



# Parent Engagement Plan

# 2019

## **I. Introduction**

Ripon Unified School District is committed to parental engagement in all areas of education. A report from Southwest Educational Development Laboratory (2012) found that regardless of family income or background, students with parents that were involved in their education were more likely to earn higher grades, enroll in higher programs, attend school regularly, have better behavior and social skills and even graduate to go on to post secondary education. This report was depicted in the article titled, *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. We strongly believe that parents are a child's first teachers and can highly influence their academic success. In this document you will find our policy on parental involvement for our Title I sites, but also for our district as a whole.

## **II. RUSD Policy on Parent Engagement**

California Education Codes Section 11504 and Section 11502 call for every Local Education Agency to have a well-established policy related to parental involvement for all sites, both Title I and non-Title I. In compliance with this Ed Code, Ripon Unified School District adheres to promoting parental participating by creating a Parent Engagement Plan that is developed with annual parent input. This policy will be distributed to parents and will be reviewed with students. Parents will receive a copy of the Parent Engagement Plan at the beginning of each school year.

## **III. RUSD Title I Parent Engagement Plan**

### **a. Response To Intervention and Title I**

As a part of the Multi-Tiered System of Supports, our district has implemented a practice known as Response to Intervention (RTI). This model of intervention assures that all students receive and respond to high quality, research-based, academic instruction demonstrated with frequent progress monitoring assessments. RUSD has designed an intervention program that will be utilized by the general education teachers as well as the support of the learning center teachers, intervention specialist and instructional assistants. Aside from the RTI program, our Title I sites are staffed with an extra teacher that provides support to students who need to improve in reading and math skills.

RTI is a multi-tiered approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom (TIER 1). Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning (TIERS 2 & 3). Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

