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

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Riverbank Unified School District</th>
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<tbody>
<tr>
<td>CDS Code:</td>
<td>50755560000000</td>
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For which ESSA programs apply to your LEA?

Choose From:

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

Link to the LCAP:
(optional)

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.

Riverbank Unified School District utilizes both state and federal funds to provide school-wide programs that support all students. As noted in the LCAP, the District serves a student body of which 86% of the students are identified as low income, English Learners or Foster Youth. Of that percentage, approximately 80% of the students qualify as low income. With a majority of low income students and a large number of English Learners, the approach to leveraging funds is to provide additional supports for all students. Federal funds supplement the core programs with a variety of interventions targeted at developing the whole child who is then prepared for rigorous learning.

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.

Riverbank Unified School District aligns the use of federal funds with student needs through analyzing data and metrics outlined in the LCAP. Efforts are made to ensure that all students have access to the core instruction as well as any differentiation, modification, and interventions needed for academic growth. For example, English Learners at the secondary level have access to English Learner Resource Assistants to provide support and access to core classes in which the more rigorous state standards are taught. District-wide all sites have English Learner Resource Assistants with some that are funded with Title III and some through Supplemental Concentration funds.

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

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<tr>
<th>ESSA SECTION</th>
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<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
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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

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<th>ESSA SECTION</th>
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<tr>
<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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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**

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<th>ESSA SECTION</th>
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<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
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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

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<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
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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.

Riverbank Unified School District seeks to employ 100% highly qualified staff as noted in the LCAP Goal 1. In an effort to support new teaching staff as well as all teachers in their ability to teach all students, the district has funded instructional coaches who provide training and support in instructional pedagogy, standards implementation, and curriculum use. New teachers are provided with an induction program, training and instructional coaching. Both new and veteran teachers are provided training in teaching the California State Standards and related curriculum through professional learning and real time coaching. All highly qualified personnel are trained and supported in the instructional practices identified by the District to support interventions, differentiated learning and enrichment opportunities.
TITLE III, PART A

Parent, Family, and Community Engagement

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<th>ESSA SECTION</th>
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<tr>
<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
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Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

Riverbank Unified School District has outlined in Goal 3 actions that will be implemented to support engagement. Through the use of notices, phone messages and texts that are translated as needed, the District invites parents and community members to participate in a variety of meetings. All parents are encouraged to attend LCAP meetings, school site meetings and school events. Additionally, parents are engaged in the education of English Learners through district and site level English Learner Parent Advisory Committee meetings. School sites encourage parents to participate in school activities such as academic nights (Goal 2), parent conferences, and school celebration events. In 2018-2019, district administration began working with a group of parents to establish a Parent Engagement Team to examine ways to improve participation of parents in the educational process. Additionally in 2017 the district opened a Parent Networking Center at Cardozo Middle School in which parents are provided a number of learning opportunities that include parenting classes, education related training and general school information. The district supports a Family Resource Center in which families can access resources related to after school care, medical care and personal support.
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

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<th>ESSA SECTION(S)</th>
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<td>1112(b)(4)</td>
<td>N/A</td>
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Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Riverbank Unified School District uses Free and Reduced Meals count for the poverty criteria.
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:

Riverbank Unified School District makes every effort to hire and attain the most qualified and effective teachers available. The District participates in job fairs across the state to recruit for areas of need. Once teachers are hired, principals and district office staff support teachers and monitor instruction in the classroom through frequent classroom observations to ensure effective instruction for all students. Teachers needing additional support are asked to work with instructional coaches. All classrooms will be monitored throughout the school year to determine action to be taken, if any for disparities or inequalities.

According to the California Dashboard, an area of slight disparity is in math. English Learners and Special Education students are functioning well below standards yet teachers of both of these groups are certificated to teach the subject area. Also noteworthy, the rest of the students groups are performing just above in math so there is a recognized need for overall improvement. All math teachers in the district are certificated.

All new teachers are provided with two professional learning days prior to the start of the school year to provide them with planning support, curriculum familiarity, and district adopted instructional practices they will need to be effective in the classroom. Those teachers who are eligible will be provided with induction and a mentor who will work with them for one to two years as they matriculate through the program. The plan for any intern teachers or those working out of class is to assign them a school site mentor and an instructional coach for support.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:
Riverbank Unified School District has a District Parent Involvement Policy that is distributed to all families through the opening day packets. This policy mirrors the school site parent involvement policies and is carefully crafted to be easily understood by all parents in the community. Parent Involvement Policies are reviewed annually.

