

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ripon Unified School District

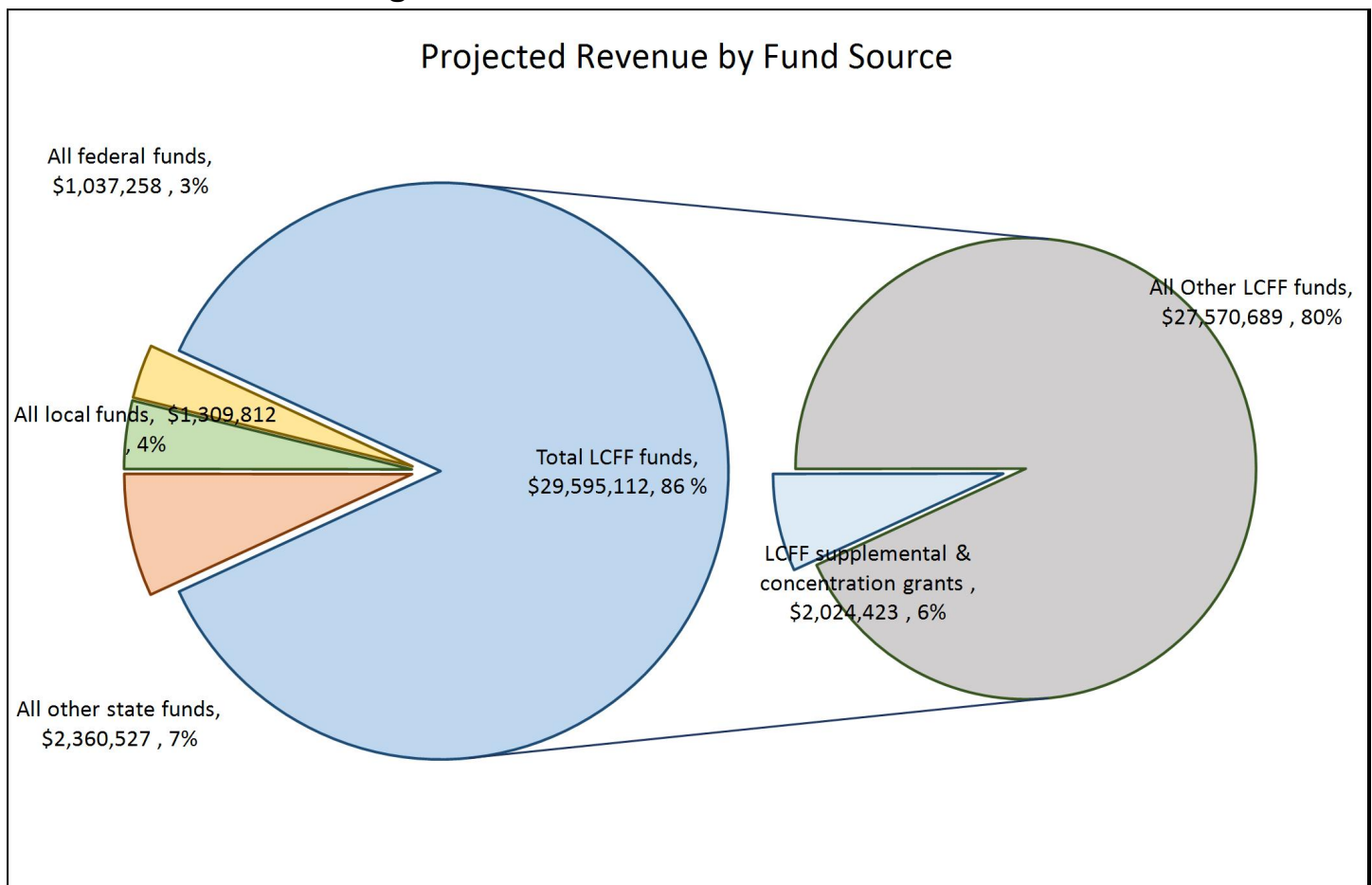
CDS Code: 39686500000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Kathy Coleman, Director of Curriculum and Categorical Programs

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

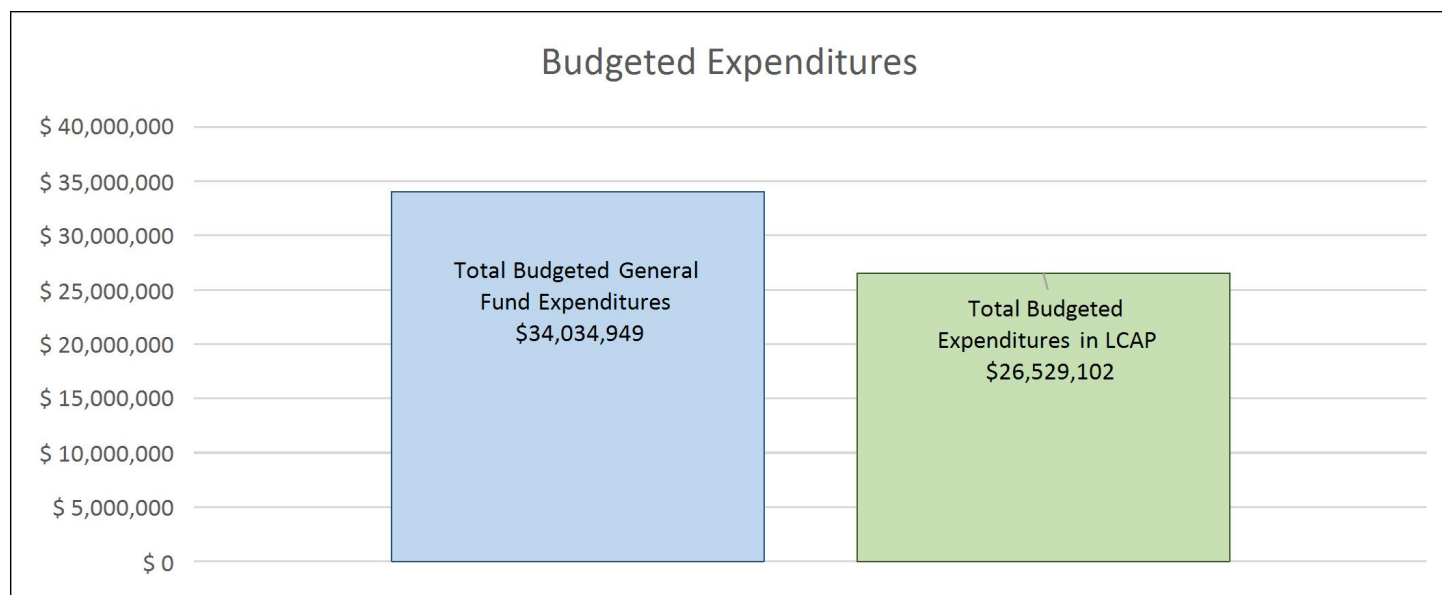


This chart shows the total general purpose revenue Ripon Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Ripon Unified School District is \$34,302,709, of which \$29,595,112 is Local Control Funding Formula (LCFF), \$2,360,527 is other state funds, \$1,309,812 is local funds, and \$1,037,258 is federal funds. Of the \$29,595,112 in LCFF Funds, \$2,024,423 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Ripon Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Ripon Unified School District plans to spend \$34,034,949 for the 2019-20 school year. Of that amount, \$26,529,102 is tied to actions/services in the LCAP and \$7,505,847 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

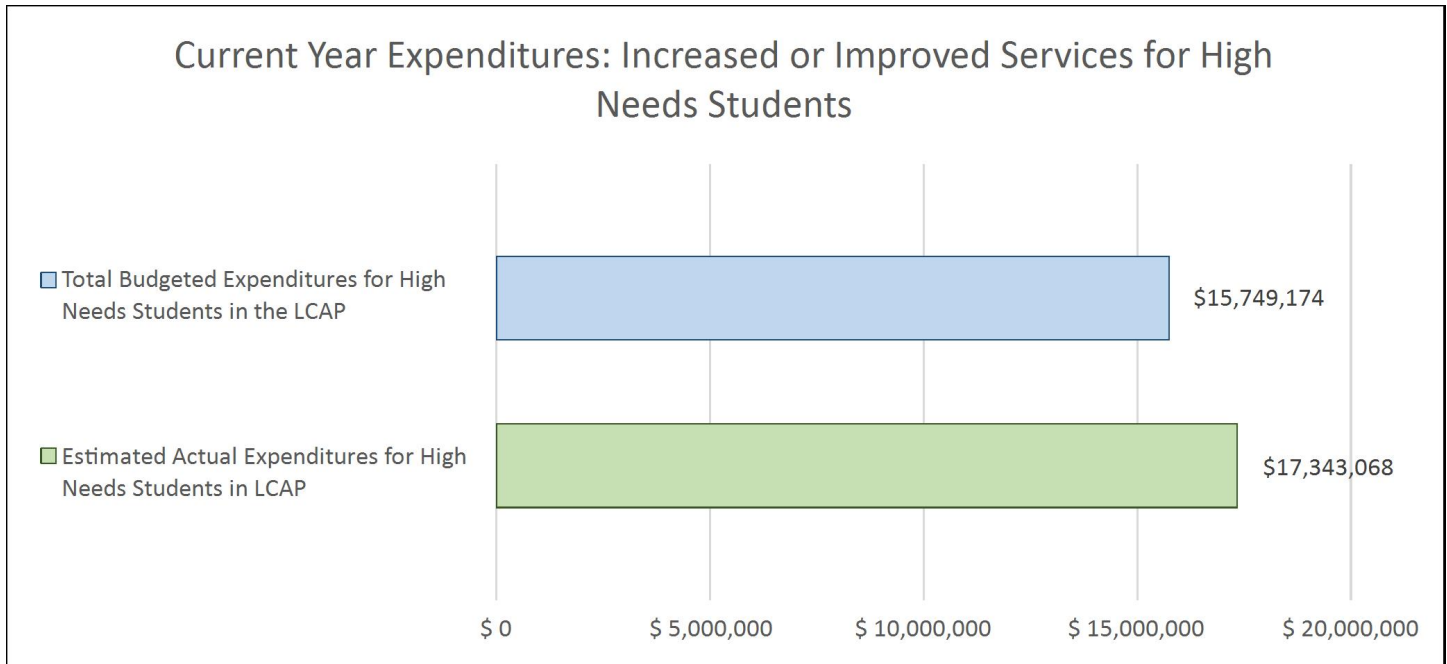
Examples of expenditures not in the LCAP include, utilities, School Site budget allocations from Lottery, Title I, II and III services, Career Tech and Agricultural Education programs, Instructional Lottery and Parent/Community Donations

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Ripon Unified School District is projecting it will receive \$2,024,423 based on the enrollment of foster youth, English learner, and low-income students. Ripon Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Ripon Unified School District plans to spend \$15,950,401 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Ripon Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ripon Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Ripon Unified School District's LCAP budgeted \$15,749,174 for planned actions to increase or improve services for high needs students. Ripon Unified School District estimates that it will actually spend \$17,343,068 for actions to increase or improve services for high needs students in 2018-19.



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Ripon Unified School District

Contact Name and Title

Kathy Coleman
Director of Curriculum and
Categorical Programs

Email and Phone

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

LOCAL CONTROL & ACCOUNTABILITY PLAN

We Believe:

- Students are our first priority.
- All students are capable of learning.
- All people have a right to an environment that feels safe and accepting both physically and emotionally.
- Individuals are entitled to the support and opportunity needed to realize their own unique potential.
- That life skills, as well as academics, are critical for a successful future.
- That integrity, honesty, problem solving and decision-making are the core of our success.
- That our supportive community is essential to our high quality schools.

Our Vision

The Ripon Unified School District is committed to offering the highest quality education in the San Joaquin Valley. We provide a safe, positive, and stimulating environment where students are our first priority. Our district has state-of-the-art facilities that exemplify pride of ownership. Technology is cutting edge and abundant in all areas of the curriculum. It is accessible to students and staff both at school and at home, keeping the district competitive. We recognize that mutually beneficial relationships are essential between the district and community. Our children enjoy coming to school.

Our Mission

The Ripon Unified School District is committed to working together with parents and the community to provide a high quality education. The district will create a safe learning environment characterized by trust and respect. We ensure that each student will be a contributing citizen in an ever-changing diverse and global society.

District Board Goals 2019-20

BG1 - Learning Environment

- Keep all learning environments effective, safe, and engaging where all children can learn, achieve, and become college and career ready. (LCAP Goals 1 and 4)
- Utilizing a Multi-Tiered System of Supports (MTSS), provide learning experiences that have evidence of rigor, relevance, and relationships. (LCAP Goals 1 and 2)
- Optimize student learning by utilizing high quality teaching practices and innovative strategies to prepare them to be future contributing citizens. (LCAP Goal 1)
- 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 and 3)

BG2 - Fiscal Accountability (LCAP/budget processes)

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

BG3 - Teamwork (LCAP process)

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

BG4 - Continuous Improvement

- Provide professional development to promote continuous improvement for all staff. Create and offer professional learning opportunities to develop leadership and talent at all levels. (Action 1.1)
- Recruit, attract, develop, and retain highly qualified staff in order to carry out our District's mission, goals, and objectives. (Action 5.1)
- All Ripon USD employees are expected to work together to continuously provide a high quality education to all students. (LCAP Goals 1, 2, 3, 4 and 5)

BG5 - Facilities (Action 4.2)

- Collaborate with the Superintendent to identify and prioritize District facility 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 and take sequential action to 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 the District's resources and meet short and long term needs of the District.

BG6 - Governance

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

History of Ripon Schools

"Education was a vital ingredient in building a good individual. The citizens of Dent and Castoria Township, which was to become Ripon, demonstrated this early on in the development of the public school districts. Zinc House School was the first step in this process; being formed in 1852. The schools needed to be accessible to students by horse or by foot. This was the reason for a high number of schools in the Ripon area. By 1890 Ripon had 4 schools, with a daily attendance of 108 students: River School 14, Zinc School 33, San Joaquin School 32, and Ripon School 29."

Ripon Union High School

"The first year of high school was held in 1910-1911 at Odd Fellows Hall. There were fourteen pupils and one teacher. A teacher's salary in this time was \$150.00 a month. A permanent school building was needed so a bond election was held in June of 1911 for \$22,500, but it did not pass. Then in 1916, the third bond election was held and was approved with \$27,000 for a new high school."

Resource: CityofRipon.org

Present

Currently, our District houses 5 elementary sites and two high schools: Ripon Elementary, Ripona Elementary, Weston Elementary, Colony Oak Elementary, Park View Elementary, Ripon High School and Harvest High School. All of our elementary sites service students from grades Kindergarten through 8th, with the exception of two sites, that also house Transitional Kindergarten classes. Ripon High School services students in grades 9-12. Our second High School is an alternative education site that services students in grades 10-12.