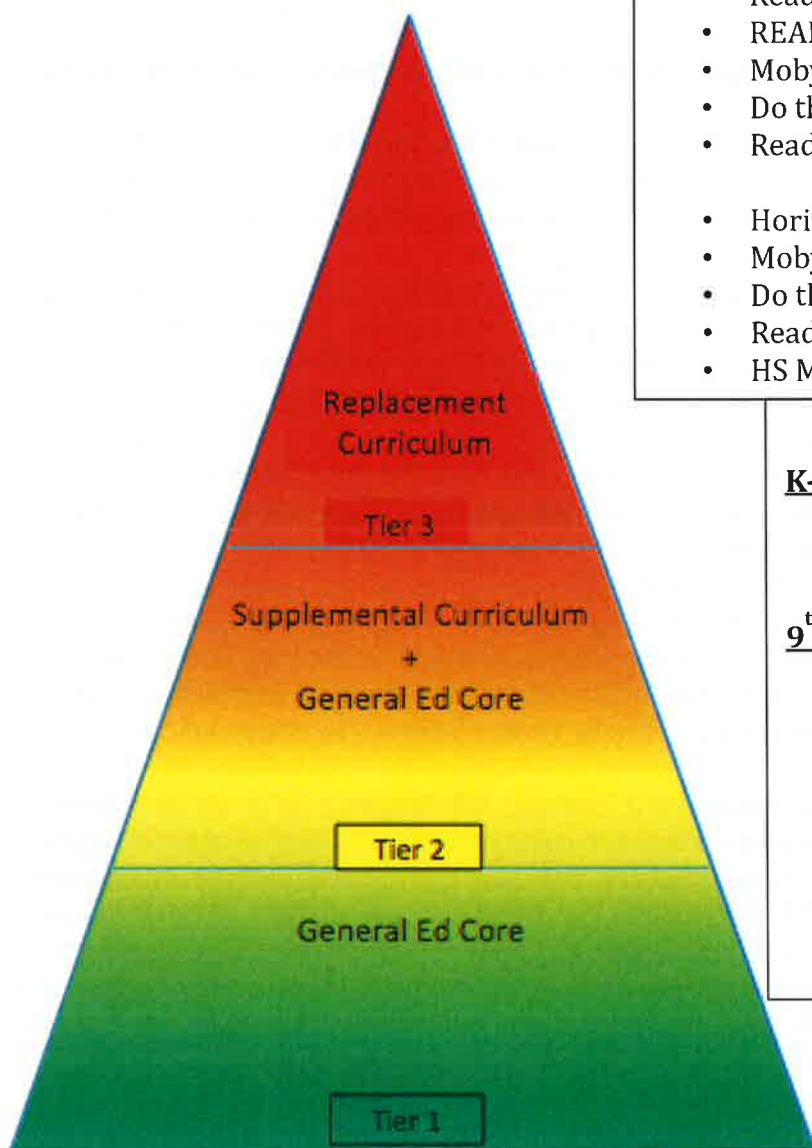
### **b. Tier 2 Services**

Students that are not making adequate progress in TIER 1, the general education classroom, are identified and provided with targeted interventions. These services are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3. There may be an SST if student is receiving Tier 3 services.

**c. Tier 3 Services**

These are intensive interventions where students receive individualized, intensive interventions that target the students' skill deficits. In grades 4-12 these interventions may include Read 180 or System 44 in English Language Arts.

## Response to Intervention Summary



### Tier 3 Interventions

- Reading Intensive
- READ 180, Math 180/System 44
- Moby Max
- Do the Math Now
- Reading Mastery
- Do the Math
- Math Reads
- Read Naturally

### Tier 2 Interventions

- Horizons
- Moby Max
- Do the Math Now
- Reading Mastery
- HS Math A & B
- Academic Literacy
- Do the Math
- Math Reads
- Read Naturally
- HS English Intensive (A-G)

### Tier 1 Benchmarks

#### K-8<sup>th</sup> Grades

- TK-3<sup>rd</sup> grades AIMSweb Assessments (3X)
- 3-8<sup>th</sup> grades STAR Assessments (4X)

#### 9<sup>th</sup>-12<sup>th</sup> Grades

- 8<sup>th</sup> grade Benchmarks
- Grades & Teacher Recommendations
- Progress Monitoring Data
- Math 1 Benchmarks (3X)

### Tier 1 Interventions

- Reteaching activities from core program
- Small group instruction
- Center-based activities

#### d. Involvement of Parents in the Title I Program

Ripon Elementary Schools do the following: Convene an annual meeting to inform parents of Title 1 students; of the Title 1 requirements and parent's rights to be involved in the Title 1 program. There are two meetings, one held in the evening and one in the morning. Parents may be notified via notes sent home with students, website postings, newsletters, School Sign postings or phone calls.

Parents of Title 1 students are encouraged to be involved by attending school functions, volunteering in classrooms, attending parent-teacher conferences and Title 1 meetings. *Parents receive a progress report three times a year in conjunction with classroom report cards.* A parent survey is distributed in March-April to gather input from parents on the current program and suggested improvements for the following school year.

Harvest High Title 1 meetings are combined with School Site Council.

#### e. Curriculum

Currently, students that qualify for supplemental instruction in Reading and Math may be using the following curriculum:

