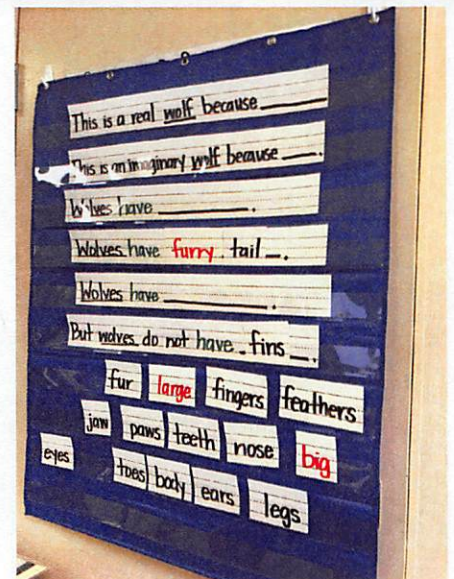
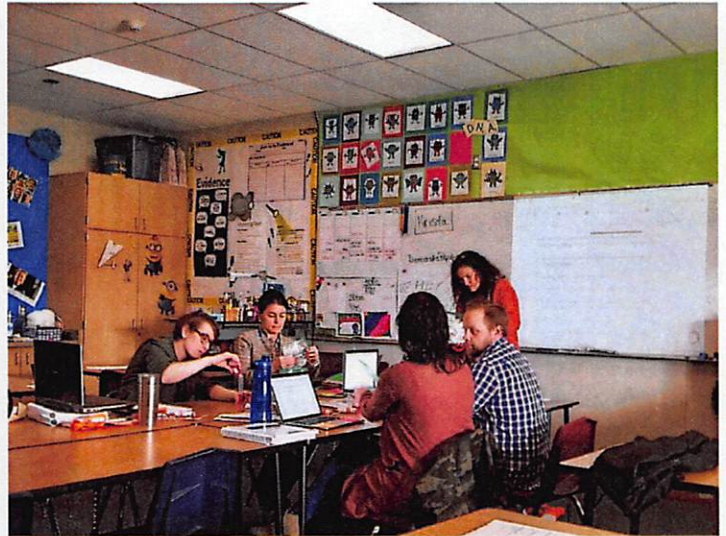


Federal Addendum



2019-2020

Strategy

The Ripon Unified Local Control Accountability Plan consists of five goals...

Goal 1- Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships that produces students who are college and career ready. (Priorities 2 & 7)

Goal 2- Maintain a Multi-Tiered System of Supports (MTSS) program that meets the needs of students across the district and accelerate the growth of all students, including our underperforming student groups in all areas. (Priorities 4 & 8)

Goal 3- English learner academic growth demonstrates closing of the achievement gap. (Local Priority 2)

Goal 4- Involve all stakeholders in strengthening learning environments that are effective, engaging and safe. (Priorities 3, 5 & 6)

Goal 5- Provide an educational program with support services, including staffing and operations. (Priority 1)

These goals target our efforts to provide the best academic and social emotional learning environments for Ripon students. The Multi-Tiered System of Supports is an all-encompassing series of programs under one umbrella, that includes several layers and focuses on all students. "All means all." Best practices are being grown across the district to ensure success for all students. Data guides us to focus on student groups who are not functioning as high as the all student group or the white student group, and therefore, strategies and resources are focused on closing those gaps. As a district with 37.32% socio-economic disadvantaged students and 11% English Learners, some district-wide actions are critical to find and support students with gaps. The process to determine needs includes stakeholders looking at the California Dashboard and 5 X 5 grids, as well as survey information and other data. Input is shared across groups.

Teachers receive professional development throughout the year in cadres, collaboration days, district professional learning events and off-site conferences. Student data review teams (SDRT) meet throughout the year. All students participate in benchmark testing and receive intervention services when appropriate. English Learner strategies are shared at cadres, other professional learning events and bilingual paraprofessional and administrative meetings. Additionally, students with disabilities receive additional services based on their IEPs. Restorative practices will provide additional support to struggling students. Universal Design for Learning (UDL) has been a new area of focus within MTSS and will continue to grow.

