

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

Ripon Unified School District

## CDS Code:

39686500000000

## Link to the LCAP:

*(optional)*

<https://www.riponusd.net/local-control-accountability-plan>

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

This document was originally approved by the RUSD governing board on June 24, 2019. The California State Board of Education approved it at the September 2020 meeting. The plan was revised and adopted by the governing board on January 11, 2021. The Title III plan is updated annually and may be found on the district website. The federal addendum was brought forth and again adopted by the governing board on January 10th, 2022, specifically for the purpose of updating the Title IV plan.

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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

Goal 1- Empower all learners to have a growth and innovative mindset, insuring students graduate college and/or career ready. Provide access to a broad curriculum based on the Common Core State Standards (CCSS) by engaging students through effective instructional strategies. (Priorities 2, 4, 5 & 7)

Goal 2- Extend a Multi-Tiered System of Supports (MTSS) that meets the social emotional needs of students across the district in order to accelerate the academic growth of all learners, including mental health services and culturally responsive teaching. Stakeholders are involved in strengthening learning environments that are safe, effective, and engaging. Universal Design for Learning (UDL) is provided to engage, meet individual needs and challenge all students. (Priorities 1, 3, 4, 5, 6 & 8)

Goal 3- Ensure English Learners' academic growth through the English Learner Development (ELD) standards utilizing the California English Learner Roadmap. Provide opportunities for English learners to benefit from their dual language advantages and share their assets with others. (Local Priority 2, 5, 4)

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 additionally 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, additional efforts, strategies and resources are focused on closing those gaps. As a district with 33.58% socio-economic disadvantaged students and 10.29% English Learners, some district-wide actions are critical to find and support students with gaps. The process to determine needs includes all stakeholders looking at the California Dashboard and 5 X 5 grids, as well as survey information and other data when available. 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 an area of focus within MTSS and will continue to grow.

Title I funds will provide a summer school program, extra support throughout the year and for our homeless students. 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 additional 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 a group of K - 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. 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. LCAP surveys show students prioritize outdoor education as a part of their well-rounded education.

These actions and allocations of federal funds are incorporated in the LCAP, following a rigorous process of data analysis, stakeholder input, review of SPSAs 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

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

### District Goals 2021-22

#### DG 1 – Learning Environment

- Keep all learning environments effective, safe, and engaging where all children can learn, achieve, and become college and/or career ready. (LCAP Goal 2)
- Utilize a Multi-Tiered System of Supports (MTSS), provide learning experiences that have evidence of rigor, relevance, and relationships. (LCAP Goals 1, 2, 3)
- Optimize student learning by utilizing high quality teaching practices and innovative strategies to prepare them to be future contributing citizens. (LCAP Goals 1, 2, 3)
- The Board expects improvement in student learning for all students, including those who have special needs, who come from low income groups, or whose primary language is other than English. (LCAP Goals 1, 2, 3)
- Continue implementation work on the 3-year English Learner Plan. (LCAP Goal 3)
- Increase equity through culturally responsive teaching practices. (LCAP Goal 2)
- Enhance technology-driven, interactive instructional practices to improve student learning utilizing online learning platforms. (LCAP Goals 1, 2, 3)

#### DG 2 – Fiscal Accountability (LCAP Goals 1, 2, 3)

- 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.
- Maximize the use of dollars to address potential budget shortfall over the upcoming 3 years in order to protect the interests of the district.

#### DG 3 – Teamwork (LCAP Goal 2)

- Continue focus on nurturing partnerships with all stakeholders.
- Emphasize the role parents and community members play as valued partners with the District, schools, and teachers in the education of children and the future growth of the District.
- The Board expects all staff will work to achieve a high level of customer service throughout the District.
- Remain flexible and creative with problem resolution efforts in addressing the Coronavirus epidemic.

#### DG 4 – Continuous Improvement (LCAP Goals 1, 2, 3)

- Provide professional development to promote continuous improvement for all staff. Create and offer relevant and research-based professional learning opportunities to develop leadership and talent at all levels.
- Recruit, attract, develop, and retain highly qualified staff in order to carry out our District's mission, goals, and objectives.
- All Ripon USD employees are expected to work together to continuously provide a high quality education to all students.