- ☐ **SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)** A decoding intervention curriculum that teaches the prerequisites for developing reading fluency and comprehension; typically daily sessions of 15-20 minutes; 1-5 students in a group
- ☐ **Read Naturally:** This is a structured intervention program that combines teacher modeling, repeated reading, and progress monitoring---three strategies that research has shown are effective in improving students' reading proficiency. Using audio support and graphs of their progress, students work with high-interest material at their skill level.
- ☐ **Horizons:** A direct instruction curriculum that focuses on phonics and reading comprehension. "Horizons programs are completely research-based, field tested, and consistent with the latest research on phonological awareness, automatically, metacognition, phonics, and oral reading."
- ☐ **Lexia:** This is comprehensive reading software program with high levels of auditory and visual support. Students receive immediate feedback while working on a variety of tasks to improve their reading proficiency. Students' progress through a series of increasingly difficult levels within the program, each with numerous units of study.
- ☐ **READ 180:** *This highly researched reading intervention is a comprehensive English/Language Arts program proven to raise reading achievement for struggling readers in grades 4-12+. Designed for any student reading two or more years below grade level, READ180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.*
- ☐ **SYSTEM 44:** *This program is proven to help students in grades 4-12 master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.*
- ☐ **Math180** *is a revolutionary math intervention for the Common Core that addresses the needs of struggling students using motivating instruction and engaging software.*
- ☐ **Do the Math** consists of flexible instruction for building numerical reasoning and restoring confidence.
- ☐ **Do the Math Now!** reinforces the key foundational concepts that are critical for algebra.

#### **f. Qualifications Assessments and Progress Monitoring**

Four times yearly, we administer a universal reading screening to all students. Student's K-2<sup>nd</sup> grades are screened using AIMSweb and students 3<sup>rd</sup>-8<sup>th</sup> grades are screened using STAR Enterprise 360. Student data is reviewed and based on these results, students may qualify for Tier 2 or Tier 3 services. Tier 2 services include receiving 30 minutes of supplemental direct instruction, in order to accelerate your student's reading, writing, and/or math skills. Tier 3 services include receiving up to 90 minutes of a specially designed English Language Arts program (READ 180 or System 44) in order to accelerate your student's reading, writing, or up to 60 minutes of supported math instruction using Math 180. You will be notified regularly of your child's progress during the report card periods.

Parents are encouraged to maintain frequent contact with their child's teacher either by phone, in person, email or utilizing the student agendas and writing notes. By closely monitoring student assignments at home and at school, children will improve academically.

#### **g. School Parent Compact**

Ripon Elementary Schools have jointly developed with and distributed to parents of Title 1 students a **school-student-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the Common Core Standards. The school-student-parent compact describes the following items in addition to items added by parents of Title 1 students:

- ☐ The school's responsibility to provide high-quality curriculum and instruction.
- ☐ The parents' responsibility to support their children's learning.
- ☐ The importance of ongoing communication between parents and teachers through, at least one annual conference, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program

The student's teacher or the interventional specialist first reviews the School-Student-Parent compact with the student. The compact is then sent home with students to review with their parents. The compact is also reviewed during Parent-Teacher conferences in November.

#### **h. Building Capacity for Involvement**

Ripon Elementary Schools engage Title 1 parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: Assists Title 1 parents in understanding the new Common Core Standards, assessments, and how to monitor and improve the achievement of their children.

- ☐ Parents are encouraged to attend *Back to School Night* where teachers explain the curriculum, classroom expectations, assessments procedures and progress monitoring. If parents cannot attend this school event, teachers will typically contact parents to provide them with this information.
- ☐ During Parent-Teacher conferences teachers review Title 1 status and student progress with intervention services along with tips for parents to help their children at home.
- ☐ All parents are encouraged to attend all school events. School events are advertised in the monthly newsletters, school website, on the school sign and notes are typically sent home for events.
- ☐ Parents are encouraged to attend School Site Council, English Learner Advisory

Committee, School Board and Parent Faculty Club meetings in an effort to become more aware of the programs offered to students in Ripon Unified. Parents are highly encouraged to attend the School Site Council meetings as it is the duty of the SSC to approve the funds for Title 1 services, at Title 1 schools.

**i. Accessibility**

Ripon Schools provide opportunities for all Title 1 parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing basic information and school reports in a form and language that parents understand.

- ☐ Reports and information are translated into Spanish. Every effort is made to provide brief and easy to understand information for the ease of every reader.

**j. Parent Information and Resource Centers**

Please contact the site administrator with any questions.