Title I funds will provide a summer school program, support for our homeless students and a five percent set aside for choice transportation. If allocations reach 500,000.00, one percent is set aside for parent involvement. Through site allocations and following the development of SPSAs with each site's school site council, site goals blend with LCAP goals. Title I enhances programs in ELA, math, MTSS, school climate, STEAM and enrichment, ELL proficiency, and graduation inclusive of college and career readiness. Strategies include, but are not limited to use of paraprofessionals, before and after school tutoring, supplemental programs and materials.

Title II funds will support Professional Learning for Common Core and other topics in order to improve learning for students including, but not limited to... ELA/ELD, science, technology, engineering, arts and math (STEAM), Special Education, Intervention programs (MTSS), universal design for learning (UDL), 6-12 CC articulation, grade level collaboration, software and technology, Positive Behavior Interventions and Supports, Restorative Justice Training and more. Cadres and other committees will also participate in trainings and share knowledge out to school site staffs. If funding allows, CTE staff will participate in skill based professional development to maintain the most current industry standards.

Title III funds will be used to support an English language development cadre which brings together teachers, bilingual paraprofessionals and district personnel striving to create site experts that have deeper understanding of the ELA/ELD standards and who are able to enhance the professional development at their own sites. We are working towards a deeper understanding of integrated versus designated ELD time, ELD standards, teachers utilizing bilingual paraprofessionals effectively and analyzing data to measure the success of their efforts.

Title IV funds will further develop social emotional learning under the MTSS umbrella. Surveys within the SUMS grant have shown this area to be underdeveloped.

These actions and allocations of federal funds are incorporated in the LCAP, following a rigorous process of data analysis, stakeholder input, review of School Plans for district alignment, and a review of district policies and practices to ensure new and supplemental actions are designed to support and enhance the already established core programs and practices.

Alignment

District Board Goals 2018-19

BG1 - Learning Environment

- Utilizing a Multi-Tiered System of Supports (MTSS), provide learning experiences that have evidence of rigor, relevance, and relationships. (LCAP Goals 1 and 2)
- Keep learning environments effective, engaging, and safe where all children can become college and career ready. (LCAP Goals 1 and 3)
- Optimize student learning by utilizing high quality teaching practices and innovative strategies to prepare them to be future contributing citizens. (LCAP Goal 1)

BG2 - Fiscal Accountability (LCAP/budget processes)

- Maintain a Sound Budget utilizing Fiscal Planning for the Long-Term infrastructure development so that the needs of students are central to fiscal decisions.
- Continue to communicate and maintain transparency in the budget process. Implement a strategy to address any structural deficits within the budget while anticipating and proactively addressing the impact of future cost increases with limited resources.

BG3 - Teamwork (LCAP process)

- Continue to focus on nurturing partnerships with all stakeholders.
- Emphasize the role that parents and community members play as valued partners with the district, schools, and teachers in the education of children.
- The Board expects that all staff will work to achieve a high level of customer service throughout the district.

BG4 - Continuous Improvement

- Provide professional development to promote continuous improvement for all staff. Create and offer professional learning opportunities to develop leadership and talent at all levels.

(Action 1.1)

- Recruit, attract, develop, and retain highly qualified staff in order to carry out our District's mission, goals, and objectives. (Action 4.1)
- Within Ripon USD all employees are expected to work together to provide a high quality education to all students. (LCAP Goals 1, 2, 3 and 4)

BG5 - Facilities (Action 3.2)

- Collaborate with the Superintendent to identify and prioritize District facility projects, recognizing that there is a need to maintain and provide quality facilities that support the educational program and related services of our District.
- Examine and take sequential action to implement and address short term and long-term recommendations from the Facilities Master Plan and inputs from the Superintendent Facility Advisory Committee and school community.

BG6 - Governance

- Examine and implement organizational strategies that help set, support, and address District needs and priorities. (LCAP process)
- Broaden opportunities to expand RUSD's local input on county and state educational partners' policy.

Our district has a strong Response to Intervention (RTI) model in grades K-12 which is combined with Positive Behavioral Interventions and Supports (PBIS) to complete our Multi-Tiered System of Supports (MTSS). We measure students' growth as well as monitor their areas of need. Tier 1 benchmarks include AIMSweb and STAR assessments. The high school uses 8th grade benchmarks, grades, teacher recommendations and progress monitoring data. Tier 1 interventions include reteaching, small group instruction and center-based activities. Tier 2 interventions are for some students and supplement tier 1 first instruction. Tier 3 interventions are for a few students and are more structured supports. Emphasis is placed on schoolwide, differentiated universal core instruction at Tier 1. Tiers 2 and 3 provide intensive and increasingly individualized interventions.