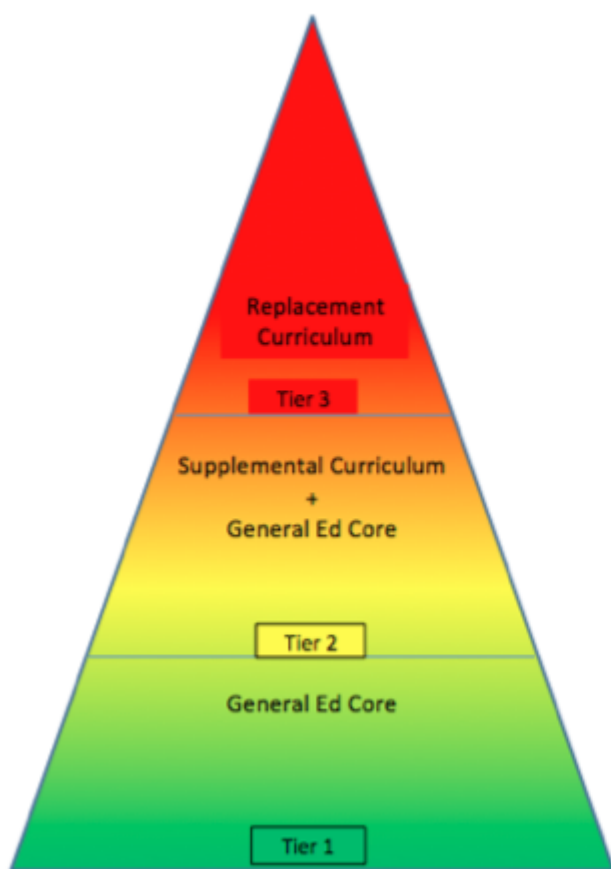
Demographics

Female (48.37%), Male (51.63%), Socio-Economic Disadvantaged (37.32%), White (52.63%), Hispanic (35.94%), English Learners (11.00%), Foster Youth (0.2%)

Our district has a strong Response to Intervention (RTI) model in grades K-12. This program has been combined with Positive Behavioral Interventions and Supports (PBIS) to complete our Multi-Tiered System of Supports (MTSS). This model has several components that allow us, as educators, to measure our 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 include Horizons, Moby Max, Do the Math Now, Reading Mastery, Academic Literacy, Do the Math, Math Reads and Read Naturally. Tier 3 interventions include Reading Intensive, READ 180, Math 180/System 44, Moby Max, Do the Math Now, Reading Mastery, Do the Math, Math Reads and Read Naturally.

Response to Intervention Summary



Tier 3 Interventions

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

Tier 2 Interventions

- Horizons
- Moby Max
- Do the Math Now
- Reading Mastery
- Academic Literacy
- Do the Math
- Math Reads
- Read Naturally

Tier 1 Benchmarks

K-8th Grades

- TK-3rd grades AIMSweb Assessments (3X)
- 3-8th grades STAR Assessments (4X)

9th -12th Grades

- 8th grade Benchmarks
- Grades & Teacher Recommendations
- Progress Monitoring Data

Tier 1 Interventions

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

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Ripon Unified Local Control Accountability Plan now consists of five goals. Due to the need of closing the achievement gap for English learners, a new goal (3) has been added. Previously, English learners were included within the MTSS goal (2). In order to increase focus and improve efforts, a new goal 3 was added. Therefore, the previous goals 3 and 4, are now goals 4 and 5.

1. Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships and produces students who are college and career ready. (Priorities 2 & 7: Page 51)

2. Maintain a Multi-Tiered System of Supports (MTSS) program that meets the needs of students across the district and accelerate the growth of all students, including our underperforming student groups in all areas.
(Priorities 4 & 8: Page 67)
3. English learner academic growth demonstrates closing of the achievement gap.
(Priority 2: Page 84)
4. Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.
(Priorities 3, 5 & 6: Page 95)
5. Provide an educational program with support services, including staffing and operations.
(Priority 1: Page 107)

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Overall, Ripon USD shows many strengths on the dashboard. RUSD's Suspension Rate (priority 6A: action 3.3), moved from overall orange to yellow. The Filipino student group registered as green.

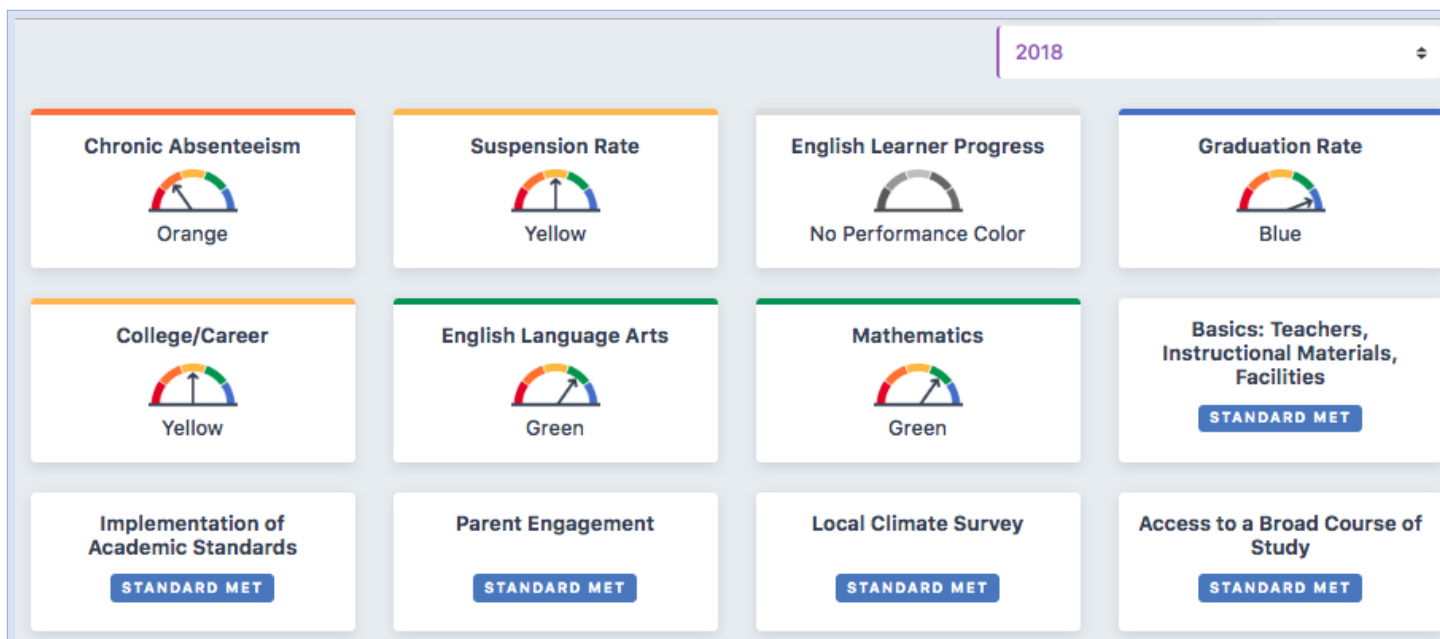
The English Learner Progress (priorities 4D, 4E and 8A: action 2.4, 2.5, and 2.7) shows the first year of ELPAC testing. 74.1% of our English learners scored moderately or well-developed (levels 3 and 4).

For the Graduation Rate (priority 5E action 3.3), the All Students group and all other student groups show blue.

The District's College & Career Readiness status is yellow. However, Ripon High School shows green. Ripon High continues to grow opportunities for students to become College & Career ready.

In English Language Arts (ELA) (priority 4A: actions 1.1 and 2.2), the All Students group continues to reflect a green status. Several student groups have reached the goal of green: Hispanic, Two or more, and White, and the Asian student group reached blue.

For Math (priority 4A: actions 1.1 and 2.2), the All Students group moved from orange to green. Student groups showing improvement include Hispanic, English learner, students with disabilities and socio-economically disadvantaged.

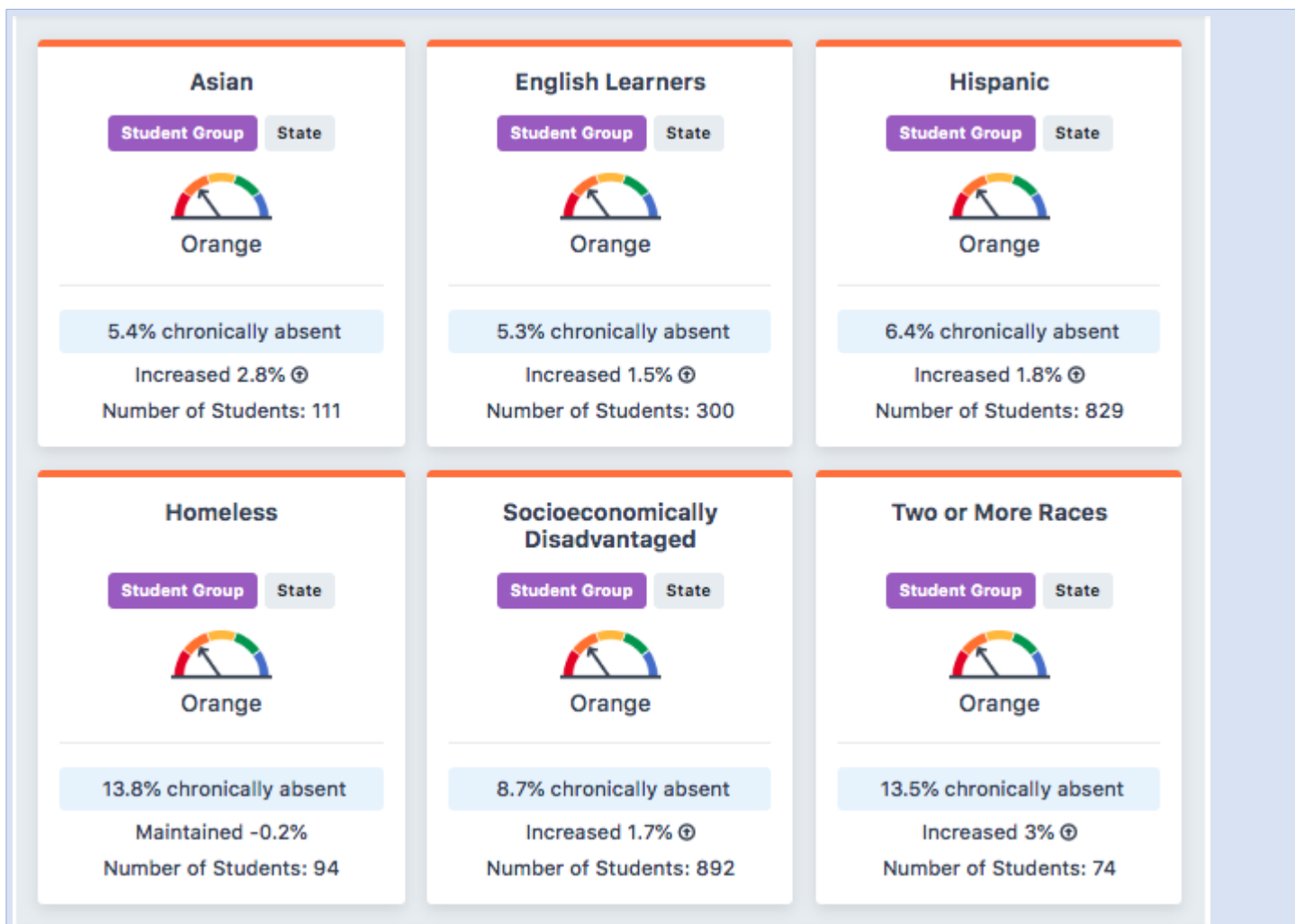


Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The greatest area of need is in Chronic Absenteeism, which shows as orange on the dashboard. Six students groups (below) are in orange. In addition, students with disabilities reflect as red. We anticipate improvements due to the PBIS and MTSS work, as well as restorative circles and justice. (Goal 4: Action 4.3) Weston Elementary surpassed the state goal of green, and shows as blue for Chronic Absenteeism!

Resources are our greatest need. More staff would increase opportunities for students, but funding is limited.



Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The All Students group reflected yellow for the suspension rate. Homeless and foster students fell two levels below, in the red category.

The All Students group showed as green for English language arts. Homeless, socio-economically disadvantaged students and students with disabilities fell two levels below, in the orange category.

The All Students group also appeared green for mathematics. Homeless students fell two levels below, in the orange category.

Under the MTSS umbrella, multiple strategies and practices are being implemented through PBIS, Restorative Circles, Restorative Justice and Character Strong. We are seeing improvement overall in the area of suspension. There is still more work to do.

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. Principals oversee implementation at their sites. Additionally, students with disabilities receive additional services based on their IEPs.

The practices above will continue for 19/20. Restorative practices will continue to be an area of focus for struggling students (action 4.3).

RUSD	2018					
	ELA	Math	College/Care	Chronic Abs	Grad Rate	Suspension
All						
Homeless						
SED						
SwD						
EL						
Hispanic						
Two or more						
White						
Asian						
Filipino						
Foster						

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Harvest High School, our continuation site, has been identified due to their suspension data. Harvest only shows one indicator, suspension, and it is red.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

The district has supported Harvest high through their WASC process, which included an in-depth needs assessment including all stakeholder groups. Students, parents, teaching and classified staff, and community members participated. School and district survey information was also collected from the same stakeholder groups for the purpose of the SPSA and LCAP.

Evidence-based strategies and interventions are part of the District's Professional Learning Plan. Some are ongoing, and others are newer as we further develop the multi-tiered system of supports (MTSS). Strategies include, but are not limited to... Differentiation, Universal Design for Learning (UDL), Building Relationships, Depth of Knowledge, Close Reading, and Essential Questions. MTSS has led Ripon USD to find program strengths and to focus on areas that need further

development. Schools write their School Plans for Student Achievement based on their needs assessments, stakeholder input and District guidelines through the District Professional Learning Plan and LCAP.

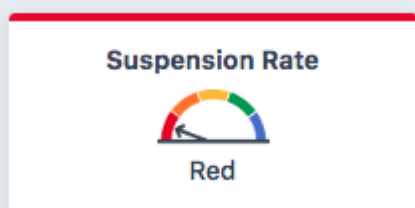
Harvest truly has no resource inequities that were spotted through stakeholder meetings or surveys. It is a small student population that varies from 25-30 students who are at the continuation site to catch up on credits and graduate. They have a high teacher:student ratio and also, are 1:1 with technology devices. Budgets are analyzed annually for equity purposes.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The LEA works with the school site through the development of the plan to assure compliance, analysis of data, and that results of needs assessments have been integrated. Harvest High's suspension rate qualified the school for Comprehensive Support and Intervention (CSI). Suspensions will be monitored through the student information system, as well as the dashboard.

