morale for all staff. Date: Ongoing.
5. Various child development-related conferences/workshops. Increase teaching staff's knowledge of child-specific topics.
6. CLASS Reliability and Re-certification training. Increase knowledge of the CLASS assessment and continue reliability as assessment raters.

7. Parent Education Training. Increase parents' knowledge of appropriate behavior strategies, techniques for parenting skills, and various parenting topics.

Non-Federal Share (\$573,122)

These contributions are from the parents of the children enrolled in the program and from the State Preschool Grant. The children's parents volunteer their time in the classroom and at various activities and events throughout the school year. The State Preschool grant pays for part of the staffing and other costs (supplies and other operating expenses). Other community agencies and individuals will also be approached for in-kind donations.

Source of Non-Federal Share	
1. State Preschool/General Fund, Salary	\$ 131,231
2. State Preschool/General Fund, Benefits	6,033
3. Volunteer Hours	<u>435,858¹</u>
Total Non-Federal Share	\$573,122

¹Parent volunteer hours each time \$40.00 per hour times 130 parents/guardians.

Cost Allocation Methodology

Certified per 45 CFR 75.415, Twin Rivers Unified School District has an Indirect Cost Rate reviewed and approved by the cognizant agency, the California Department of Education. Any additional program costs not included in the Indirect Cost Rate proposal that must be allocated between multiple funding sources will be allocated by the following methodology(ies): between Head Start (HS), the California State Preschool Program (CSPP), and the General Fund based on the funding of each slot assigned to each classroom and each site.

Financial and Property Management System

The Twin Rivers Unified School District's Governing Board monitors financial operations to ensure the district's fiscal integrity and accountability to the community. Budget Services develops the district's budget shows a complete plan and itemized statement of all proposed expenditures and all estimated revenues for each fiscal year. Fiscal Services is responsible for budget development/control and maintaining the accounting records for all district schools, departments, special projects, and funds. District staff monitors the District's revenues and expenditures electronically and District staff keeps source documents for each transaction entered into the electronic accounting system. The District's multitude of departments provides for the segregation of duties ensuring the integrity of the accounting information to ensure that the funds received to operate the Head Start programs are by the policies and procedures

established by all applicable federal, state, and local policies and procedures. A separate code in the District's accounting system tracks the revenues and expenditures of each funding source, such as Head Start. The Governing Board reviews and approves specific policies and procedures for the monitoring of fiscal operations of the Head Start program, including the non-federal match.

Other Resources

Other resources are in addition to the Head Start federal funds requested and the required non-federal match. For this grant period, other resources may include but are not limited to other State preschool funds, school district funding (General Fund), and in National School Lunch Program funds.

**HEAD START/EARLY HEAD START GRANT APPLICATION
POLICY COMMITTEE APPROVAL**

On behalf of the Twin Rivers Unified School District Governing Board I, Amanda Gutierrez, Board President, certify the Governing Board has approved the Twin Rivers Unified School District Grant Application (including **Basic and Training/Technical Assistance**) for **Fiscal Year 2026-2027 (August 1, 2026 – July 31, 2027)** at its meeting on (3/19/2026). Attached is the sign-in sheet of attendees; minutes of the meeting are forthcoming.

Name

Signature

Date

**HEAD START/EARLY HEAD START GRANT APPLICATION
GOVERNING BOARD APPROVAL**

On behalf of the Twin Rivers Unified School District Governing Board I, Christine Jefferson, Board President, certify the Governing Board has approved the Twin Rivers Unified School District Grant Application (including **Basic and Training/Technical Assistance**) for **Fiscal Year 2026-2027 (August 1, 2026 – July 31, 2027)** at its meeting on April 14, 2026. Attached is the sign-in sheet of attendees; minutes of the meeting are forthcoming.

Name

Signature

Date