Dozens of meetings are held throughout the year and surveys are taken, in order to review student needs and work through the LCAP process. These groups include the Parent Advisory Committee, DELAC, students, staff meetings, community meetings, PFC, SSC, ELAC, a variety of superintendent council groups, administrative meetings, board meetings and more. Data is analyzed, needs are identified, stakeholder input is processed, and actions are developed and aligned.

Through the year-long process, LCAP goals, actions and services are generated and refined. The goals of the governing board have been blended into the LCAP. Principals and School Site Councils braid their SPSAs to align with LCAP goals. Federal funds supplement the goals that have grown to be a district-wide focus. We plan for and provide common threads running through all of our documents. All district and site administrators collaborate regularly and effectively. District core values, mission, and goals are directly aligned to site plans. Communication between district and site is two-way and an integral part of the planning and implementation process. Regular district cabinet meetings and principal meetings include ongoing data analysis and recommendations for modifications to our plans and actions. SPSAs are aligned to the LCAP and reviewed at the district level to ensure continued alignment, as well as compliance.

Title I

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Address the ESSA provision:

Harvest High is our one CSI school. Parent involvement is a challenge due to low student numbers (25). Parents and families have been heavily involved in developing school plans with other stakeholders through the WASC process and in development of the School Plan for Student Achievement through the School Site Council.

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

Address the ESSA provision:

- The family engagement policy is updated annually with the DELAC. It is distributed through the DELAC and to all school sites.
- Principals and teachers provide assistance to parents about topics such as state standards, assessments, and supporting their children in school. Accessible events include back-to-school night, parent teacher conferences, Title 1 meetings, School Site Council, Parent Faculty Club, math night, science night, participation in the parent advisory committee, DELAC and more.
- Parent trainings occur such as family literacy night, student information system access training, math night, science night, speakers at the EL family dinner, 8th grade parent night, etc. We have held parent institutes which included topics such as online safety issues. Local agencies such as the police department provide relevant training for current issues such as vaping.
- Teachers and staff are included in activities listed in bullets 3 and 4. All stakeholders are encouraged and become integral contributing participants through the rigorous LCAP process.
- Federal, state and local programs are integrated throughout Ripon USD. School Plans line up with the LCAP goals, actions and services. All else that we do will continue to line up with these plans.
- School and parent programs, meetings and activities are advertised through school newsletters, school marquis, websites, email, robo-phone call systems, site and district meetings, and letters home. Bilingual paraprofessionals translate documents going to parents. Interpreters are provided for parents at meetings.
- Parent suggestions, like all stakeholders, are taken to a variety of site and district level meetings for consideration. Activities/ideas that fit into district goals are put into action, if funding allows.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools

under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Address the ESSA provision:

SWP: Three Ripon USD schools are schoolwide Title 1. The sites' 2-year School Plans for Student Achievement (SPSA) align directly with the LCAP. Programs support the core, focus on closing gaps, provide enrichment and develop strong school culture.

Goal 1- Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships that produces students who are college and career ready. (Priorities 2 & 7)

Goal 2- Maintain a Multi-Tiered System of Supports (MTSS) program that meets the needs of students across the district and accelerate the growth of all students, including our underperforming student groups in all areas. (Priorities 4 & 8)

Goal 3- English learner academic growth demonstrates closing of the achievement gap. (Local Priority 2)

Goal 4- Involve all stakeholders in strengthening learning environments that are effective, engaging and safe. (Priorities 3, 5 & 6)

Goal 5- Provide an educational program with support services, including staffing and operations. (Priority 1)

TAS: N/A

Neglected or delinquent: N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Address the ESSA provision:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Address the ESSA provision:

Ripon Unified has an attendance liaison. Part of that job is to monitor homeless students' needs. Services include attendance and academic monitoring, transportation, clothing, school and health supplies as needed. Students are placed in classes within 24 hours of enrolling.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Address the ESSA provision:

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

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

8th grade teachers work with parents and students in planning for their transition to high school. There are articulation meetings between both 8th grade and RHS teachers to address student transitions. Teachers participate in recommending classes for students. Counselors visit the elementary sites to explain the process. An 8th grade parent night (Open House) is held, as well as an 8th grade visitation day. Particular students also have transition IEPs. Mentor teachers are suggested for those students that need additional supports either in Middle school or the high school. Students can take additional online courses through California Connections Academy.