Work towards improving the school's suspension rate includes the social emotional learning and well-being of the students. Plans for staff professional development, continued PBIS, and other student services will be implemented and monitored.



Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships which produces students who are college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 2: A. Implementation of the academic content and performance standards adopted by the state board.

18-19

Priority 2: A. California Common Core State Standards (CCSS) focus continues on math, ELA/ELD, NGSS and technology integrated throughout the curriculum, but will also extend to History-Social Science as opportunities become available. Professional learning will continue in these areas with a continued focus on ELD.

Success level for English, language arts and math is being reported differently now on the dashboard. Sites are now rated as distance from level 3 (DF3). Each site will work to improve by a minimum of 2 points each year, in each area.

The DF3 baseline scores are from 17/18. The following scores should improve at least 2 points in 18/19.

Ripona

Actual

Priority 2: A. 18/19 professional learning opportunities included 5 days for the high school math department, 6 days for the high school NGSS department, 2 days for the English language development (ELD) cadre and 3 for technology. The multi-tiered system of supports (MTSS) committee met 6 times throughout the year. A new summer school cohort worked for 5 days developing ELD strategies to be used in classrooms currently, and in summer school. The 4th annual professional learning conference was held, with a focus on Universal Design for Learning, and Google. Individuals also attended a number of conferences.

Distance from level 3 (DF3) is now reported as Distance from Standard (DFS). 2018 CAASPP results reported as...

Ripona

ELA -6. (no change)

Math -32.1 (+3.7)

Ripon Elementary

Expected

ELA -6.

Math -35.7

Ripon Elementary

ELA +2.8

Math -14.4

Colony Oak

ELA +12.6

Math -4.4

Weston

ELA +13.4

Math +.4

Park View

ELA +47.4

Math +31.5

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Ripon High School

ELA +58.5

Math -41.3

Baseline

Priority 2: A. In 2016-2017, intensive professional development has occurred for the California State Standards. 27 days of in-district professional learning has occurred in the area of math, in addition to many conferences and workshops attended by teachers and administrators. Six days of in-district professional learning occurred for Next Generation Science Standards plus many conferences and workshops attended by

Actual

ELA +19.9 (+17)

Math -7.8 (+6.6)

Colony Oak

ELA +15.9 (+3.3)

Math -0.1 (+4.3)

Weston

ELA +16 (+2.6)

Math +0.2 (-0.2)

Park View

ELA +57.5 (+10.1)

Math +44.9 (+13.5)

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Ripon High School

ELA +42 (-16.5)

Math -29.2 (+12.1)

Expected

teachers and administrators. Training for the new ELA/ELD curriculum occurred with a day of inservice before school started, 2 days of training school teacher leaders and 4 sessions at our January professional learning day. The technology cadre worked for two full days, took a field trip to a Maker Space and held additional after school meetings to push technology forward at the sites.

Math success will be measured by the California dashboard and CAASPP scores.

Four out of five elementary sites rated green in math on the dashboard. High school math scores are not reported on the dashboard, but the 2016 CAASPP scores show 30% of 11th graders met or exceeded standards. Also, our yellow elementary site has 37% 3rd-8th grade students who met or exceeded standards in math.

Metric/Indicator

Priority 2: B. How programs/services enable English Learners to access the California Standards and ELD standards.

18-19

Priority 2: B.

The number of EL students will be reported as well as the number of EL students in the READ 180 classrooms in grades 4-11.

Baseline

Priority 2: B. In 2016-2017, English Learners received a minimum of 30 minutes a day focused on Designated ELD. The screening used for our students was part of our district's MTSS program. The assessments were STAR 360 and AIMSweb for our general education population. Students in our Learning Centers have taken the Scholastic Reading Inventory (SRI) as well.

Currently in our district we service 394 English Learners. Our RTI model allowed for our ELs to receive additional language support through intervention. We currently service 113 EL students in our READ 180 classrooms in grades 4 - 11. Through our RTI model, we continued to support English Learners in allowing them to access rigorous curriculum. This information was verified by class rosters and master schedules.

Metric/Indicator

Priority 7: A. Broad Course of Study

Actual

Priority 2: B. As of 2018-2019, RUSD had 362 English learners, and 218 in grades 4-11. 100 EL students received READ 180 services in grades 4 – 11.

Priority 7: A. All students were offered access to a broad course of study, as verified by CALPADS. STEAM enrichment programs offered varied opportunities at the elementary sites. Elective options at Ripon High

Expected

18-19

Priority 7: A. Continue to offer all students access to a broad course of study, as verified by CALPADS. Include STEAM enrichment programs at the elementary and elective opportunities at the high school.

Baseline

Priority 7: A. All elementary sites have at least two areas of STEAM that they included in their enrichment programs. RHS added International Math 2 Honors & Math 3, Auto Shop, Gaming Programming, Digital Art, Adv. Computer Programming, Vet Science, Spanish Heritage, AP Environmental Science, World Geography, and AP Human Geography, in 2016-2017, as verified by the master schedule.

All students were offered access to a broad course of study, as verified by CALPADS.

Metric/Indicator

Priority 7: B. Programs/services developed and provided to unduplicated pupils

18-19

Priority 7: B. Unduplicated students receive the broad course of study discussed in Priority 7: A, and are all screened for gaps in knowledge and receive Intervention services when needed to address such gaps. We expect to continue to provide students with the academic language support that they need to be able to access a broad course of study.

For 2017, socioeconomically disadvantaged students were -18. DF3 on the ELA CAASPP test. In 2018, SED students will continue to improve a minimum of 2 points (-16.) and move towards closing the achievement gap.

The percentage of unduplicated Ripon High graduates completing UC/CSU requirements in 16/17 will be 11.1% for English Learners and 29% for socioeconomically disadvantaged students. (verified by Dataquest:12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance- subgroup reports)

Baseline

Priority 7: B. In 2016-2017, unduplicated students received the broad course of study discussed in Priority 7:A, and were screened for gaps in knowledge and received intervention services when needed to address such gaps. Our unduplicated students continued to receive services through our RTI program. Our students were screened with STAR 360 and STAR Math. When our students were serviced in the learning center classrooms, they

Actual

continued to include articulated courses with Delta College where students could earn college credit.

Priority 7: B. Unduplicated students continued to receive the broad course of study discussed in Priority 7: A, and were all screened for gaps in knowledge and received Intervention services when needed to address such gaps. We continued to provide students with the academic language support that they needed to be able to access a broad course of study.

For 2018, socioeconomically disadvantaged students were -11.7 DFS on the ELA CAASPP test. In 2018, SED students exceeded the minimum 2 point increase and moved towards closing the achievement gap.

The actual percentage of unduplicated Ripon High graduates completing UC/CSU requirements in 16/17 was 0% for English Learners and 33.3% for socioeconomically disadvantaged students. This is no change for English learners and a slight decrease for socioeconomically disadvantaged students. (verified by Dataquest:12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance- subgroup reports)

Expected

were also screened with Horizons and SRI. Our current programs are helping to close the achievement gap.

12% more economically disadvantaged students grew to meet or exceed standards on the ELA CAASPP test in 2016, versus only 6% more of all students.

The percentage of unduplicated Ripon High graduates completing UC/CSU requirements in 14/15 was 7.1% for English Learners and 25% for socioeconomically disadvantaged students. (verified by Dataquest: 12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance- subgroup reports)

Metric/Indicator

Priority 7: C. Programs/services developed and provided to individuals with exceptional needs

18-19

Priority 7: C. Students with exceptional needs will receive a broad course of study and receive appropriate services in the learning centers when needed to address learning gaps.

Percentage of students receiving Special Education services will be reported. (verified by P1 enrollment/ December Casemis report)

Baseline

Priority 7: C. In 2016-2017, students with exceptional needs received a broad course of study and received appropriate services in the learning centers when needed to address learning gaps.

A Multi-tiered System of Support has been fully implemented at all school sites. Tiered research-based academic and behavioral interventions are in place. Our percentage of students receiving Special Education services decreased from 10.51% to 10.23% this school year. (verified by P1 enrollment/ December Casemis report)

Actual

Priority 7: C. Students with exceptional needs received a broad course of study and received appropriate services in the learning centers when needed to address learning gaps.

For 18/19, 8.91% of students received special education services. (verified by P1 enrollment/ December Casemis report)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.1 If funding allows, teachers and classified staff will participate in ongoing 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), sexual health curriculum, 6-12 CC articulation, grade level collaboration and vertical articulation, software and technology, Positive Behavior Interventions and Supports, Restorative Justice Training and more. Content area cadres will also participate in trainings and share knowledge out to school site staffs. Renewed focus will be geared towards the ELD cadre. If funding allows, CTE staff will participate in skill based professional development to maintain the most current industry standards.	Action 1.1 On January 7th, the RUSD professional development conference provided keynote speaker, Katie Novak, afternoon sessions for Universal Design for Learning, as well as Google Suite presentations by Stephen Callahan of SJCOE. New teachers were provided multiple inservices throughout the year, as well as induction mentors, or buddy teachers for experienced teachers new to Ripon. Each elementary grade level had a collaboration day where they shared math and science strategies. High school math department had two support days with county experts, as well as three benchmark creation work days. The science department had several county workshops, conferences and the opportunity to gather and create units/lessons over the summer. The ELD cadre had two county training days for developing EL strategies. The technology cadre had an all day Google Suite training, attended conferences and met after conferences to share out information. They have already met for 19/20 planning and have yet another event to learn about Promethean boards. The Summer School Cohort worked for five days	Conferences/workshops 5000-5999: Services And Other Operating Expenditures Other 128,388 5000-5999: Services And Other Operating Expenditures Supplemental 46,445 supplies 4000-4999: Books And Supplies Supplemental 6000 Not Applicable Not Applicable	Conferences/workshops 5000-5999: Services And Other Operating Expenditures Other 125,291 Conferences/workshops 5000-5999: Services And Other Operating Expenditures Supplemental 45,304 Supplies 4000-4999: Books And Supplies Supplemental 7,842 Conference and Workshops-Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 4,796 Conference and Workshops-Substitutes 1000-1999: Certificated Personnel Salaries Other 3,575

and learned acquisition strategies good for all students. The MTSS committee has met 6 times throughout the year to continue building PBIS, SEL and other supports for students.

Each cadre/committee shared out at school sites on dissemination days which were planned throughout the year. Teachers, administrators and other staff attended more than 47 conferences/workshops throughout the year.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.2 Continue to explore programmatic options at the high school level, including but not limited to CTE courses and RHS online courses. Continue to explore partnerships to develop internships, job shadowing and real work related opportunities for students in the career technical pathways. Continue to support the Ag department in keeping up with industry standards related to technical skills acquired through relevant and current use of necessary equipment.	Action 1.2 Currently RHS has four CTE industry sectors / pathways that flow into the Central Valley Workforce Program Regional plan. We continue to communicate with California Connections academy for online options for Ripon High Students. On February 27 the CTE department met with our CTE Advisory committee for our Spring meeting. The committee is comprised of local business members wanting to support RHS students. We discussed the future of the new job shadow/internship programs at Ripon High. Committee members reviewed the job shadow program information	Class equipment/materials 4000-4999: Books And Supplies LCFF 25,000 4000-4999: Books And Supplies Other 20,000 Not Applicable Not Applicable	Class Equipment/Materials 4000-4999: Books And Supplies LCFF 26,005 Class Equipment/Materials 4000-4999: Books And Supplies Other 100 Class Equipment/Materials 5000-5999: Services And Other Operating Expenditures LCFF 11,157 Class Equipment/Materials 6000-6999: Capital Outlay LCFF 8,113

Career Pathways at Ripon High include...

- Ag Mechanics Fabrication 101 (Mechanics, Welding, Fabrication)
- Ag Mechanics Power 101 (Mechanics, Small Engines, Diesel Engines)
- Ag Business-Leadership 100 (Ag Business & Communication 1 and 2)
- Agriscience 102 (Environmental Science, Biology, Animal Science)
- Bus Management 182 (Computer Applications, Personal Finance, Management, Adv Business Computer Apps, Adv Computer Apps)
- Software and Systems Development 174 (Intro to Computer Programming, App/Game Design, Adv Computer Programming)
- Consumer Services 131 (Life Management/Home Ec, Food and Nutrition, Adv Home Economics)
- Junior Reserve Officers' Training Corps (JROTC)

Provide extended learning opportunities K-12 including enrichment programs at elementary sites. These programs continue to include STEAM opportunities and will be included in the Single Plans for Student Achievement. Enrichment

packet and gave feedback before it went to the board for approval.

The committee is very excited for the new program and are looking forward to hosting students in their businesses.

Perkins funding and CTEIG funds allow for the acquisition of updated equipment ie.. CNC plasma table, updated computer lab, and remodel of science lab storage room to accommodate new microscopes and science curriculum.

JROTC continues to prepare students for adulthood through character education, student achievement, wellness, leadership, and diversity. Developing leadership and social skills is a priority through community service opportunities and daily curriculum lessons increasing student motivation to become better citizens.

Books were provided for the high school library, as this site was determined to have the largest need.

Instruments were purchased for the 5-12 band program.

Elementary sites continued to expand STEAM programs which vary from site to site. Activities include robotics, photography, math club, drama, chess club, artists in the classroom, coding,

programs will continue to include at least two STEAM components.

Provide books for libraries, if funding allows.

Continue to support the 5-12 music program.

maker space activities, recorders, Google Suite, yearbook, math in art, science of nutrition and distance learning.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.3 Begin to review NGSS textbooks and materials if adopted by the state. Purchase growth materials, textbooks and workbooks as needed.	Action 1.3 Growth and replacement textbooks have been ordered. An NGSS pilot is currently in progress and elementary purchases have been completed. High school science will pilot in the fall.	Science or Health Adoptions 4000-4999: Books And Supplies LCFF 297,859	Science or Health Adoptions 4000-4999: Books And Supplies LCFF 474,253
		Other textbooks and workbooks	N/A
		NGSS supplies and equipment 4000-4999: Books And Supplies LCFF 10,271	NGSS supplies and equipment 4000-4999: Books And Supplies LCFF 10,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.4 Provide for replacement devices if possible. In addition to teacher workstations, focus on district infrastructure in order to maintain functionality and effectiveness of systems, including outdated switches. Add additional devices if funding allows. Ensure educational technology support.	Action 1.4 Go Guardian is internet safety software that monitors students' usage. It has been purchased for grades 3-12. Chromebook carts have been purchased for the RHS science department, as well as replacement devices for elementary sites. Tech components of workstations including projectors and laptops have also been purchased.	1:1 Devices if funding allows 4000-4999: Books And Supplies Other 205,420	1.4 Devices if funding allows 4000-4999: Books And Supplies Other 205,420

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

Common core standards are being successfully implemented. 1.1 It has been a successful year with professional learning opportunities. Katie Novak lead a successful professional development day and expanded our understanding of universal design for learning (UDL). More teachers are moving in this direction. Emphasis has continued to grow in the area of English learner strategies. Refer to the summary of actual actions for more details. 1.2 The CTE department has continued to strengthen and grow at Ripon High. Elementary sites have added to their STEAM opportunities. Instruments were provided for the 5-12 music program and library books for Ripon High. 1.3 Growth and replacement texts have been ordered. NGSS materials are being piloted at the elementary sites. Ripon High is considering what to pilot in 2019-2020. 1.4 Security software has been ordered for devices. Chromebook carts have been added for more Ripon High classrooms and replacement devices for elementary sites.