#### DG 5 – Facilities (LCAP Goal 2)

- Collaborate with the Superintendent to identify and prioritize District facility maintenance projects, as well as capital renovation and improvement projects with limited resources, recognizing that there is a need to maintain and provide quality facilities that support the educational program and related services of our District.
- Examine, implement and address short term (0-5 years) and long term (5-10 years) recommendations from the Facilities Master Plan and inputs from the Superintendent Facility Advisory Committee and school community.
- Ensure the District’s interests to secure statewide matching and other funding is protected in order to maximize District’s resources and meet short and long term needs.

DG 6 – Governance (LCAP Goals 1, 2, 3)

- Examine and implement organizational strategies that help set, support, and address District needs and priorities.
- Broaden opportunities to expand RUSD’s local input on county and state educational partners’ policy.
- Support specific efforts and recommendations of the Superintendent to achieve the goals of the District.

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.

**ESSA Provisions Addressed Within the LCAP**

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

**TITLE I, PART A**

**Monitoring Student Progress Towards Meeting Challenging State Academic Standards**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.



## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART 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.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Ripon Unified strives to hire the best, effective and most qualified teachers possible. Data concerning ineffective, out-of-field and inexperienced teachers compared to minority and low-income students has been analyzed utilizing the CDE guidance for collecting equity data. The District will continue to review all staff credentials and assignments to make sure teachers are assigned properly, on an annual basis.

An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)
- An individual who holds no credential, permit, or authorization to teach in California.

Under this definition, teachers with the following limited emergency permits would be considered ineffective:

- Provisional Internship Permits,
- Short-Term Staff Permits
- Variable Term Waivers
- Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record

A credentialed out-of-field teacher is:

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

As per the CDE definition of ineffective/misassigned teachers, Ripon USD currently has 1 teacher at the high school level in this category. There were no elementary (TK-8) teachers in the out-of-field category, six at Ripon high school and one at Harvest High. However, each school is the only program of its kind and therefore, no disparities exist.

A similar situation showed for inexperienced teachers at the high schools. ..09% of teachers at the comprehensive school were in their first or second year of teaching, but it is the only program. There were no inexperienced teachers at the continuation program. The elementary analysis shows that the most experienced teachers are at the schools with the highest percentage of low income and minority students. This is consistent and appropriate across the district.

New teachers are given support through the San Joaquin County induction program, and/or "buddy mentor" teachers in the district, if they are not new, but new to Ripon. Teachers also receive coaching from their principals, assigned mentors, and staff development throughout the year.

Continuous trainings occur for administrators in order to assist staff in being more effective teachers. Intensive professional learning occurs for all staff based on analysis of needs, data and stakeholder input. Professional learning is detailed in the LCAP and aligned plans.

Stakeholders discuss gaps or barriers at Parent Advisory meetings, DELAC, ELAC, Superintendent Councils, Staff meetings, Parent Faculty meetings, Leadership meetings, in surveys and more.

## **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).

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.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

- 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 2 and 3. 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.
- Parents are provided flyers with information and resources for understanding the state standards at Back-to-School Night and parent conferences. Teachers and administrators offer detailed information about understanding the standards, as well as their students' strengths and weaknesses and how parents can support them at home. Teachers and administrators meet with parents to assist them in reading students' CAASPP results and report cards. Teachers also use district benchmarks for monitoring student progress and discussions with parents. Both in school and after school supports, as well as Summer school programs are offered for students.
- Parents are surveyed to see how they would like to participate in classrooms and school activities. District and site administration, as well as teachers, pull in Parents to share their expertise and areas of interest in classes, assist in classroom groups and activities, and chaperone and/or coordinate events and field trips.