High school students have opportunities to complete A-G college requirements, and/or a CTE pathway. Counselors meet with all students to ensure they are on track for graduation, A-G requirements and more. Alternative education students visit colleges, have career focused speakers and projects assisting them in developing work portfolios.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the

purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Address the ESSA provision:

N/A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Address the ESSA provision:

Ripon Unified strives to hire the best, effective and most qualified teachers possible. New teachers are given all their years of credit on the salary schedule. Every year we run the Title I Comparability report and always demonstrate balance between our Title I and non-Title I schools.

New teachers are given support through the induction program, and/or "buddy mentor" teachers in the district, if they are not new, but new to Ripon. Struggling teachers receive coaching from their principals, assigned mentors, and staff development throughout the year. If they eventually receive a less than satisfactory evaluation, they receive intensive coaching through the peer assisted review (PAR) process.

Each teacher's credential and authorization is reviewed to ensure all teachers are appropriately authorized for their assignment. The district does not have any teachers teaching in assignments for which they are not authorized.

Title II

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Address the ESSA provision:

Ripon Unified School District has a variety of means for providing professional growth. These avenues include induction, in-district trainings, collaboration days, county expert trainings, conferences, cadre work, committees and task cohorts. Professional learning and trainings are provided for certificated and classified staff throughout the year. Our new teachers take part in a comprehensive induction program at San Joaquin COE. Ripon Unified provides mentors for the teachers and additional support throughout the year by district staff.

The 2018-2019 Professional Learning Plan for Ripon Unified is directly aligned with Common Core State Standards. Trainings will continue to occur to provide best practices for Ripon USD teachers and staff. Specifically, trainings are held for new teachers with a focus on needs for those new to the profession, as well as those new to Ripon USD. Grade level collaboration days will continue and the plan this year includes the writing process and rubric work.

The high school math department will continue to work on scope and sequence and study specific to their College Prep Math curriculum. The department is also working to create and align benchmarks across their department. They will attend the Sacramento CUE conference. The NGSS department will attend subject specific county workshops that were created with Ripon's needs as a focus. They will attend the California Science Teachers' Association conference, as well as a local STEM conference.

English Language Development (ELD) will occur at sites with SJCOE experts. The plan is to provide strategies in order to provide best practices for English Learners and connected to the ELD standards. The Tech Cadre has three work days following a conferences and after the California League of Schools Tech Summit, in order to organize their newly acquired information and to prepare presentations to take back to their sites. There is a Multi-Tiered System of Supports (MTSS) Committee that will meet quarterly throughout the year to organize and further implement components of MTSS including, but not limited to Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS) and Universal Design for Learning (UDL).

The language acquisition team will continue to train teachers with best practices and instructional strategies in order to provide a stellar summer program and take strategies back to their school sites. They will work three days throughout the year in order to be trained on strategies to accelerate growth in Summer School which focuses on language skills and development. Teachers will be able to use these strategies throughout the year and share their successful work at their sites. This work will closely align with other ELD work occurring across the district.

Ripon Unified will hold our 5th annual professional learning event in January. This year, we will focus on additional training for the NGSS curriculum that has been adopted. Ripon high school will hold multiple sessions in classroom management, checking for understanding, building relationships and Google classroom.

The California dashboard, 5 x 5 grids and all of the metrics represented in the LCAP show how growth and improvement are being made. Adjustments are made to the professional learning plan according to areas of growth and gaps on an annual basis.

These Title II activities are supported by the action 1.1 in the LCAP.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

We have one school in comprehensive support and improvement (CSI), Harvest High School. Professional development is highlighted in Harvest's School Plan and supported by the Local Control Accountability Plan (LCAP) (action 1.1). Harvest qualified for CSI with the suspension indicator on the dashboard and therefore, MTSS activities, student engagement and school culture, all have an effect. LCAP goals II and IV are in direct alignment with these needs. The professional learning plan provides growth for teachers with the objective for staff to present best practices for students.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Address the ESSA provision:

In Ripon Unified, our journey to improve is continuous. We work to consistently grow and progress through collaboration and conversation. We analyze the California Dashboard, 5 x 5 grids, benchmark data and more. State data is looked at several times by different stakeholder groups. Dozens of meetings are held throughout the year and surveys are taken, in order to review student needs and work through the LCAP process. These groups include the Parent Advisory Committee, DELAC, students, staff meetings, community meetings, PFC, SSC, ELAC, a variety of superintendent council groups, administrative meetings, board meetings, county experts, and more.