Challenges included getting NGSS materials from publishers. They were slow in being delivered and presented complications in beginning to pilot science programs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Ripon Unified demonstrates strength in delivering standards-based instruction in order to produce students who are college and career ready. Actions are deemed effective because the California dashboard data in English language arts (ELA), shows green, with a status of +23.6 distance from standard (DFS), an increase of 3.4 points. Mathematics also show green, with a status -2.1 DFS, an increase of 5.8 points.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.1 Increase was due to substitutes not included in 18/19 budgeted amounts. 1.2 Music equipment was also purchased increasing expenditures. 1.3 The adoption of NGSS textbooks increased budget \$176,000.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

1.3 changes included... Adopt NGSS textbooks for high school. Consider purchasing History/Social Science and/or expanding the math program. Action 1.5 Increase college and career readiness opportunities at Harvest High, enabling students to attain CCR status in addition to their high school diploma was added.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Maintain a 3-tier Multi-Tiered System of Supports (MTSS) program that meets the needs of students across the district and accelerate the growth of all students, including our underperforming student groups in all areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 4: A. Statewide Assessments (Academic Indicator)

18-19

Priority 4: A. Success level for English, language arts and math is being reported differently now on the dashboard. Sites are now rated as distance from level 3 (DF3). Each site will work to improve by a minimum of 2 points each year, in each area.

The DF3 baseline scores are from 17/18. The following scores should improve at least 2 points in 18/19.

Ripona

ELA -6.

Math -35.7

Ripon Elementary

ELA +2.8

Actual

Priority 4: A.

Distance from level 3 (DF3) is now reported as Distance from Standard (DFS). 2018 CAASPP results reported as...

Ripona

ELA -6. (no change)

Math -32.1 (+3.7)

Ripon Elementary

ELA +19.9 (+17)

Math -7.8 (+6.6)

Colony Oak

ELA +15.9 (+3.3)

Expected

Math -14.4

Colony Oak

ELA +12.6

Math -4.4

Weston

ELA +13.4

Math +.4

Park View

ELA +47.4

Math +31.5

• -----

District EL

ELA -21.7

Math -41.3

District SED

ELA -18.

Math -39.1

The new NGSS field test-California Science Test (CAST) will occur (no scores).

Baseline

Priority 4: A. Please see the 2016 baseline scores below. Five out of six schools rated green or blue in English language arts on the dashboard and five out of six schools rated green in mathematics. The remaining school showed yellow in both ELA and math. English Learner (EL) and

Actual

Math -0.1 (+4.3)

Weston

ELA +16 (+2.6)

Math +0.2 (-0.2)

Park View

ELA +57.5 (+10.1)

Math +44.9 (+13.5)

• -----

District EL

ELA -16.7 (+4.1)

Math -34.7 (+13)

District SED

ELA -11.7 maintained 1.5

Math -36.7 (+4.7)

Ripon High School

ELA +42 (-16.5)

Math -29.2 (+12.1)

Expected

socioeconomically disadvantaged students reflected yellow at the LEA level as well.

ELA scores for students who have met or exceeded standards (at school in yellow) are 47% for 2016. Math scores for students who have met or exceed standards are 37%.

LEA-wide, 20% of EL students have met or exceeded standards in ELA and 10% in math.

LEA-wide, 45% of socioeconomically disadvantaged (SED) students have met or exceeded standards in ELA and 29% in math.

This science test is based on the old California Science Test (CST) standards. RUSD teachers are currently using the new Next Generation Science Standards (NGSS) for instruction. The pilot test for the NGSS will occur in 16/17.

Metric/Indicator

Priority 4: B. Academic Performance Index (API)

18-19

Priority 4: B. N/A

Baseline

Priority 4: B. The API was suspended. Evaluation is now summarized on the California Dashboard.

Metric/Indicator

Priority 4: C. Percentage of pupils that have successfully completed A-G requirements for entrance to UC/CSU or CTE programs

18-19

Priority 4: C. CALPADS report 1.9 will show that 47.27% of Ripon High graduates will meet UC/CSU requirements in 2017/18.

Baseline

Priority 4: C.

Metric/Indicator

Priority 4: D. Percentage of English Learner pupils that make progress toward English proficiency

18-19

Priority 4: D.

Actual

Priority 4: B. N/A

Priority 4: C. CALPADS report 1.9 shows 51.96% (106 of 204) Ripon High graduates met UC/CSU requirements in 17/18. This is a 4.69% increase.

Priority 4: D.

The English Learner progress indicator (ELPI) shows students now in 1 of 4 categories. Our 2018 results were

Level 4- Well Developed 33.6%

Level 3- Moderately Developed 40.5%

Level 2- Somewhat Developed 19.2%

Level 1- Beginning Stage 6.6%

Expected

English Learner progress will increase 2% beyond the previous percentage (status) until reaching the goal of the green performance category.

Baseline

Priority 4: D. Due to the newly enacted ESSA in December 2015, there are no new AMAO determinations for 2015-2016 school year. Per the California School Dashboard, 2014-2015 English Learner progress was at 72.1% (status) which was in the yellow performance category. This percentage was determined using CELDT data. Our 2015-2016 CELDT annual assessment shows that 52% of students scored Early Advanced/Advanced, 31% scored Intermediate and 17% scored Beginning/Early Intermediate.

Metric/Indicator

Priority 4: E. English Learner reclassification rate

18-19

Priority 4: E. We will maintain or improve the EL reclassification rate until the EL group moves to green on the California dashboard.

Baseline

Priority 4: E. 16/17 scores are not yet available. Dataquest pulls information from CALPADS reports 2.9 and 2.12. In 14/15, the redesignation rate without California Connections Academy at Ripon (CCA@R) was 14.62. The 15/16 rate from the same reports was 14.21.

Metric/Indicator

Priority 4: F. Percentage of pupils that passed an advanced placement (AP) exam with a score of 3 or higher

18-19

Priority 4: F. Data will come from the College Board website. In 2017, 62.4% of pupils passed an AP exam with a score of 3 or higher. The passing percentage will reach 64.4% by 2018.

Baseline

Priority 4: F. Data will come from the College Board website.

Metric/Indicator

Priority 4: G. Percentage of pupils that participate in and demonstrate college preparedness

18-19

Priority 4: G. 2018 CAASPP results will show that our 11th grade students tested will maintain or improve the standard met or exceeded percentage in ELA and gain at least 2% in mathematics. (38%)

Actual

Priority 4: E.

The EL reclassification rate was 14.1% in 16/17 (63 students) and 15.1% in 17/18 (66 students).

The dashboard reflects yellow for English learners in English language arts.

Priority 4: F. Data comes from the College Board website. The passing percentage had a slight drop in 2018, with 61.9%.

However, there was an increase in the number of students passing the AP exams with a 3 or higher (140).

passing

2016 = 84

2017 = 108

2018 = 140

Priority 4: G.

Distance from level 3 (DF3) is now reported as Distance from Standard (DFS). 2018 CAASPP results reported as...

ELA 42 (-16.5)

Math -29.2 (+12.1)

Both reflect green on the dashboard.

Expected

Baseline

Priority 4: G. One measure of students being college and career ready is demonstrated by how they perform on CAASPP exams. Students should be at a level 3 "Standard Met" or better on both ELA and mathematics assessments.

2016 CAASPP results show that 70% of our 11th grade students meet this goal in ELA and 29% in mathematics.

Metric/Indicator

Priority 8: A. Other Pupil Outcomes

18-19

Priority 8: A. English Learners and low income students in RTI will show a growth equal to all 3rd-8th grade students. Lexile data is pulled from Renaissance Star reading data.

Baseline

Priority 8: A. For 15/16, all 3rd-8th grade students showed a growth of 128 lexile points. At the same time, low income students in RTI showed a growth of 118 lexile points. English Learners showed a growth of 128 lexile points. Lexile data is pulled from Renaissance Star reading data.

Metric/Indicator

Priority 8: A. Other Pupil Outcomes

18-19

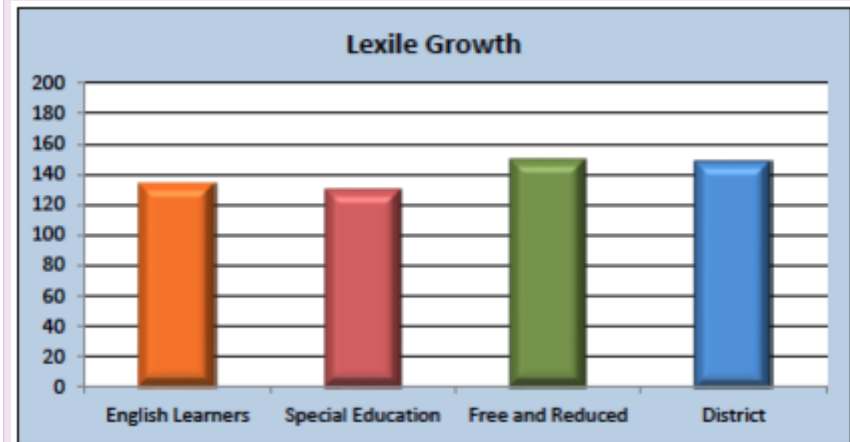
The EL cohort graduation rate will increase 1% each year until reaching the rate for all students. 16/17 will reach 94.6%. (verified by Dataquest)
Actual data reflected EL cohort students with a grad rate of 91.7% in 16/17.

Baseline

The 14/15 EL cohort graduation rate was 92.6%. The graduation rate for all students was 96.7%. (verified by Dataquest)

Actual

Priority 8: A. For 17/18, all 3rd-8th grade students showed a growth of 148 lexile points. At the same time, low income students in RTI showed a growth of 149 lexile points. English Learners showed a growth of 133 lexile points. Lexile data is pulled from Renaissance Star reading data.



Priority 8: A. The 17/18 EL cohort graduation rate was 93.1%, as compared to the all student rate of 96.6%. (verified by Dataquest) The increase was 1.4% greater than last year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.1 Continue use of SST Online, a documentation system for SSTs and 504.	Action 2.1 Use of SST Online, as a documentation system for SSTs and 504 plans has continued and has been used as a main resource for the Student Data Review Team (SDRT).	SST Online 5000-5999: Services And Other Operating Expenditures LCFF 4,000	SST Online 5000-5999: Services And Other Operating Expenditures LCFF 4,000
Continue Student Data Review Team		N/A	SST Online 1000-1999: Certificated Personnel Salaries LCFF 1,234
		N/A	3000-3999: Employee Benefits LCFF 1,267

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.2 Continue use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems.	Action 2.2 Use of assessment programs has continued, including but not limited to STAR Enterprise, AIMSweb and Scholastic Reading Inventory.	Annual Licenses 5000-5999: Services And Other Operating Expenditures LCFF 33,222	Annual Licenses 5000-5999: Services And Other Operating Expenditures LCFF 4,333
Continue and expand MTSS curriculum to continue model program.	Continued and expanding MTSS curriculum includes READ 180, Math 180, West Ed Literacy and Moby Max to meet the needs of students in the RTI program.	READ 180, Math 180 and other RTI Curriculum 5000-5999: Services And Other Operating Expenditures LCFF 154,000	READ 180, Math 180 and other RTI Curriculum 5000-5999: Services And Other Operating Expenditures LCFF 184,918

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.3	Action 2.3	N/A	Not Applicable

Maintain MTSS staff (learning center teachers) at current level, with two teachers at non-Title I sites, three at Title I sites and three and a half teachers at Ripon High.	Staff has continued to be provided as planned.	N/A	Not Applicable
		1000-1999: Certificated Personnel Salaries Supplemental 239,781	1000-1999: Certificated Personnel Salaries Supplemental 239,569
		3000-3999: Employee Benefits Supplemental 70,658	3000-3999: Employee Benefits Supplemental 76,299
		1000-1999: Certificated Personnel Salaries Other 1,296,841	1000-1999: Certificated Personnel Salaries Other 1,055,654
		2000-2999: Classified Personnel Salaries Other 485,536	2000-2999: Classified Personnel Salaries Other 829,702
		4000-4999: Books And Supplies Other 15,195	4000-4999: Books And Supplies Other 15,195
		5000-5999: Services And Other Operating Expenditures Other 192,388	5000-5999: Services And Other Operating Expenditures Other 583,648
		7000-7439: Other Outgo Other 11,300	7000-7439: Other Outgo Other 11,300
		Not Applicable	3000-3999: Employee Benefits Other 571,935

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.4 Provide high school English Learners college and career readiness and support. Include college visitation(s) and LULAC conference transportation.	Action 2.4 RHS took English learners on a Fresno State field trip 1st semester. They also visited San Jose State in April. No one chose to attend the LULAC conference this year.	Field trip and related costs 5000-5999: Services And Other Operating Expenditures Title III 500	Field Trip and related Costs 5000-5999: Services And Other Operating Expenditures Title III 500

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.5 Monitor long term English Learners (LTELs) and provide academic intervention as needed. Provide English Learners basic supports enabling them to access the core curriculum. Pair up LTELs with a staff member mentor. Analyze Ripon High School students A-G requirements and make adjustments to students' schedules if they are not on track. Monitor EL students with Elevation software.	Action 2.5 Teachers, principals, bilingual paraprofessionals and the program manager monitored English learners and provided academic intervention as needed. Our MTSS model continued to allow our English learners to receive additional support through intervention. LTELs were paired up with teachers/staff members who worked with them on a regular basis and provided extra support. Attendance was also an area of focus. The counseling team evaluated each students transcript and determined if the students were on track to apply to a four year university. We then met individually with students and discussed plans for after high school and let them know if they were short on requirements, and how to get back on track in being A-G eligible. All sites monitored EL students with Elevation software.	Bilingual paraprofessional for each school site, and a second aide at Title I schools. 2000-2999: Classified Personnel Salaries Supplemental 189,975 2000-3000: Salaries & Benefits Supplemental 56,993	Bilingual paraprofessional for each school site, and a second aide at Title I schools 2000-2999: Classified Personnel Salaries Supplemental 222,305 3000-3999: Employee Benefits Supplemental 71,590

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Action 2.6
Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.