- English as a second language programs have been offered for parents as needed, and when appropriate staff was available for instruction.
- Sign-language interpreters are made available for the informed participation of parents and family members with disabilities when needed. Special accommodations are made for communicating with families that have accessibility/special needs which make corresponding with the school difficult.
- Teachers and administrators meet with parents and family members of migratory children before and after an extended absence to help bridge the missed educational time.
- The district educates teachers, instructional assistants, principals, other school leaders and staff, in the value and utility of contributions of parents as part of our parent engagement at all events and during staff trainings. This information includes how to reach out to, communicate with, and work with parents as equal partners to implement and coordinate parent programs. This builds strong home-school connections and ties between parents and school. Our LCAP Goal 4 reflects our commitment; Involve all stakeholders in strengthening learning environments that are effective, engaging and safe. Action 4.1 explains parent outreach activities and expected outcomes.

## **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.

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.

### Elementary Sites

Goal 1- In accordance with the Ripon Unified School District (RUSD) Multi Tiered System of Supports (MTSS) initiative, Students will improve overall in English Language Arts and Mathematic performance as measured by Distance from Standard in the CAASPP accountability system. (Priorities 2, 4, 5 & 7)

Goal 2- In accordance with the Ripon Unified School District (RUSD) Multi Tiered System of Supports (MTSS) goal 2: Ripon Elementary will continue to strengthen its MTSS program by supporting and meeting the social emotional needs of its students. (Priorities 1, 3, 5, 6 & 8)

Goal 3- English Learners will improve upon academic progress in ELA and in Math as measured by the state accountability system of distance from standards. ((Priorities 2, 4, 5 & 7)

### High School

Goal 1- In accordance with the Ripon Unified School District (RUSD) Multi-Tiered System of Supports (MTSS) initiative, Harvest High School students will improve proficiency in English Language Arts. (Priorities 2, 4, 5 & 7)

Goal 2- In accordance with the Ripon Unified School District (RUSD) Multi-Tiered System of Supports (MTSS) initiative, Harvest High School students will improve proficiency in Mathematics. (Priorities 2, 4, 5 & 7)

Goal 3- English learners will become proficient in English as evidenced by English Language Proficiency Assessments for California (ELPAC) scores. (Priorities 2, 4, 5 & 7)

Goal 4- In accordance with the Ripon Unified School District (RUSD) Multi-Tiered System of Supports (MTSS) initiative, Harvest High School will create a positive school climate. Within this nurturing environment students and staff will work together to combat the struggles that each face to provide an inclusive, engaging learning experience where they work as a team through the rigorous common core state standards. (Priorities 1, 5 & 6)

Goal 5- In accordance with the Ripon Unified School District (RUSD) Multi-Tiered System of Supports (MTSS) initiative, Harvest High School will create a positive school climate. Within this nurturing environment students and staff will work together to combat the struggles that each face to provide an inclusive, engaging learning experience where they work as a team through the rigorous common core state standards. (Priority 6)

- At the two elementary sites, Title I teachers and paraprofessionals are provided for reading intervention, as well as academic support in language and math. Paraprofessionals will provide push-in and pullout support. Students utilize READ 180, Math 180, STAR 360 (math and language) and/or Aimsweb, and Accelerated Reader.

- Vocabulary, comprehension and writing skills are focused on with strategies including “unpacking sentences”, essential questions, close reading and more.
  - After school tutoring and summer school programs are provided.
  - Grade level meetings and student data review teams meet on a regular basis to review student data and success, and to create strategic plans for next steps to move students forward.
  - Teachers receive professional development throughout the year in cadres, collaboration days, district professional learning events and off-site conferences. Universal Design for Learning (UDL) is a new area of focus and renewed emphasis has been placed on scaling up programs for English learners. ELD workshops will include GLAD strategies, Imagine Learning, ELD standards and on-site training in partnership with San Joaquin Office of Education (SJCOE).\*
  - Bilingual paraprofessionals provide additional support for English learners.
  - MTSS strategies include Character Strong lessons, Restorative Circles and Restorative Conferencing integrated into current content.
  - STEAM enrichment activities and units are provided including, but not limited to robotics, choir, drama, coding, digital media/photography, Google Suite, mathematical art and design and more.
  - A TOSA was hired to support mathematics instruction and provide coaching for teachers.
- 
- At the continuation high school, staff participates in ongoing professional development for core academic areas, STEAM, ELD, PBIS and more. \*Please refer to details above.
  - Teachers will use UDL, differentiation strategies and essential questions to meet student needs and raise student achievement.
  - Math concepts will be connected to real world problem solving.
  - Response to Intervention (RTI) services will be expanded including READ 180.
  - Social emotional well-being is a high priority and directly related to the suspension rate, which qualified Harvest for CSI. RTI services will include PBIS, Restorative Circles, Restorative Justice and Character Strong.
  - Mental health services may include counseling, speakers, workshops, coping skills, drug awareness and other activities.
  - Increasing parent involvement is an area of focus.
  - Student engagement is directly related to the suspension rate. Field trips will help improve student engagement. Other enrichment activities include artist in the schools, FAB lab, and a maker space.
  - Students receive individual assigned teacher mentors.
  - Students will have a college and career goal in their ILP, which will assist in improving the college and career indicator.