**Ripon Unified School District** <http://www.riponusd.net>  
**Common Core State Standards Math:** <http://www.corestandards.org/Math>  
**Common Core State Standards ELA:** <http://www.corestandards.org/ELA-Literacy>  
**Houghton Mifflin** <http://www.eduplace.com/kids/hmr>  
**Accelerated Reader/AR Bookfinder** <http://www.arbookfind.com/UserType.aspx>  
**Kahn Academy:** <http://www.khanacademy.org> A website to see math lessons  
**Lexia Core 5:** [www.lexiacore5.com](http://www.lexiacore5.com)

**IV. RUSD Parent Advisory Committee and District English Learner Advisory Committee**

Parent Advisory Committee (PAC)

The Parent Advisory Committee is made up of sites' representatives. A school site's School Site Council is made up of parents that are involved with providing input on the LCAP, school safety, and needs of the school. Every representative and others may attend a district-level PAC meeting.

District English Learner Advisory Committee (DELAC)

The DELAC is made up of sites' English Learner Advisory Committee (ELAC) representatives. Every school site holds four ELAC meetings to address the needs of English learners. These committees are made up of teachers, parents, bilingual aides, and the site administrator. Every ELAC representative attends four DELAC meetings.

**RIPON ELEMENTARY SCHOOL**  
**PARENT ENGAGEMENT PLAN**  
**STUDENT – PARENT – SCHOOL COMPACT**  
**2019-2020**

Each student will be helped to reach his/her highest potential for intellectual, emotional, social and physical growth. In meeting these goals, the students, staff and parents will work together by recognizing, agreeing upon and modeling responsibilities of each party.

**As a member of the school staff I will be responsible for:**

- Providing meaningful educational experiences for all students, designed to motivate and encourage students to succeed.
- Constantly evaluating student progress and communicating this progress to the student and parents.
- Maintaining a safe, orderly, positive learning environment.
- Providing appropriate homework that supports and extends classroom learning.
- Providing meaningful communication with parents (conferencing, phone calls, classroom newsletters, school functions, etc.).
- Offering opportunities and an environment where students feel comfortable asking questions regarding school assignments and activities.
- Monitoring and adjusting curriculum to meet student needs.

**As a Parent, I will be responsible for:**

- Providing a caring home environment, including adequate nutrition, rest, and attention to my child's health enabling my child to attend school regularly, on time and ready to learn.
- Respecting and cooperating with all members of the school community.
- Talking to my child regularly about school assignments and activities a respect for education.
- Providing a home environment that encourages learning and supports student responsibilities.

• Having an awareness of my child's progress by attending conferences, reviewing Wednesday folders, reading monthly newsletters, contacting teachers with questions and being involved with the school.

- Showing my child, the value of learning by reading daily with my child, furnishing a time and quiet place at home for school work and reading.

**As a Student, I will be responsible for:**

- Coming to school daily and on time.
- Completing assignments on time and to the best of my ability.
- Showing respect for myself and all others at my school.
- Sharing with my family at least one interesting thing that I learned at school.
- Spending quality time at home reading with my family and completing my homework.
- Knowing and following district, bus, school and classroom rules.
- Asking questions that help me stay informed about school assignments and activities.

\_\_\_\_\_  
**Parent** **Date**

\_\_\_\_\_  
**Student** **Date**

Mrs. Dana Phelps 8/30/2019

\_\_\_\_\_  
**Teacher** **Date**

\_\_\_\_\_  
**Principal** **Date**

**(Keep in Compact Plan-for your records)**



**RIPON ELEMENTARY SCHOOL**  
**PARENT ENGAGEMENT PLAN**  
**STUDENT – PARENT – SCHOOL COMPACT**  
**2019-2020**

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\_\_\_\_\_  
**Parent** **Date**

\_\_\_\_\_  
**Student** **Date**

\_\_\_\_\_  
**Teacher** **Date**

Mrs. Dana Phelps 8/30/2019  
\_\_\_\_\_  
**Principal** **Date**

**(Return Compact to School by Friday, August 30, 2019)**