Action 2.6
Individualized counseling was provided for Foster Youth at least twice yearly to ensure students accessed a broad curriculum of study.

Existing staff 2000-2999:
Classified Personnel Salaries
LCFF 1,300

3000-3999: Employee Benefits
LCFF 281

Existing Staff 2000-2999:
Classified Personnel Salaries
LCFF 1,300

3000-3999: Employee Benefits
LCFF 358

Action 7

Planned Actions/Services

Action 2.7
Provide supplementary materials as needed.

Include newcomer ELD materials.

Actual Actions/Services

Action 2.7
Supplementary materials have been purchased as needed.

Newcomer materials have not been purchased at this time. ELD materials are a part of the Wonders/Study Sync adoptions and retraining with these programs is being planned for the fall.

Budgeted Expenditures

Intervention Curriculum, Instructional Materials and supplies 4000-4999: Books And Supplies Supplemental 31,640

Estimated Actual Expenditures

Intervention Curriculum, Instructional Materials and supplies 4000-4999: Books And Supplies Supplemental 31,640

Action 8

Planned Actions/Services

Action 2.8
Provide remediation program (SES) in summer school for Title 1 schools during the transition to the Every Student Succeeds Act (ESSA). Provide summer school programs including enrichment, credit recovery, extended year and driver's education.

Actual Actions/Services

Action 2.8
Summer school programs being provided include those for English learners, Title 1 students, enrichment, credit recovery, extended year and driver's education.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Other 13,865

3000-3999: Employee Benefits Other 1,941

Not Applicable

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Other 9,547

2000-2999: Classified Personnel Salaries Other 5,197

3000-3999: Employee Benefits Other 2,973

Action 9

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Action 2.9 Provide after school homework help for English Learners.	Action 2.9 English learner after school homework help has been provided (ELASHH).	2000-2999: Classified Personnel Salaries Title III 11,322	1000-1999: Certificated Personnel Salaries Title III 5,888
		3000-3999: Employee Benefits Title III 2,583	2000-2999: Classified Personnel Salaries Title III 4,088
		Not Applicable	3000-3999: Employee Benefits Title III 1,999

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 2- Maintain a 3-tier Multi-Tiered System of Supports (MTSS) program that meets the needs of students across the district and accelerate the growth of all students, including our underperforming student groups in all areas.

MTSS programs are growing at all sites. Successes include...2.1 SST online was used in conjunction with a variety of assessment programs (2.2) to monitor student growth and areas of weakness for use by the student data review team (SDRT). Student data review teams met throughout the year to provide strategies for teachers in order to increase learning for students. 2.3 Two teachers staffed the learning centers at non-Title 1 schools, three staffed Title 1 schools and three and a half teachers ran the program at Ripon High. 2.4 English learners were provided college visitations. 2.5 English learners were monitored and provided additional support. Long term English learners were paired with staff mentors. All sites utilize Elevation software. 2.6 Additional counseling was provided to foster youth. 2.7 Supplementary materials were provided where needed. 2.8 Remediation programs were provided in Summer school. 2.9 English learners were provided after school homework help.

Data demonstrating success includes... EL reclassification rate was 14.1% in 16/17 (63 students) and 15.1% in 17/18 (66 students). The 17/18 EL cohort graduation rate was 93.1%, which was 1.4% greater than last year.

The biggest challenges are limited resources. For most improvements we need more staff and finances are limited.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SST Online provides the system and main resource for the student data review teams, which is integral to the MTSS program. Assessment programs and RTI curricula have been effective in targeting and filling gaps for students. MTSS staff is effective in meeting the needs of students. The variety of services, counseling and supplementary materials provided for English learners and unduplicated students are effective in keeping students on-track. Summer school and after-school help continue to effectively support

English learners throughout the year. Language scores continue to be strong across the district, showing strengths in ELA and room for growth in math, though it continues to improve as well. Focus continues to be on closing gaps for English learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1 Personnel salaries and benefits were added for training and analysis within SST online. 2.3 The section, Budgeted Certificated Personnel Salaries Other, was reported as budgeted at \$1,296,841, but this number incorrectly included salaries reported in the section, Certificated Personnel Salaries Supplemental, of \$239,569. Section Classified Personnel Salaries Other, budgeted at \$485,536, included only positions funded by Special Ed, IDEA and AB 602. The \$829,702 spent also includes positions funded by the unrestricted general fund and Title I. The section, Services and Other Operating Expenditures Other, increased to \$583,648 due to the inclusion of the Non Public School contract costs of \$449, 717. Employee Benefits Other was inadvertently left out of the budgeted expenditures. 2.5 Shows an increase in salaries and benefits. The planned allocation did not account for vacation pay. Expenditures for salaries and benefits for instructional aides increased \$46,000.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 2 had the words "3-tier" removed. 3-tier will be removed throughout the plan. In goals, actions and services, 2.4 moved to 3.4, 2.5 moved to 3.5, 2.6 to 2.4, 2.7 to 2.5, 2.8 to 2.6 and 2.9 to 3.6. The LULAC conference was removed from the now 3.4 action and changed to field trips, as no one chose to attend LULAC this year. Many of our 2019-2020 updates have been reviewed and updated from 2018-2019. Action 2.7 Provide additional MTSS services as needed, including but not limited to READ/Math 180, social emotional learning (Restorative Circles and Justice, Character Strong), PBIS and mental health services was added.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 3: A. Efforts to seek parent input in decision making

18-19

Priority 3: A. EL parent participation will be monitored in ELAC/DELAC, SSC, PAC and other input and outreach committees and programs. Participation will increase by 2% each year. 18/19 will include 16% participation. (verified by sign-in sheets)

Baseline

Priority 3: A.

All parents were notified of meetings and events by mailings, phone calls, postings, letters sent home with students, email, FaceBook postings, newspaper ads and more. As of the As of January 2017, 48 EL parents have participated districtwide at all the ELAC/DELAC meetings. 48 parents/394 EL students in 16/17 = 12%. (verified by sign-in sheets)

Metric/Indicator

Priority 3: B. Promoting parental participation in programs for unduplicated pupils

Actual

Priority 3: A.

As of February 7, 2019, EL parent participation was at 16% for 18/19. 58/362

Priority 3: B.

76% of parents of English Learners had emails in the student information system.

Expected

18-19

Priority 3: B. The % of parents of English Learners having emails in the student information system will increase 2% (57%) every year until reaching the "all students" percentage.

The % of parents of socioeconomically disadvantaged students having emails in the student information system will increase 2% (74%) every year until reaching the "all students" percentage. (verified by Aeries)

Baseline

Priority 3: B. As of March, 2017, 79% of all families have emails through which they receive school and district information.

As of March, 2017, 49% of parents of English Learners have emails through which they receive school and district information.

As of March, 2017, 66% of parents of socioeconomically disadvantaged students have emails through which they receive school and district information. (verified by Aeries)

Metric/Indicator

Priority 3: C. Promoting parental participation in programs for individuals with exceptional needs

18-19

Priority 3: C. The % of parents of special education students having emails in the student information system will increase every year until reaching the "all students" percentage.

The % of parents of students with 504 plans having emails in the student information system will increase 2% every year until reaching the "all students" percentage. (verified by Aeries)

Baseline

Priority 3: C. As of March, 2017, 79% of all families have emails through which they receive school and district information.

As of March, 2017, 74% of parents of special education students have emails through which they receive school and district information.

As of March, 2017, 70% of parents of students with 504 plans have emails through which they receive school and district information. (verified by Aeries)

Actual

87.70% of parents of socioeconomically disadvantaged students had emails in the student information system.

88.14% of parents of all students had emails in the student information system.

Priority 3: C.

91.17% of parents of special education students had emails in the student information system.

90.77% of parents of students with 504 plans had emails in the student information system.

88.14% of parents of all students had emails in the student information system.

Expected

Metric/Indicator

Priority 5: A. School attendance

18-19

Priority 5: A. Ripon USD will continue to have good attendance rates above 96%. (verified by Aeries)

Baseline

Priority 5: A. The districtwide 15/16 attendance rate was 96.69. (verified by Aeries)

Metric/Indicator

Priority 5: B. Chronic absenteeism

18-19

Priority 5: B. Ripon USD will maintain or improve upon the 15/16 chronic absenteeism rate. (verified by Aeries)

Baseline

Priority 5: B. Chronic absenteeism is defined at 10% absences or more of total school days.

15/16 chronic absenteeism status was 6.0%. (verified by Aeries)

Metric/Indicator

Priority 5: C. Middle school dropout rate

18-19

Priority 5: C. Ripon will work to maintain 0 dropouts at the 8th grade level. (verified by Dataquest)

Baseline

Priority 5: C.

The 8th grade dropout rate continues to be 0% for 14/15, like it was in 13/14 and 12/13. (verified by Dataquest)

Metric/Indicator

Priority 5: D. High school dropout rate

18-19

Priority 5: D. Ripon high will work to keep the dropout rate below 5%. (verified by Dataquest)

Baseline

Actual

Priority 5: A. 1n 17/18, Ripon USD continued to have good attendance rates above 96%. The rate was 96.5%. (verified by AERIES.)

Priority 5: B. 1n 17/18, Ripon USD showed an increase in chronic absenteeism. The rate was 6.32%. (verified by AERIES.)

Chronic Absenteeism rate	
15/16	6.00%
16/17	5.69%
17/18	6.32%

Priority 5: C.

The 8th grade dropout rate continued to be 0% for 16/17. (verified by Dataquest) The rate for 17/18 is 0%. (verified by AERIES)

Priority 5: D.

The dropout rate continued to be below 5%, coming in at .4% for 16/17. (2 students) (verified by Dataquest) The rate for 17/18 is 0%. (verified by AERIES)

Expected

Priority 5: D.
The Ripon Unified Cohort dropout rate was 2.3% in 14/15. We continue to improve from 4.2% for the year 13/14 and 6.7% that we had in 12/13. (verified by Dataquest)

Metric/Indicator

Priority 5: E. High school graduation rate

18-19

Priority 5: E. Based on prior years' graduation rate, we will maintain or improve the graduation percentage. (verified by Dataquest)

Baseline

Priority 5: E.
The districtwide cohort graduation rate was 96.7 in 14/15, which is an improvement over 93.00% in 13/14. The previous rate was 90.2% in 12/13. (verified by Dataquest)

Metric/Indicator

Priority 6: A. Pupil suspension rate

18-19

Priority 6: A. RUSD will strive to keep the low suspension rate from increasing above 5%. (verified by Dataquest)

Baseline

Priority 6: A.
RUSD will strive to maintain the low suspension rate from increasing above 5%. The suspension rate for 15/16 is not yet available. 14/15 decreased to 3.98% in comparison to 5.96% from 13/14. (verified by Dataquest)

CALPADS EOY 7.3 (discipline actions count) and an Aeries query shows the 15/16 rate for suspensions is likely to increase. This is subject to change when released by Dataquest, as formulas often vary.

Metric/Indicator

Priority 6: B. Pupil expulsions rate

18-19

Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. (verified by Dataquest)

Baseline

Priority 6: B.

Actual

Priority 5: E.

The districtwide cohort graduation rate was 97.9% in 16/17, which was a slight dip from 98.2% in 15/16. (verified by Dataquest) 17/18 shows a graduation rate of 98.1%. (verified by AERIES)

Priority 6: A.

The suspension rate continued to drop, with 17/18 reporting at 3.7%. (verified by Dataquest)

Priority 6: B.

The expulsion rate for 17/18 was 0.1%.
(5 students total)

Expected

RUSD will continue to strive to keep the low expulsion rate. The expulsion rate in 15/16 was 0%. The expulsion rate was 0.05% in 14/15. That is a decrease from 13/14's 0.2%. (verified by Dataquest)

Metric/Indicator

Priority 6: C. Other local measures, including surveys on safety and school connectedness

18-19

Priority 6: C. The percent of students feeling safe at school will remain the same or improve each year. (verified by LCAP surveys)

Baseline

Priority 6: C.

The CHKS survey is given every other year. However, our survey results (Survey Monkey) are available for the past two years. In 2015, 58.34% of RUSD 11th graders felt very safe or extremely safe at school. In 2016, this number rose to 77.27% of 11th graders. At the same time, 84% of 7th and 8th graders felt safe at school. In February, 2017, 4th and 5th graders were surveyed and 86% of them felt safe at school. (verified by LCAP surveys)

Actual

In 2018, 78.34% of 11th graders felt very safe or extremely safe at school. At the same time, 84.48% of 7th and 8th graders felt very safe or extremely safe at school and 85.12% of 4th and 5th graders felt very safe or extremely safe at school. (verified by LCAP surveys)

	Students Feel Safe		
	2016	2017	2018
4-5th	86%	85.11%	85.12%
7-8th	84%	87.25%	84.48%
10-11th	58.34%	89.49%	78.34%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Action 3.1
Parent Outreach Activities will occur such as developing English language, Family Literacy Nights, PIQE, Family Math Nights, Family Science Night, Title I, ELAC/DELAC, Parent Meetings, Computer Literacy, Parent Institute, attendance at CAFE and more.

Actual Actions/Services

Action 3.1
Parent Outreach activities included Title 1 meetings, ELAC/DELAC, Parent Advisory Committee meetings, LCAP Community meetings, English Learner Family Night, 8th grade Ripon HS night, math night, and more.