The District has hired a Parent Liaison who works with the school sites to connect and encourage parents to attend school meetings and events such as parent coffee meetings. Through a School Improvement Grant, the District has opened a Parent Networking Center that is a parent education hub for all parents in the community. Parents have been a contributing factor in the development of the center. The center staff is developing a year long plan for parent education opportunities to support parents in engaging in the school process and their child's education.

School site administrators utilize various forms of communication to engage parents in school activities. Each school site holds school site council meetings in which parents are collaborative decision makers. LCAP parent engagement in 2018-2019 took place at the individual school sites. Parent representatives from all school sites attended the LCAP Stakeholder Advisory meetings which were held throughout the school year. In order to support parent participation, translation is offered at meetings along with childcare. Parents are encouraged to share their thoughts and ideas at school site council meetings, parent coffees, site and district English Learner Advisory meetings and parent club meetings. Additional input is sought through surveys.

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.

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:

Title I funds are used to provide supplemental services to students in order to enhance and accelerate learning toward meeting the rigorous academic standards. School sites develop Single Plans for Student Achievement collaboratively with the members of the school site council. Goals are established yearly and align with the District LCAP goals. Additional goals may be set to meet individual school site needs identified by the school site council. School site councils include administrators, parents, teachers, support staff and students when appropriate. Each year the academic data and other metrics are analyzed to determine the effectiveness of programs and to ensure that students most in need of support are making progress.

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:
Riverbank Unified School District utilizes the Child Welfare and Attendance Officer for the district to work with and support homeless youth and their families. Services provided to students are determined on an individual need basis and done so within the law to support academic success. Students based on need may receive items such as clothing, school supplies, personal products and transportation. Homeless students will be enrolled immediately. As a district, attendance of homeless youth are monitored for patterns of chronic absenteeism, and if a pattern arises, site and district intervention teams will meet with the youth and families to resolve barriers to attending school.

**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.

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:**

Riverbank Unified School District has utilized local grant funds to support two programs for transition from early childhood programs to Transitional Kindergarten (TK) and Kindergarten (K). The two programs are offered to all in the community entering TK or K programs. Kinder FACTTTS is a parent/child orientation and Kinder Camp is a four week summer program for students entering TK or K. Recently, grant funding has been reduced for these two programs requiring the district to determine the availability of local funding. Through stakeholder engagement, the desire to see the programs continue was communicated therefore the decision was made to fund the programs in the LCAP. Additionally, the District works collaboratively with the local Head Start.

Students leaving the elementary to middle school are offered an orientation and are also invited with their parents to attend the Open House held at Cardozo Middle School. Summer program for fifth graders now is held at the middle school as well. A similar offering is done with the eighth graders preparing to enter high school. The high school also offers a program for entering freshman, Link Crew. This program is intended to support freshman in their transition to high school.

Riverbank High School has a variety of school trips to colleges for students and some for parents as well. Parents in the community wanted to know more about going to college and the process. In response to this, the high school offers informational presentations and assistance with financial aide applications. The District has for the past two years held a parent summit with a variety of educational opportunities for parents including learning more about college and the processes involved. Students interested in trade schools or manufacturing have opportunities presented to them through the high school.

**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:**
TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.
THIS ESSA PROVISION IS ADDRESSED BELOW:

**Social, Health, and Other Services**
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

**Postsecondary and Workforce Partnerships**
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

**Parent and Family Involvement**
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

**Program Coordination**
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.
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:

The district offers induction for all new teachers who have not yet completed the program. Additionally, all new teachers are provided two days of professional learning offered prior to the start of the school year. New teachers then meet four times during the school year for continued support and professional learning. All teachers participate in two days of professional learning prior to the start of school.

The District has invested over time in training teachers in Explicit Direct Instruction as the method for first time learning for students. Four instructional coaches who are well-trained and/or certified in Explicit Direct Instruction provide coaching and support to all teachers as needed throughout the school year. Support is provided through the Stanislaus County Office of Education in mathematics instruction at all levels including school administrators. Administrative classroom walks conducted in conjunction with county office support are focused on instructional practice and are intended to build the capacity of the administrators and the instructional coaches so that they may carry on the work with the teaching staff.