Benchmark data is reviewed 3 or 4 times a year depending on students' grade level. Data discussions occur regularly with stakeholders. Information is gathered from participants after events, in-district trainings, collaboration days, county expert trainings, conferences, cadre work, committees and more. We also collect survey information. Staff surveys are collected following professional development opportunities. Student, parent and staff LCAP surveys are collected annually with specific questions that address current instructional practices. Principals and district administrators walk-through classrooms on a regular basis. Teachers, staff and administrators discuss effectiveness of professional development activities and next steps.

The local private school summarizes their needs assessment work. Then, consultation occurs in order to create a professional learning plan based on their needs. Meetings are held at least annually, but several interactions normally occur throughout the year.

Title II activities are built to support the LCAP and SPSA goals, inclusive of Title I and other federal funds. Plans are braided throughout the district.

Title III

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Address the ESSA provision:

Professional development targeted for English learners is planned by assessing student data such as ELPAC scores, growth measures, benchmark data collection, CAASPP ELA and Math progress, and classroom grades. This data is reviewed and discussed during administrative meetings, grade level collaborations including classroom teachers and administrators, and student data review teams (SDRT) comprised of district personnel, along with site administrators and teachers.

An English language development cadre was developed to bring together a group of K - 12 instructors, bilingual paraprofessionals and district personnel striving to create site experts that have a deeper understanding of the ELD/ELA framework/standards and are able to enhance the professional development at their own sites. The county office of Language and Literacy has been brought in to collaborate and help guide the cadre to further the work in addressing the needs for improving ELD instruction, a deeper understanding of integrated versus designated ELD time, teachers utilizing bilingual paraprofessionals effectively and analyzing data to measure the success of their efforts.

Next year, a deeper dive into ELD standards, integrated and designated time, and best practices will be the focus. Administrators will be inserviced on the ELD/ELA framework/standards and they will take the presentations back to their teachers and staff. SJCOE experts will also be brought in for workshops at each site to focus on best practices for key ELD standards. Teachers will leave with key strategies to implement in their classrooms during their designated work of time. We will also have GLAD training for those who haven't had it and a refresher for those who have. Teachers will receive the information multiple times in different formats. Teachers, administrators, paraprofessionals and parents may also attend conferences focused on English learners. Paraprofessionals will also attend a bilingual paraprofessional institute at the San Joaquin County Office of Education.

Additional coaches may also be used to support rigorous academic instruction for English learners with designated and integrated ELD, and support teachers' planning and implementation of both. To further support the needed differentiation implicit within rigorous ELD instruction, the district has provided an introduction to Universal Design for Learning (UDL) and will continue to move in this direction.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Address the ESSA provision:

In order to support immigrant students, the district provides additional support via bilingual paraprofessionals at each site, as well as support and monitoring by learning center staff who look closely at student needs, academic progress, and support the student in accessing core instruction. Bilingual professionals also support families in navigating the educational system.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Address the ESSA provision:

A student information system will be utilized to support monitoring English learners in a variety of ways. It will help with the reclassification process, scheduling/holding meetings and intercommunication among teachers, paras and administrators. It is a powerful data collection tool that will allow users to quickly run various reports to inform them on student progress.

Some elementary teachers have been GLAD trained. We will be readdressing and training with GLAD strategies next year. Our district utilizes the ELD components of the Wonders and Study Sync curricula and has added the materials for newcomers. Students may also receive READ/Math 180 support. We have implemented steps towards Universal Design for Learning (UDL) to ensure scaffolding up for all students.

Every site will host an after school homework help program for English learners. This program will supplement English language development and provide homework support in the core academic subjects.

We will continue to monitor long term English Learners (LTELs) and provide academic intervention as needed. English Learners are provided basic supports enabling them to access the core curriculum.

We will pair up LTELs with a staff member mentor.

We will continue to analyze Ripon High School students A-G requirements and make adjustments to students' schedules if they are not on track.