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental 1,250

5000-5999: Services And Other Operating Expenditures LCFF 750

supplies 4000-4999: Books And Supplies Other 1,000

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental 1,515

5000-5999: Services And Other Operating Expenditures LCFF 750

4000-4999: Books And Supplies Other 1,168

		4000-4999: Books And Supplies Supplemental 6,385	4000-4999: Books And Supplies Supplemental 6,485
		3000-3999: Employee Benefits LCFF 500	3000-3999: Employee Benefits LCFF 138
		4000-4999: Books And Supplies LCFF 108	4000-4999: Books And Supplies LCFF 108
		Not Applicable	2000-2999: Classified Personnel Salaries LCFF 500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3.2 Maintain School Facilities - Please refer to the Routine Restricted Maintenance Budget. Continue roofing repairs as needed district-wide.	Action 3.2 Routine maintenance occurred throughout the year, including replacing carpets and roof repairs as needed. Colony Oak's new campus opened and all students have moved into new classrooms.	Maintain School Facilities 4000-4999: Books And Supplies Other 128,143	Maintain School Facilities 4000-4999: Books And Supplies Other 142,972
		5000-5999: Services And Other Operating Expenditures Other 282,507	Maintain School Facilities 5000-5999: Services And Other Operating Expenditures Other 309,320
		6000-6999: Capital Outlay Other 213,288	Maintain School Facilities 6000-6999: Capital Outlay Other 223,501

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3.3 Positive School Culture Maintain the MTSS model at every school site that includes culture building programs such as Positive Behavior Interventions and Supports (PBIS), Love and Logic, Fish!, Second Step, etc. Develop alternative justice programs at the high school level. Continue to	Action 3.3 MTSS has continued to grow with the SUMS grant, PBIS, Restorative Circles, Restorative Conferencing, a focus on socio-emotional learning and universal design for learning. Sites used Restorative Circles, Character Strong, and other services to assist in building positive school culture.	School Resource Officer Canine Detection Services 5000-5999: Services And Other Operating Expenditures Other 43,200	School resource Officer Canine Detection Services 5000-5999: Services And Other Operating Expenditures Other 49,285
		Attendance incentive 4000-5999: Supplies and Service LCFF 10,250	Attendance Incentive 4000-4999: Books And Supplies LCFF 14,580

grow restorative circle practices at all sites.

Reduce suspension/expulsion, decrease dropout rates and increase districtwide attendance.

The suspension rate for 17/18 was 3.7%, down from 4.2%. The expulsion rate for 17/18 was 0.1%, up slightly but representing 5 students. The 8th grade dropout rate continued to be 0%, in 16/17. The Ripon High dropout rate was 0.4% representing a slight increase. The 17/18 attendance rate was 96.5%, which is very close to the 97% goal.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 3- Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.

3.1 Parent outreach activities occurred including Title 1 meetings, ELAC/DELAC, Parent Advisory Committee and LCAP Community meetings, English Learner family night, math night, a community color run, School Site Councils, Parent Faculty Club meetings, and more. 3.2 Colony Oak students have moved into their new classrooms, as work around the campus is being completed. 3.3 The MTSS model continues to grow at every site. Trainings have occurred in Restorative Circles, Restorative Justice, Character Strong and more. Practices are increasing across the district, which have contributed to the declining suspension rate.

Though we have been able to implement the planned actions, challenges include the need for expanding the social-emotional learning area within MTSS. We are exploring further resources to promote and support social emotional learning and growth, and are functioning with limited funds.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent outreach activities have been effective in increasing parent involvement and in supporting parents to better assist their students. One way to measure increasing parent involvement, was to monitor the percentage of parents with emails in the student information system. Parents of all student groups obtained enough emails in the system to meet the goals. Special education and

students with 504 plans exceeded this goal. The maintenance department continues to maintain and improve effective, engaging and safe sites. Stakeholders support the growth of restorative circles at all sites, as more and more trainings continue to be requested. The slight decrease in attendance rate and increase in chronic absenteeism demonstrate the need for such activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.2 The actual expenditures were increased to match 3% of the general fund expenditures. Expected expenditures on the Routine Repair and Maintenance Program increased \$52,000 for additional supplies, services and capital expenditures. 3.3 School resource officer costs increased.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In goals, actions and services, 2.4 moved to 3.4, 2.5 moved to 3.5, and 2.9 to 3.6. Action 3.5 had Monitor EL students with ELlevation or similar software added. For 19/20, goal 3 is new and actions 3.1, 3.2 and 3.3 are new. RFEP was added to 3.5. 3.2 (changed to 4.2) had added...HVAC upgrade is planned to begin if funding allows. Due to the inclusion of a new goal #3, goal #3 from 2018-2019 LCAP is now goal #4, and goal #4 from 2018-2019 LCAP is now goal #5. All actions have been renumbered. This change does not affect the intent of the actions and services. All actions and services will continue as planned.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Provide an educational program with support services, including staffing and operations.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 1: A. Teachers are appropriately assigned and fully credentialed

18-19

Priority 1: A. Ripon Unified will continue to recruit and hire highly qualified/fully credentialed teachers. We expect to maintain 100% highly qualified teaching staff.

Baseline

Priority 1: A. "Highly qualified" requirements sunsetted with NCLB. In 2016-2017, all teachers were appropriately credentialed and aides continued to be hired with 48+ units, a basic skills test certificate, or an AA degree. Elementary sites have maintained CSR requirements for primary classes as required in LCFF. (verified with HR and documented in the SARC reports)

Metric/Indicator

Priority 1: B. Sufficient access to standards-aligned instructional materials

18-19

Priority 1: B. All students have state adopted curriculum for each course of study. We expect to continue to add CCSS texts as they are adopted by CDE, are made available and as funding allows.

Actual

Priority 1:A. All teachers were appropriately assigned and credentialed. This includes seven intern, short term staff permits (STSP) or provisional intern permits (PIP) credentials for 2018-2019. Aides continue to be hired with 48+ units, a basic skills test, or an AA degree.

Elementary sites have maintained CSR requirements for primary classes as required.

Priority 1:B. All students continued to have state adopted curriculum for each course of study. All students at every site have had sufficient access to standards-aligned instructional materials.

Expected

Baseline

Priority 1: B. RUSD has stayed current with state adopted curriculum. The last state adoption was for English Language Arts, which we purchased in 2016. (verified with inventories and documented in the SARC reports)

Metric/Indicator

Priority 1: C. Facilities are maintained

18-19

Priority 1: C. Start of HVAC system modernization will occur, if funding allows. Other board priorities will be addressed as funding allows.

Baseline

Priority 1: C. 2016-2017 Fit reports indicated that two schools are in exemplary condition, four are good and one is fair. Reconstruction of Colony Oak (fair) is slated to begin in 2017. Work at other sites is prioritized and ongoing.
(verified with most current FIT reports)

Actual

Priority 1:C. Colony Oak's modernization and construction is nearing completion.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 4.1 Provide the schools personnel that has 100% of teachers and classroom aides who are qualified and appropriately credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF.	Action 4.1 All teachers were appropriately credentialed and aides continued to be hired with 48+ units, as basic skills test certificate, or an AA degree. Additional training was provided for instructional aides. Elementary sites have maintained CSR requirements for primary classes as required in LCFF. For a brief time, the MOU with RUDTA was implemented as a couple sites	1000-1999: Certificated Personnel Salaries LCFF 9,686,604	1000-1999: Certificated Personnel Salaries LCFF 9,745,296
		2000-2999: Classified Personnel Salaries LCFF 65,900	2000-2999: Classified Personnel Salaries LCFF 65,900
		3000-3999: Employee Benefits LCFF 3,107,408	3000-3999: Employee Benefits LCFF 3,033,338

	exceeded the 24 average in primary classes.	1000-1999: Certificated Personnel Salaries Supplemental 92,143	1000-1999: Certificated Personnel Salaries Supplemental 92,143
		Not Applicable	3000-3999: Employee Benefits Supplemental 28,551
		Not Applicable	1000-1999: Certificated Personnel Salaries Other 354,089
		Not Applicable	3000-3999: Employee Benefits Other 103,309

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 4.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.	Action 4.2 Operational services included: transportation, maintenance, support staff, school and district administration and substitutes.	Certificated Staff not included in Action 4.1 1000-1999: Certificated Personnel Salaries LCFF 2,170,005	Certificated Staff not included in Action 4.1 1000-1999: Certificated Personnel Salaries LCFF 2,110,733
		Classified Staff not included in Action 4.1 2000-2999: Classified Personnel Salaries LCFF 2,519,331	Classified Staff not included in Action 4.1 2000-2999: Classified Personnel Salaries LCFF 2,688,846
		Benefits not included in Action 4.1 3000-3999: Employee Benefits LCFF 1,855,077	Benefits not included in Action 4.1 3000-3999: Employee Benefits LCFF 1,503,160
		Books and Supplies 4000-4999: Books And Supplies LCFF 529,805	4000-4999: Books And Supplies LCFF 401,309
		Services 5000-5999: Services And Other Operating Expenditures LCFF 1,781,787	5000-5999: Services And Other Operating Expenditures LCFF 2,435,838
		1000-1999: Certificated Personnel Salaries Other 368,618	1000-1999: Certificated Personnel Salaries Other 466,628

		Not Applicable	2000-2999: Classified Personnel Salaries Other 298,685
		Not Applicable	3000-3999: Employee Benefits Other 271,263
		Not Applicable	1000-1999: Certificated Personnel Salaries Supplemental 80,946
		Not Applicable	3000-3999: Employee Benefits Supplemental 20,386

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 4.3 Support school and staff with needed technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budgets)	Action 4.3 Supported all schools and staff with needed technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budget) All students at every site had sufficient access to standards-aligned instructional materials.	Supplies and equipment 4000-4999: Books And Supplies Other 266,559 5000-5999: Services And Other Operating Expenditures Other 107,000	Supplies and Equipment 4000-4999: Books And Supplies Other 266,559 5000-5999: Services And Other Operating Expenditures Other 117,724

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 4- Provide an educational program with support services, including staffing and operations.

4.1 Successes include teachers being appropriately credentialed and aides being hired with highly qualified status. Elementary sites have maintained CSR requirements for primary classes as required in LCFF. 4.2 Operational services have been provided including: transportation, maintenance, support staff, school and district administration and substitutes. 4.3 Technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support have been provided through the LCAP, including site budgets.

Most needs lend towards additional personnel and services, but challenges occur due to limited funds. Actions were implemented as planned, but we are not able to expand services to the scale desired due to finances.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The educational program provided in Ripon Unified proves to be effective. In English language arts, our green status presents +23.6 DFS, increasing another 3.4 points. Math also reflects as green, with a status -2.1 DFS, but this is an increase of +5.8 points. Ripon Unified's ELA and math scores remain higher than San Joaquin County and California scores. Math remains a continued area of focus. All groups are blue reflecting an excellent graduation rate.

English learners will continue to remain an area of focus. District-wide English learners show yellow on the dashboard in English language arts. English learners at the schools range from orange to blue. Chronic absenteeism and suspension rates are areas of concern. Improvements are being made under the MTSS umbrella with work done in PBIS, restorative circles and justice, and Character Strong. MTSS will continue to be at the core of RUSD's academic systems.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

4.1 Some certificated salaries and benefits were added to the goal, but were not LCFF funds (other). 4.2 The program manager position comes from supplemental funds. Additional Salaries were paid out of this action for certificated and classified salaries and benefits. Services were also increased due to the requirement to contribute 3% of operating expenditures to the Routine Repair and Maintenance Account.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Due to the inclusion of a new goal #3, goal #3 from 2018-2019 LCAP is now goal #4, and goal #4 from 2018-2019 LCAP is now goal #5. All actions have been renumbered. This change does not affect the intent of the actions and services. All actions and services will continue as planned. Action 4.4 Provide engaging and enriching activities in order to increase attendance and decrease suspensions. Include Universal Design for Learning, Project Based Learning, STEAM activities, and family and community engagement opportunities...was added.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

1. Input has continually been taken from all stakeholders, including parents, pupils, school personnel, representatives from the local bargaining units and others across the district through ELAC, SSC, PFC, staff, administrator and booster meetings. The LCAP was a regularly listed agenda item. Administrators guided discussions and took note of stakeholders' suggestions. Agendas and minutes were sent to the district office for consolidation and sharing out at stakeholder meetings.
2. Weekly cabinet, and biweekly ed services and administrative meetings occurred throughout the year. The LCAP was a regular agenda item. Goal 3 was added to increase focus on English learners, while the previous goals 3 and 4 were moved to 4 and 5. RFEP students were added to action 3.5.
3. Library clerk meetings were held 7/31, 10/16, 1/29 and 4/9. Articulation included the city librarian. (action 1.2)
4. Music program meetings have occurred throughout the year. 12/17, 1/28, 3/8 (action 1.2)
5. NGSS pilot meetings and trainings are in process. 3/7, 3/11, 4/3, 4/10, 4/15, 4/29 (action 1.3)
6. Board meeting- 7/30/18- The LCAP overview (6 pages) was presented and the federal addendum was approved. The District Professional Learning Plan was shared. (action 1.1)
7. Board meeting- 8/13/18- An MTSS report was presented demonstrating alignment with the LCAP. (goal 2)
8. Board meeting- 9/10/18- The LCAP surveys were announced and scheduled for September 10-28.
9. Board meeting- 10/8/18- Changes to the California Dashboard were reported. The San Joaquin County budget/LCAP approval letter was shared. School Plan Addenda showing alignment to the LCAP were approved.
10. DELAC- 10/19/18- The ELD cadre was explained. (action 1.1, goal 3) The upcoming CABE conference, and EL family night was discussed. (action 4.1) LCAP goals and actions were discussed.
11. Parent Advisory Committee- 11/1/18- Actions and goals were discussed. Surveys and local indicators were reviewed.
12. Board meeting- 11/5/18- The Dashboard local measures report, and LCAP survey reports were given. 1,016 students, 241 parents, and 130 staff members participated in the surveys. One recurring theme shows the desire for more technology at Ripon High. (action 1.4)

13. Community Meeting- 12/6/18- LCAP surveys and CAASPP results were reviewed, as well as dashboard results. Areas for focus included the English learner student group (goal 3) and chronic absenteeism (action 4.3). A request was made for English learner materials. RHS reviewed the current state of technology (action 1.4) and business partnerships in the community (action 1.2).
14. DELAC- 12/7/18- LCAP survey results were shared, as well as CAASPP results.
15. Board meeting- 12/10/18- The CAASPP scores report was presented. (Goals 1 and 3)
16. Board meeting- 1/7/19- The CAASPP student groups report was given. (Goals 1 and 3) The 2019 Summer School plan was shared. (action 2.6)
17. Parent Advisory Committee- 2/7/19- It was suggested that 3-tiered and multi-tiered is redundant. Shifting around of goals and actions in order to add goal 3 was discussed. Metrics were reviewed.
18. DELAC- 2/8/19- Planning occurred for the CAFE board presentation. The conference and EL family evening were discussed.
19. Board meeting- 2/11/19- There was an EL Roadmap/Rubric part 1 presentation. It was a summary of the schools analysis based on the EL rubric. (goal 3) A summary of the professional learning day with Katie Novak was shared. (action 1.1) SPSA evaluations were presented. These assisted the sites in moving forward in planning 19/20's SPSAs and alignment with the LCAP.
20. Board meeting- 3/11/19- Parents gave a presentation sharing their CAFE experience. (action 4.1) An NGSS adoption process update was provided. (action 1.3) There was an EL Roadmap/Rubric part 2 presentation. It was a summary of the schools analysis based on the EL rubric. (goal 3)
21. Parent Advisory Committee- 4/4/19- The introduction, Annual Update, and Budget Overview for parents was discussed.
22. Board meeting- 4/8/19- The Summer School Cohort shared language acquisition strategies they are learning in preparation for summer school and for use with all students. (actions 3.1, 2.6)
23. Parent Advisory Committee- 5/9/19- The parent group stated that the LCAP is ready to move forward to the governing board for approval.
24. DELAC- 5/10/19- The minutes showed another request for a dual immersion program. The parent group stated that the LCAP is ready to move forward to the governing board for approval.
25. Board meeting- 5/13/19- The science adoption status was reviewed with the board. Board members were invited to view the elementary recommended materials. Ripon Elementary shared their work based on a Kate Kinsella presentation. This work supports goal 3 for 2019-2020. School plans for 2019-2020 were approved and are all in alignment with the LCAP.
26. Board meeting-6/17/19- Public hearing
27. Board meeting- 6/24/19- Governing board approval