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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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.

- Homeless students are enrolled immediately, within 24 hours of registration whether or not they have complete records.
- The attendance liaison monitors homeless students' attendance, academic success and well-being. This involves being notified of all attendance issues and looking at progress reports and report cards. The attendance liaison consults with administrators, counselors and teachers, and meets with homeless students multiple times throughout the year. More meetings and home visits occur if warranted. 10% of her salary is paid for with Title I homeless funds.
- The attendance liaison works with school and district personnel to ensure that homeless students' needs are being met. This often includes a staff mentor, after school tutoring and/or other arrangements that meet the individuals' needs.
- Homeless students receive school supplies, backpacks, hygiene items and health supplies as needed from the Title I set aside funds. Transportation is also paid for from these funds as homeless students need services. They also qualify for free meals.

### **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE II, PART A**

### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ripon Unified administrators without a clear credential complete a CTC approved administrative services induction program with 5 years of employment in an administrative position. The induction program, usually through Teacher's College of San Joaquin, provides new administrators support while they concurrently clear their administrative credential. All district administrator and site principals participate in biweekly leadership meetings, which includes professional development (PD).

Planning based on needs, and for goals, actions and services occurs year-round. All administrators participate with and help facilitate additional professional development with teachers and staff throughout the year. Current PD opportunities include an emphasis on English language acquisition including GLAD strategies, ELA/ELD standards awareness and usage, ELD strategies, collaboration for writing rubrics and benchmarks, Thinking Maps and more. Principals, teachers and bilingual paraprofessionals participate in this training. Grade level writing collaborative teams will use the materials they develop, as well as refine and add to them next year. Another focus includes NGSS standards with new science materials recently adopted and training for implementation with fidelity. New teachers have mentors provided by Ripon Unified for their intern and/or induction programs. New teachers with clear credentials still receive new to Ripon teacher buddies. A new teacher collaborative meets three times throughout the year to address challenges, questions and celebrate successes. Topics include human resources and business basics, special education and 504 plan requirements, English learner program laws and expectations, student information system management, report cards, etc.

Teachers, administrators and all staff are provided professional development opportunities throughout the year in-district. They are also encouraged to attend the fine array of PD offered through San Joaquin County Office of Education and other conferences.

Some training opportunities provide teacher trainers (TOT), who in return roll-out the knowledge across their staffs. TOT programs currently in progress include Thinking Maps (writing strategies across the curriculum) and Character Strong (social emotional learning). A technology cadre and Multi-Tiered System of Supports committee function similarly.

Teachers, administrators and all staff complete surveys annually that reflect on the effectiveness of professional development, as well as help to plan for the upcoming year. Surveys are also conducted after PD sessions and teachers are asked to reflect on how the learning impacts students and their classroom. Ongoing adjustments are made as appropriate to the professional development design. Progress is monitored by analyzing student outcomes with site principals, other school leaders and district administrators.