There has been an ongoing investment in the Professional Learning Communities process for the two elementary sites, one middle school and the high school. The District goal is to support the development of effective collaborative teams working to support teaching and student learning at high levels aligned with the rigorous California State Standards. Teachers meet up to twice per month in the collaborative Professional Learning Communities (PLC). The collaborative teams are facilitated by teachers who are part of their school site leadership teams. The District has provided ongoing training and coaching in support of the PLC process including focused efforts on site leadership teams to build their capacity to lead. Teacher leaders guide the work which is focused on answering the following: What is it we want students to know? How do we know when they have learned it? How do we respond when they don't? What do we do to extend the learning of those who have mastered it?

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:

Riverbank Unified School District seeks to place the most qualified teachers in all classrooms across the district. All State and Federal spending is prioritized to support the learning needs of all students and more specifically our students who are academically at-risk and English Learners. Allocation of funds at both the district and school site levels are determined through stakeholder engagement and data analysis.

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:
Riverbank Unified School District analyzes district level data to determine the success of student achievement, programs and professional learning. Through the ongoing support and coaching of Professional Learning Communities, teachers will build their capacity to analyze data in order to plan effective instruction that results in continued student achievement toward meeting grade level standards. Although there is not much disparity among student groups as shown on the California Dashboard for Riverbank, the District and all staff recognize that our data shows that the majority of the students in the district are not meeting grade level expectation in English Language Arts and Mathematics. Using the data to guide decision making, adjustments have been made in scheduling and additional training has been implemented. Teachers are in need of ongoing support as they continue to teach the standards with new curriculum for English Language Arts and Mathematics. Professional Learning opportunities will be provided to teacher in both English Language Arts and mathematics for 2019-2020. Teachers in elementary will have three scheduled training days in support of implementing the ELA standards and Benchmark Curriculum with a focus on English Language Learners. All teachers of math will have ongoing training throughout the school year to support the teaching of standards and implementation of math curriculum. District-wide teachers will participate in training that focuses on visible learning and establishing success criteria for student learning.
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:

Ongoing professional learning for teachers in the district includes access to instructional coaches who are trained in designated and integrated English Language Development. Professional development sessions focused on designated and integrated ELD along with continued training and support in Explicit Direct Instruction in the classroom will be available to teachers in grades K-8. English Learner Resource Assistance will meet quarterly with the English Language Coordinator for professional learning pertaining to supporting English Learner students in the classroom. All administrators and school leaders will participate in training related to accountability and programs used in district to support English Learners.

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:

In the Riverbank Unified School District the majority if not all immigrant students are also English Language Learners. In order to support participation in core classes, funding is utilized to provide an English Language Resource Assistant to assist with access to those classes.

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:

Elementary Schools are assigned English Learner Resource Assistants to work under the supervision of a certificated teacher in the classroom. English Learner Resource Assistants provide support to English Learners during the designated English Language Development time. At the secondary level, each site is assigned two English Language Resource Assistants to provide support in core classes so that all English Learners may access the challenging California State academic standards. Curriculum for all grades was selected based on the support materials for English Learners. Teachers are to use these program materials along with GLAD (Guided Language Acquisition Design), SDAIE (Specially Designed Academic Instruction in English) and Explicit Direct Instruction. Teachers are using an oral language development tool to monitor English Language Development for students in Transitional Kindergarten, Kindergarten and First Grades. Ellevation, an online platform for monitoring English Language Learners has been implemented and is used for monitoring and reclassification of English Learners. The district is looking to expand use of the platform as a tool for individual student language goal setting.

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:

(C) 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

(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Elementary, middle and high school sites provide assistance to English Learner Students through English Learner Resource Assistants. EL Resource Assistants support designated ELD in the elementary and core classes at the secondary level. All teachers have been provided professional learning in strategies and supports for EL's in their classrooms. The academic programs include EL supports that are used by teachers to enhance the students access to the content. In 2019-2020 teachers will examine English Language Proficiency Assessment for California (ELPAC) results to determine appropriate strategies and modification to meet the language needs of their students. Additionally all teaching staff will be exposed to the EL Road Map and language proficiency levels associated with ELPAC.
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:

Funds received through Title IV, Part A will be used in part to hire the mental health clinician in July 2019. Additional funds will be expended to support technology integration in the classroom.