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

1. Agendas and minutes were sent to the district office for consolidation and sharing out at stakeholder meetings. Items were added or adjusted as appropriate. Metrics were adjusted to reflect distance from standard (DFS).
2. Goal 3 was added to increase focus on English learners, while the previous goals 3 and 4 were moved to 4 and 5. The EL goal was expanded. RFEP students were added to action 3.5.
3. A continued need to replace weeded books was expressed. Funds were geared toward the RHS library, where the need was deemed the greatest. (action 1.2)
4. Funds were provided for additional instruments. (action 1.2)
5. The elementary pilot team recommended Amplify materials for elementary sites. The adoption process will be completed in June. The high school science department had training for STEMscopes. They will begin piloting in fall, when school starts again.
6. No changes were made to the LCAP.
7. No changes were made to the LCAP.
8. No changes were made to the LCAP.
9. No changes were made to the LCAP.
10. No changes were made to the LCAP.
11. No changes were made to the LCAP.
12. More action 1.4 funds were directed to RHS specifically, in 2018-19.
13. The curriculum department is working with McGraw Hill to schedule re-trainings on the EL components of Wonders and Study Sync. We have materials that were being underused. Technology purchases were geared towards the high school level this year. (action 1.4)
14. The DELAC supported the addition of goal 3 and focus on English learners.
15. No changes were made to the LCAP.
16. No changes were made to the LCAP.
17. The 3-tiered language has been removed throughout the plan.
18. No changes were made to the LCAP.
19. No changes were made to the LCAP.
20. The board supported the added goal and emphasis on work in the English language learner program.

- 21. No changes were made to the LCAP.
- 22. No changes were made to the LCAP.
- 23. No changes were made to the LCAP.
- 24. No changes were made to the LCAP.
- 25. No changes were made to the LCAP.
- 26. Public Hearing
- 27. Governing Board Approval

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships which produces students who are college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Stakeholder meetings, Dataquest, survey results, Dashboard and 5X5 reports, SARCs and SPSAs are used to identify needs.

A. Provide ongoing professional development for the CCSS, EL alignment to the CCSS, ELA/ELD, NGSS and math curriculum. Due to the adoption of the CCSS by the State of California and the school board of Ripon Unified School District, stakeholders believe ongoing professional learning is a necessity to support the shifts in instruction and learning. Stakeholders desire continued focus on math, NGSS, technology integration and collaboration days. Continue to build articulation through grades 6-12. Teachers have stated that the adoption of the new CCSS and new curriculum generate a need for increased articulation between the elementary schools and Ripon High School. Stakeholders support continued communication between grade levels.

B. Improve student success in the area of mathematics. Distance from standard in math shows -2.1 on the dashboard. 11th grade high school math scores show a DFS of -29.2. Although these scores show improvement, stakeholders support seeking annual improvement in math across the district.

C. Percent of unduplicated students college and career ready will increase as indicated by the percent of unduplicated Ripon High graduates completing UC/CSU requirements. Students who perform at achievement level 4 on the CAASPP exams are determined to be ready for college-level courses upon enrollment. Stakeholders support establishing baseline data and seeking annual improvement.

D. Improve student success of English Learners. District-wide our dashboard reflects yellow in ELA for our English learners, with results ranging from blue to orange. Stakeholders support seeking annual improvement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2: A. Implementation of the academic content and performance standards adopted by the state board.	Priority 2: A. In 2016-2017, intensive professional development has occurred for the California State Standards. 27 days of in-district professional learning has occurred in the area of math, in addition to many conferences and workshops attended by teachers and administrators. Six days of in-district professional learning occurred for Next Generation Science Standards plus many conferences and workshops attended by teachers and administrators. Training for the new ELA/ELD curriculum occurred with a day of inservice before school started, 2 days of training school teacher leaders and 4 sessions at our January professional learning	Priority 2: A. California Common Core State Standards (CCSS) were adopted by the board on November 4, 2013. CCSS focus has been on math, ELA/ELD and NGSS which will continue, but will also extend to highlight technology integrated throughout the curriculum. Professional learning will continue in these areas with a renewed focus on ELD. History-Social Science & NGSS frameworks will be provided for teachers when published by the state. Four out of five elementary sites currently rated green in math on the dashboard will maintain their status. High school math scores will improve by 2% annually. The 2017	Priority 2: A. California Common Core State Standards (CCSS) focus continues on math, ELA/ELD, NGSS and technology integrated throughout the curriculum, but will also extend to History-Social Science as opportunities become available. Professional learning will continue in these areas with a continued focus on ELD. Success level for English, language arts and math is being reported differently now on the dashboard. Sites are now rated as distance from level 3 (DF3). Each site will work to improve by a minimum of 2 points each year, in each area. The DF3 baseline scores are from 17/18. The following scores	Priority 2: A. California Common Core State Standards (CCSS) focus continues on math, ELA/ELD, NGSS and technology integrated throughout the curriculum, but will also extend to History-Social Science as opportunities become available. Professional learning will continue in these areas with a continued focus on ELD. Sites are now rated as distance from standard (DFS). Each site will work to improve by a minimum of 2 points each year, in each area. Refer to the 17/18 baseline DF3 listed in 18/19. 19/20 DFS scores should meet at least the following. Ripona ELA -4.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	day. The technology cadre worked for two full days, took a field trip to a Maker Space and held additional after school meetings to push technology forward at the sites. Math success will be measured by the California dashboard and CAASPP scores. Four out of five elementary sites rated green in math on the dashboard. High school math scores are not reported on the dashboard, but the 2016 CAASPP scores show 30% of 11th graders met or exceeded standards. Also, our yellow elementary site has 37% 3rd-8th grade students who met or exceeded standards in math.	CAASPP scores will show 32% of 11th graders meet or exceed standards. Our yellow elementary site will show 39% 3rd-8th grade students meet or exceed standards in math.	should improve at least 2 points in 18/19. Ripona ELA -6. Math -35.7 Ripon Elementary ELA +2.8 Math -14.4 Colony Oak ELA +12.6 Math -4.4 Weston ELA +13.4 Math +.4 Park View ELA +47.4 Math +31.5 • ----- --- Ripon High School	Math -30.1 Ripon Elementary ELA +21.9 Math -5.8 Colony Oak ELA +17.9 Math +2 Weston ELA +18 Math +2.2 Park View ELA +59.5 Math +46.9 • ----- --- Ripon High School ELA +44 Math -27.2

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			ELA +58.5 Math -41.3	
Priority 2: B. How programs/services enable English Learners to access the California Standards and ELD standards.	Priority 2: B. In 2016-2017, English Learners received a minimum of 30 minutes a day focused on Designated ELD. The screening used for our students was part of our district's MTSS program. The assessments were STAR 360 and AIMSWeb for our general education population. Students in our Learning Centers have taken the Scholastic Reading Inventory (SRI) as well. Currently in our district we service 394 English Learners. Our RTI model allowed for our ELs to receive additional language support through intervention. We currently service 113 EL students in our READ 180 classrooms in grades 4 - 11. Through our RTI model, we continued to support	Priority 2: B. The number of EL students will be reported as well as the number of EL students in the READ 180 classrooms in grades 4-11.	Priority 2: B. The number of EL students will be reported as well as the number of EL students in the READ 180 classrooms in grades 4-11.	Priority 2: B. The number of EL students will be reported as well as the number of EL students in the READ 180 classrooms in grades 4-11.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	English Learners in allowing them to access rigorous curriculum. This information was verified by class rosters and master schedules.			
Priority 7: A. Broad Course of Study	Priority 7: A. All elementary sites have at least two areas of STEAM that they included in their enrichment programs. RHS added International Math 2 Honors & Math 3, Auto Shop, Gaming Programming, Digital Art, Adv. Computer Programming, Vet Science, Spanish Heritage, AP Environmental Science, World Geography, and AP Human Geography, in 2016-2017, as verified by the master schedule. All students were offered access to a broad course of study, as verified by CALPADS.	Priority 7: A. Continue to offer all students access to a broad course of study, as verified by CALPADS. Include STEAM enrichment programs at the elementary and elective opportunities at the high school.	Priority 7: A. Continue to offer all students access to a broad course of study, as verified by CALPADS. Include STEAM enrichment programs at the elementary and elective opportunities at the high school.	Priority 7: A. Continue to offer all students access to a broad course of study, as verified by CALPADS. Include STEAM enrichment programs at the elementary and elective opportunities at the high school.
Priority 7: B. Programs/services	Priority 7: B. In 2016-2017, unduplicated students received the	Priority 7: B. Unduplicated students receive the broad	Priority 7: B. Unduplicated students receive the broad	Priority 7: B. Unduplicated students receive the broad

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
developed and provided to unduplicated pupils	broad course of study discussed in Priority 7:A, and were screened for gaps in knowledge and received intervention services when needed to address such gaps. Our unduplicated students continued to receive services through our RTI program. Our students were screened with STAR 360 and STAR Math. When our students were serviced in the learning center classrooms, they were also screened with Horizons and SRI. Our current programs are helping to close the achievement gap. 12% more economically disadvantaged students grew to meet or exceed standards on the ELA CAASPP test in 2016, versus only 6% more of all students. The percentage of unduplicated Ripon High graduates completing UC/CSU requirements in 14/15 was 7.1% for English Learners and	course of study discussed in Priority 7: A, and are all screened for gaps in knowledge and receive Intervention services when needed to address such gaps. We expect to continue to provide students with the academic language support that they need to be able to access a broad course of study. 14% of economically disadvantaged students will meet or exceed standards on the ELA CAASPP test in 2017. The percentage of unduplicated Ripon High graduates completing UC/CSU requirements in 15/16 will be 9.1% for English Learners and 27% for socioeconomically disadvantaged students. (verified by Dataquest:12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance- subgroup reports)	course of study discussed in Priority 7: A, and are all screened for gaps in knowledge and receive Intervention services when needed to address such gaps. We expect to continue to provide students with the academic language support that they need to be able to access a broad course of study. For 2017, socioeconomically disadvantaged students were -18. DF3 on the ELA CAASPP test. In 2018, SED students will continue to improve a minimum of 2 points (-16.) and move towards closing the achievement gap. The percentage of unduplicated Ripon High graduates completing UC/CSU requirements in 16/17 will be 11.1% for English Learners and 29% for socioeconomically disadvantaged students. (verified by Dataquest:12th Grade	course of study discussed in Priority 7: A, and are all screened for gaps in knowledge and receive Intervention services when needed to address such gaps. We expect to continue to provide students with the academic language support that they need to be able to access a broad course of study. SED students will continue to improve a minimum of 2 points (-9.7.) and move towards closing the achievement gap on the ELA CAASPP test. The percentage of unduplicated Ripon High graduates completing UC/CSU requirements in 17/18 will be 2% for English Learners and 35.3% for socioeconomically disadvantaged students. (verified by Dataquest:12th Grade Graduates Completing all Courses Required for UC and/or CSU

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	25% for socioeconomically disadvantaged students. (verified by Dataquest: 12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance- subgroup reports)		Graduates Completing all Courses Required for UC and/or CSU Entrance- subgroup reports)	Entrance- subgroup reports)
Priority 7: C. Programs/services developed and provided to individuals with exceptional needs	Priority 7: C. In 2016-2017, students with exceptional needs received a broad course of study and received appropriate services in the learning centers when needed to address learning gaps. A Multi-tiered System of Support has been fully implemented at all school sites. Tiered research-based academic and behavioral interventions are in place. Our percentage of students receiving Special Education services decreased from 10.51% to 10.23% this school year. (verified by P1 enrollment/ December Casemis report)	Priority 7: C. Students with exceptional needs will receive a broad course of study and receive appropriate services in the learning centers when needed to address learning gaps. Percentage of students receiving Special Education services will be reported. (verified by P1 enrollment/ December Casemis report)	Priority 7: C. Students with exceptional needs will receive a broad course of study and receive appropriate services in the learning centers when needed to address learning gaps. Percentage of students receiving Special Education services will be reported. (verified by P1 enrollment/ December Casemis report)	Priority 7: C. Students with exceptional needs will receive a broad course of study and receive appropriate services in the learning centers when needed to address learning gaps. Percentage of students receiving Special Education services will be reported. (verified by P1 enrollment/ December Casemis report)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 1.1

If funding allows, teachers and classified staff will participate in ongoing Professional Learning for Common Core and other topics in order to improve learning for students including, but not

2018-19 Actions/Services

Action 1.1

If funding allows, teachers and classified staff will participate in ongoing Professional Learning for Common Core and other topics in order to improve learning for students including, but not

2019-20 Actions/Services

Action 1.1

If funding allows, teachers and classified staff will participate in ongoing Professional Learning for Common Core and other topics in order to improve learning for students including, but not

limited to... ELA/ELD, STEAM, Higher order thinking skills (including but not limited to relationships and other common instructional practices), Special Education, Intervention programs (MTSS), sexual health curriculum, 6-12 CC articulation, grade level collaboration and vertical articulation, Instructional Rounds, software and technology, Positive Behavior Interventions and Supports, Restorative Justice Training and more. Content area cadres will also participate in trainings and share knowledge out to school site staffs.

limited to... ELA/ELD, science, technology, engineering, arts and math (STEAM), Special Education, Intervention programs (MTSS), universal design for learning (UDL), sexual health curriculum, 6-12 CC articulation, grade level collaboration and vertical articulation, software and technology, Positive Behavior Interventions and Supports, Restorative Justice Training and more. Content area cadres will also participate in trainings and share knowledge out to school site staffs. Renewed focus will be geared towards the ELD cadre.