### **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).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ripon Unified had one school in comprehensive support and improvement (CSI), Harvest High School. The California Dashboard from Fall 2018 shows Harvest High School's suspension rate as 23.5%. Harvest High's principal, staff and school site council collaborated with LEA administrators to develop a CSI Plan that included school level needs, evidenced-based interventions, and an analysis of resource inequities to support increased student outcomes. After



evaluating dashboard, local behavior data and survey data, results showed a high need for social emotional learning. Based on Harvest's needs assessment, evidence-based interventions were identified, and a plan was created.

Through the 2018-19 WASC process, which resulted in a 6-year approval, the planning team clarified the vision, created the school profile and identified data sources. Data and root causes were analyzed and recommendations for improvements were made. The School Plan for Student Achievement was created for 2019-20. Execution of plan allowed Harvest High to exit CSI the following year.

Title II supports professional development directly supporting Harvest High and their emphasis of Multi-tiered System of Supports, Social Emotional Learning including PBIS, Restorative Circles, Restorative Justice, Character Strong, mental health services, an emphasis on engagement and more.

## **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.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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.

Data is disseminated related to student academic, behavior and social-emotional progress. In addition to providing ongoing reports to teachers, counselors and administrators, data related to our SPSA, and LCAP tools are regularly shared with parents and the above stakeholders to inform decision-making. Data related to student attendance, academic achievement, and social emotional growth is also shared at School Site Councils, English Learner Advisory Councils and the District English Learner Advisory Council. Surveys are provided after professional learning activities to allow participants to provide information for future professional development. Surveys are monitored by the Director of Curriculum, Ed Services and shared with stakeholders including administrators, teacher leaders and all the above stakeholders.

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

Paraprofessionals receive training throughout the year designed to support their professional development and increase capacity to support student learning.

Title II activities are built to support and are included in the LCAP and SPSA goals, inclusive of Title I and other federal funds. Plans are braided throughout the district to ensure necessary focus on improved student attendance, increased academic rigor and emphasis on social emotional learning, including capacity for building relationships.

## **TITLE III, PART A**

### **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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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.

We continue to dive into ELD standards, integrated and designated time, and best practices. Administrators have been inserviced on the ELD/ELA framework/standards and took the presentations back to their teachers and staff. SJCOE experts continue to be brought in for workshops to focus on best practices and ELD standards. Teachers have been provided with key strategies to implement in their classrooms during their designated work of time. Title III funds will also continue to be used to provide GLAD training emphasizing learning for English learners, for teachers and administrators who haven't had it and a refresher for those who have. Teachers 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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Title III Programs and Activities**

ESSA SECTIONS 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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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 continually be readdressing and training with GLAD strategies, focusing on our English learners and utilizing Title III funds. Our district utilizes the ELD components of the Wonders and Study Sync curricula and will continue to add 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.

Title III funds will be used at every site to host an after school homework help (ELASHH) 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 SECTIONS 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.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

### 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.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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 have used an SEL curriculum, Character Strong, beginning with high school students and grades 6-8 at one elementary. After this pilot, we expanded to all 6-8 students districtwide and added Purposeful People for grades TK-5. Students, teachers and administrators will analyze the effectiveness of the program throughout the year. Adjustments will be made as determined by the stakeholders.

The initial plan included the program being coordinated district-wide and including \$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).

Currently, Character Strong and Purposeful People are in place and active. Other SEL curriculum is being considered. Too Good for Drugs is on hold as the health curriculum process is underway at the state level. Red Ribbon Week activities continue to be supported and celebrated. Technology access is supported, especially for access to the SEL curriculum.

#### 2021-2022 Update

Not less than 20% of funds will be used to support activities that provide well-rounded education based on the student input through 2021 LCAP surveys: outdoor education, college and career guidance and/or science and math family nights, etc.

Not less than 20% of funds will be used to provide activities that support safe and healthy students, such as Character Strong, Purposeful People, Too Good for Drugs, Red Ribbon week activities and other SEL curriculum as appropriate.

Part of the funds will be used for technology to improve academic achievement, academic growth and digital literacy of students, but not more than 15% for technology infrastructure. This may include programs such as Imagine Learning or Pear Deck.