Title III Summer School will be provided to targeted English Learner students to help with their language acquisition. Efforts will be made to enroll High School EL's in concurrent junior college courses offered through Modesto Junior College. They will have the choice to do online courses or on site courses and this will give students an opportunity to get ahead in their post secondary education along with exposing them to college opportunities. The high school counselors will host information night for both EL parents and students to let them know about the program, the benefits it will provide for their children, and also help them through the enrollment process. Professional learning communities will be adjusted to include learning center teachers, classroom teachers, bilingual paraprofessionals and administrators, to further the work for all EL students. RFEP students will be continued to be monitored for four years.

English Proficiency and Academic Achievement

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

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

- A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- B. meeting the challenging State academic standards.

Address the ESSA provision:

Data analysis of the California dashboard, 5 x 5 grids, and district benchmarks, is used to provide information for students, classrooms, grade levels and schools, working towards language proficiency and academic standard progress for all ELL students. Data is presented to all stakeholder groups, including the parent advisory committee, DELAC, school site and district staffs, as well as the governing board. Programs and strategies for sites and student groups below level 3 are targeted for further planning and interventions. Sites are expected to demonstrate English acquisition progress through the ELPAC and to reach achievement goals as shown through the CAASPP system. The intent is to close the achievement gap between our English learners and other student groups.

We will continue to utilize a student information system (SIS) to monitor students through multiple measures such as grades, ELPAC scores, benchmark assessments and state testing. Also, bilingual paraprofessionals and teachers will be able to communicate through the SIS, run

data reports to look at trends and implement student goals that address learning gaps to help guide instruction and correlate to student learning. Support materials are provided to English learners such as newcomer materials. Long term English Learners may be assigned a site mentor to check in with and help guide them through their academic journey.

It has been determined that there is need to improve student learning during designated ELD time. A great deal of staff development will be provided in the areas of ELD standards, language acquisition strategies and best practices. Programs will be piloted such as Laurie Olson's tool-kits and Thinking Maps. Benchmarks currently being used to track progress include Aimsweb, and STAR reading and math.

Title III funds will be used to support English language development work across the district for TK - 12 instructors, bilingual paraprofessionals and district personnel striving to create site experts that have a deeper understanding of the ELA/ELD standards and who are able to enhance the professional development at their own sites. The county office of Language and Literacy will be brought in to collaborate and help sites further the work in addressing the needs for improving ELD instruction, a deeper understanding of integrated versus designated ELD time, teachers utilizing bilingual paraprofessionals effectively and analyzing data to measure the success of their efforts. GLAD strategies will be introduced for some, and revisited for others.

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Address the ESSA provision:

Dozens of meetings are held throughout the year and surveys are taken, in order to review student needs, work through the LCAP process and create plans as needed. These groups

include the Parent Advisory Committee, DELAC, students, staff meetings, community meetings, PFC, SSC, ELAC, a variety of superintendent council groups, administrative meetings, board meetings and more. Data is analyzed, needs are identified, stakeholder input is processed, and actions are developed and aligned.

Ripon USD has an articulated agreement with San Joaquin Delta College. Ripon High students who complete the district's Business Computer Applications Introduction, or Business Computer Applications Advanced, will be granted college credit through the credit by examination process. Students submit official high school transcripts and request credit through the Delta Office of Admissions and Records. We also work regularly with experts from our San Joaquin County Office of Education. We have worked directly with science, technology, engineering, math (and also English) departments. We have worked with programs through local art commissions, as well as Tracy Unified.

Title IV funds will support our social emotional learning (SEL) opportunities under the MTSS umbrella. Needs assessments, discussion and articulation have shown that this is an area in need of further development. We will use an SEL curriculum, such as Character Strong, beginning with high school students and grades 6-8 at one elementary. After this pilot, we will expand to all 6-8 students districtwide and continue to add K-5 as the curriculum becomes available. Students, teachers and administrators will analyze the effectiveness of the program throughout the year. Adjustments will be made as determined by the stakeholders.

This program will be coordinated district-wide and will include \$21,252.00 of curriculum purchases. The desired outcome is to produce students with an even stronger, well-rounded education which includes social emotional learning. In addition, 20% or \$6,540.00 will be spent on Too Good for Drugs curriculum and Red Ribbon Week activities for drug-free environments that support student academic achievement. The local Lyon's club partners with the district to sponsor parts of Red Ribbon Week. A portion of the funds may be used to add devices that will allow access to all components of Character Strong, or a similar curriculum (\$4904.00).