

Ripon Unified Title III Plan

All English learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: **3968650**

Fiscal Year: 2022/2023

Plan to Provide Services for English Learner (EL) Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each

Requirement

How will the LEA provide effective professional development

Professional development in Integrated and Designated ELD continues to be a focus and has a sustainable coaching model for administrators and teachers. We are using GLAD (Guided Language Acquisition Design) and Thinking maps to support our ELs to access the content and build comprehension which will enable them to better focus on deeper aspects of language (or learning how English works) during designated ELD.

Thinking Maps (TM) resources and trainings, as well as Write from the Beginning and Beyond (WFTBB) will continue at all sites, provided by Thinking Maps trainers and/ or teachers previously trained. RUSD has also incorporated GLAD strategies to be used during our ELD designated time in order to enhance lessons focused on ELD Standards and develop language proficiency of English Language Learners in all language domains by providing a deeper command of the English language. This will be year three of recent GLAD coaching provided to teachers with Title III funding. Additional funding is required to support Thinking Maps, WFTBB and GLAD implementation. Designated and Integrated ELD coaching for site and district administrators will continue through LAS (Language Acquisition Strategies) collaboration meetings. Teacher coaching and support will occur through site administrators and/or with the district EL Program Coordinator.

Implement effective programs and activities

- Ripon continues strengthening its base program to provide effective support to our English Learners. Designated and Integrated ELD continues to be a focus for Ripon Unified; to this end, the incorporation of ELD Folders has taken place. These monitoring folders focus on ELD Standards and demonstrate growth, as well as provide support for English learners at their individual levels.
- In addition, teachers will use GLAD, Thinking Maps, WFTBB, and researched-based effective strategies in tandem with the ELD Standards to strategically plan for integrated and designated ELD.
- Additional EL support will be offered with after school tutoring and summer school.
- Title III funding will also be a key component to supplement Newcomer materials and/or training for teachers.
- Furthermore, sites will implement a LAT (Language Acquisition Team) and hold meetings for reclassifying students and EL site needs.
- Ripona Elementary is in year two of implementing a Spanish/English Language Academy. Title III funds will be utilized to supplement necessary textbooks, materials and supplies for this program.

Ensure English proficiency and academic achievement

Teachers have been trained in effective use of the ELD folders and will use them in addition to the data in Ellevation to review EL data each trimester and then will adjust instruction accordingly to meet their ELs language and content needs. Title III funding maintains the additional student information system, Ellevation. ELD monitoring folders, will also help ensure Ripon Unified is meeting state and federal guidelines while providing skill maintenance and continued progress without early reclassification.

Promote parent, family, and community engagement in the education of English learners

We continue to involve families and our community to serve on our site and district committees; ELAC, DELAC, School Site Council, LCAP, and Parent Advisory Committee. We will hold after-school events such as science night, math night, and literacy nights for families. We are incorporating Multicultural activities and celebrations throughout the district, as a part of culturally responsive teaching, and to support and provide school cultures that recognize bilingualism and biculturalism as assets, striving for inclusivity and safety.