If funding allows, CTE staff will participate in skill based professional development to maintain the most current industry standards.

limited to... ELA/ELD, science, technology, engineering, arts and math (STEAM), Special Education, Intervention programs (MTSS), universal design for learning (UDL), sexual health curriculum, 6-12 CC articulation, grade level collaboration and vertical articulation, software and technology, Positive Behavior Interventions and Supports, Restorative Justice Training and more. Content area cadres will also participate in trainings and share knowledge out to school site staffs. Continued focus will be geared towards the ELD cadre and program implementation.

If funding allows, CTE staff will participate in skill based professional development to maintain the most current industry standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	125,000	128,388	128,388
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences/workshops	5000-5999: Services And Other Operating Expenditures Conferences/workshops	5000-5999: Services And Other Operating Expenditures Conferences/workshops
Amount	45,000	46,445	60,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	5,000	6000	10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies supplies	4000-4999: Books And Supplies supplies	4000-4999: Books And Supplies supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 1.2
Continue to explore programmatic options at the high school level, including but not limited to CTE courses, auto shop and RHS online courses. Provide extended learning opportunities K-12 including enrichment programs at elementary sites. These programs continue to include STEAM opportunities and will be included in the Single Plans for Student

2018-19 Actions/Services

Action 1.2
Continue to explore programmatic options at the high school level, including but not limited to CTE courses and RHS online courses.

Continue to explore partnerships to develop internships, job shadowing and

2019-20 Actions/Services

Action 1.2
Continue to explore programmatic options at the high school level, including but not limited to CTE courses and RHS online courses.

Continue to explore partnerships to develop internships, job shadowing and

Achievement. Enrichment programs will continue to include at least two STEAM components.

real work related opportunities for students in the career technical pathways.

Continue to support the Ag department in keeping up with industry standards related to technical skills acquired through relevant and current use of necessary equipment.

Career Pathways at Ripon High include...

- Ag Mechanics Fabrication 101 (Mechanics, Welding, Fabrication)
- Ag Mechanics Power 101 (Mechanics, Small Engines, Diesel Engines)
- Ag Business-Leadership 100 (Ag Business & Communication 1 and 2)
- Agriscience 102 (Environmental Science, Biology, Animal Science)
- Bus Management 182 (Computer Applications, Personal Finance, Management, Adv Business Computer Apps, Adv Computer Apps)
- Software and Systems Development 174 (Intro to Computer Programming, App/Game Design, Adv Computer Programming)
- Consumer Services 131 (Life Management/Home Ec, Food and Nutrition, Adv Home Economics)

real work related opportunities for students in the career technical pathways.

Continue to support the Ag department in keeping up with industry standards related to technical skills acquired through relevant and current use of necessary equipment.

Career Pathways at Ripon High include...

- Ag Mechanics Fabrication 101 (Mechanics, Welding, Fabrication)
- Ag Mechanics Power 101 (Mechanics, Small Engines, Diesel Engines)
- Ag Business-Leadership 100 (Ag Business & Communication 1 and 2)
- Agriscience 102 (Environmental Science, Biology, Animal Science)
- Bus Management 182 (Computer Applications, Personal Finance, Management, Adv Business Computer Apps, Adv Computer Apps)
- Software and Systems Development 174 (Intro to Computer Programming, App/Game Design, Adv Computer Programming)
- Consumer Services 131 (Life Management/Home Ec, Food and Nutrition, Adv Home Economics)

	Junior Reserve Officers' Training Corps (JROTC) Provide extended learning opportunities K-12 including enrichment programs at elementary sites. These programs continue to include STEAM opportunities and will be included in the Single Plans for Student Achievement. Enrichment programs will continue to include at least two STEAM components. Provide books for libraries, if funding allows. Continue to support the 5-12 music program.	Junior Reserve Officers' Training Corps (JROTC) Provide extended learning opportunities K-12 including enrichment programs at elementary sites. These programs continue to include STEAM opportunities and will be included in the Single Plans for Student Achievement. Enrichment programs will continue to include at least two STEAM components. Provide books for libraries, if funding allows. Continue to support the 5-12 music program.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25,000	25,000	25,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Class equipment/materials	4000-4999: Books And Supplies Class equipment/materials	4000-4999: Books And Supplies Class equipment/materials
Amount	20,000	20,000	20,000
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Action 1.3
Begin to review History/Social Science textbooks, if adopted by the state. Purchase growth materials, sex ed curriculum, textbooks and workbooks as needed. Provide books for libraries, if funding allows.

2018-19 Actions/Services

Action 1.3
Begin to review NGSS textbooks and materials if adopted by the state. Purchase growth materials, textbooks and workbooks as needed.

2019-20 Actions/Services

Action 1.3
Adopt NGSS textbooks for high school. Consider purchasing History/Social Science and/or expanding the math program. Purchase growth materials, textbooks and workbooks as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	290,000	297,859	297,859
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Social Science or NGSS Adoptions	4000-4999: Books And Supplies Science or Health Adoptions	4000-4999: Books And Supplies textbook adoption
Budget Reference	Other Texts and workbooks	Other textbooks and workbooks	Other textbooks and workbooks

Amount	10,000	10,271	10,271
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies NGSS supplies and equipment	4000-4999: Books And Supplies NGSS supplies and equipment	4000-4999: Books And Supplies NGSS supplies and equipment

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 1.4
Add 1:1 devices if possible. - See Technology plan. Place 2 carts at RHS and 1 per elementary site. Add additional if funding allows. Ensure educational technology support.

2018-19 Actions/Services

Action 1.4
Provide for replacement devices if possible. In addition to teacher workstations, focus on district infrastructure in order to maintain functionality and effectiveness of systems, including outdated switches. Add additional devices if funding allows. Ensure educational technology support.

2019-20 Actions/Services

Action 1.4
Provide for replacement devices if possible. In addition to teacher workstations, focus on district infrastructure in order to maintain functionality and effectiveness of systems, including outdated switches. Add additional devices if funding allows. Ensure educational technology support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	200,000	205,420	205,420
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies 1:1 Devices if funding allows	4000-4999: Books And Supplies 1:1 Devices if funding allows	4000-4999: Books And Supplies 1:1 Devices if funding allows

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Harvest High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Action 1.5
Increase college and career readiness opportunities at Harvest High, enabling students to attain CCR status in addition to their high school diploma.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	12,442
Source	Not Applicable	Not Applicable	Comprehensive Support and Improvement (CSI)
Budget Reference	Not Applicable	Not Applicable	5000-5999: Services And Other Operating Expenditures May include field trips, speakers, or necessary time for staff to bridge pathways and connect A-G opportunities to the continuation school.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Stakeholder meetings, Dataquest, survey results, Dashboard and 5X5 reports, SARCs and SPSAs are used to identify needs.

- A. Stakeholders support continuing the RTI program with research-based math and ELA intervention and helping teachers meet the needs of all students. Continue to grow the program as model Multi-Tiered Support System (MTSS) sites.
- B. Offer supplemental educational services (SES) to qualifying students after school and during summer session.
- C. Increase English Learner (EL) graduation rate. Stakeholders agree that the gap between the all students' graduation rate and English Learners' graduation rate should become smaller each year.
- D. Decrease long term EL numbers. Stakeholders agree that the number of long term English Learners should decrease annually.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: A. Statewide Assessments (Academic Indicator)	Priority 4: A. Please see the 2016 baseline scores below. Five out of six schools rated green or blue in English language arts on the dashboard and five out of six schools rated green in mathematics. The remaining school showed yellow in both ELA and math. English Learner (EL) and socioeconomically disadvantaged students reflected yellow at the LEA level as well. ELA scores for students who have met or exceeded standards (at school in yellow) are 47% for 2016. Math scores for students who have met or exceed standards are 37%. LEA-wide, 20% of EL students have met or exceeded standards in ELA and 10% in math. LEA-wide, 45% of socioeconomically disadvantaged (SED) students have met or	Priority 4: A. Schools will maintain green status in ELA and math for the CAASPP testing results showing on the dashboard. Groups in yellow will improve by 2% each until they report in green. - School: ELA 49%, math 39% - District EL: ELA 22%, math 12% - District SED: ELA 47%, math 31% The California Science Test (CST) is not being given. The new NGSS pilot test-California Science Test (CAST) will occur (no scores).	Priority 4: A. Success level for English, language arts and math is being reported differently now on the dashboard. Sites are now rated as distance from level 3 (DF3). Each site will work to improve by a minimum of 2 points each year, in each area. The DF3 baseline scores are from 17/18. The following scores should improve at least 2 points in 18/19. Ripona ELA -6. Math -35.7 Ripon Elementary ELA +2.8 Math -14.4 Colony Oak ELA +12.6 Math -4.4	Priority 4: A. Sites are now rated as distance from standard (DFS). Each site will work to improve by a minimum of 2 points each year, in each area. Refer to the 17/18 baseline DF3 listed in 18/19. 19/20 DFS scores should meet at least the following. The new NGSS test-California Science Test (CAST) will occur. Baseline scores will be available. Ripona ELA -4. Math -30.1 Ripon Elementary ELA +21.9 Math -5.8 Colony Oak ELA +17.9 Math +2

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

exceeded standards in ELA and 29% in math.

This science test is based on the old California Science Test (CST) standards. RUSD teachers are currently using the new Next Generation Science Standards (NGSS) for instruction. The pilot test for the NGSS will occur in 16/17.

CAASPP	ELA	Goal Met?
2015 base scores	2016	
54%	60%	Yes

% = students who met or exceeded standards

CAASPP	Math	Goal Met?
2015 base scores	2016	
41%	46%	Yes

% = students who met or exceeded standards

CST	Science	Goal Met?
2015 5 th	2016	
49%	55%	Yes
2015 8 th	2016	
74%	71%	No
2015 10 th	2016	
56%	57%	No

% = students who are proficient

Weston

ELA +13.4

Math +.4

Park View

ELA +47.4

Math +31.5

• -----

District EL

ELA -21.7

Math -41.3

District SED

ELA -18.

Math -39.1

The new NGSS field test-California Science Test (CAST) will occur (no scores).

Weston

ELA +18

Math +2.2

Park View

ELA +59.5

Math +46.9

• -----

Ripon High School

ELA +44

Math -27.2

Below are actuals for 18-19

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District EL

ELA -16.7

Math -34.7

District SED

ELA -11.7.

Math -36.7

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20						
				Expected for 19-20 District EL ELA -14.7 Math -32.7 District SED ELA -9.7 Math -34.7						
Priority 4: B. Academic Performance Index (API)	Priority 4: B. The API was suspended. Evaluation is now summarized on the California Dashboard.	Priority 4: B. N/A	Priority 4: B. N/A	Priority 4: B. N/A						
Priority 4: C. Percentage of pupils that have successfully completed A-G requirements for entrance to UC/CSU or CTE programs	Priority 4: C. <table><tr><td>14/15</td><td>15/16</td><td>Goal Met?</td></tr><tr><td>32%</td><td>45.27</td><td>Yes</td></tr></table>	14/15	15/16	Goal Met?	32%	45.27	Yes	Priority 4: C. CALPADS report 1.9 will show that 46.27% of Ripon High graduates will meet UC/CSU requirements in 2016/17.	Priority 4: C. CALPADS report 1.9 will show that 47.27% of Ripon High graduates will meet UC/CSU requirements in 2017/18.	Priority 4: C. CALPADS report 1.9 will show that 53.96% of Ripon High graduates will meet UC/CSU requirements in 2018/19.
14/15	15/16	Goal Met?								
32%	45.27	Yes								
Priority 4: D. Percentage of English Learner pupils that make progress toward English proficiency	Priority 4: D. Due to the newly enacted ESSA in December 2015, there are no new AMAO determinations for 2015-2016 school year. Per the California School	Priority 4: D. English Learner progress will increase each year beyond 72.1% (status) until reaching the goal of the	Priority 4: D. English Learner progress will increase 2% beyond the previous percentage (status) until reaching the goal of the	Priority 4: D. There are no ELPI scores on the dashboard this year. Currently, English Learner progress						

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20						
	Dashboard, 2014-2015 English Learner progress was at 72.1% (status) which was in the yellow performance category. This percentage was determined using CELDT data. Our 2015-2016 CELDT annual assessment shows that 52% of students scored Early Advanced/Advanced, 31% scored Intermediate and 17% scored Beginning/Early Intermediate.	green performance category.	green performance category.	reflects as yellow in English language arts. ELPAC Data Actuals- 4 33.6% 3 40.5% 2 19.2% 1 6.6% ELPAC scores will reflect an increase of 2% at or above level 3, at 76.1%						
Priority 4: E. English Learner reclassification rate	Priority 4: E. 16/17 scores are not yet available. Dataquest pulls information from CALPADS reports 2.9 and 2.12. In 14/15, the redesignation rate without California Connections Academy at Ripon (CCA@R) was 14.62. The 15/16 rate from the same reports was 14.21.	Priority 4: E. We will maintain or improve this rate until the EL group moves to green on the California dashboard.	Priority 4: E. We will maintain or improve the EL reclassification rate until the EL group moves to green on the California dashboard.	Priority 4: E. We will maintain or improve the EL reclassification rate until the EL group shows green on the California dashboard, when the ELPI reports a color on the dashboard.						
Priority 4: F. Percentage of pupils that passed an advanced placement	Priority 4: F. Data will come from the College Board website. <table border="1"> <tr> <td>2015</td> <td>2016</td> <td>Goal Met?</td> </tr> <tr> <td>61.5%</td> <td>64.6%</td> <td>Yes</td> </tr> </table>	2015	2016	Goal Met?	61.5%	64.6%	Yes	Priority 4: F. Data will come from the College Board website. The passing percentage will reach 66.6% by 2017.	Priority 4: F. Data will come from the College Board website. In 2017, 62.4% of pupils passed an AP exam with a	Priority 4: F. Data will come from the College Board website. The passing percentage will reach 63.9% by 2019, or
2015	2016	Goal Met?								
61.5%	64.6%	Yes								

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(AP) exam with a score of 3 or higher			score of 3 or higher. The passing percentage will reach 64.4% by 2018.	the number of students passing the AP exams with a 3 or higher (140) will continue to increase.
Priority 4: G. Percentage of pupils that participate in and demonstrate college preparedness	Priority 4: G. One measure of students being college and career ready is demonstrated by how they perform on CAASPP exams. Students should be at a level 3 "Standard Met" or better on both ELA and mathematics assessments. 2016 CAASPP results show that 70% of our 11th grade students meet this goal in ELA and 29% in mathematics.	Priority 4: G. 2017 CAASPP results will show that our 11th grade students tested will maintain or improve this percentage in ELA and gain at least 2% in mathematics. (31%)	Priority 4: G. 2018 CAASPP results will show that our 11th grade students tested will maintain or improve the standard met or exceeded percentage in ELA and gain at least 2% in mathematics. (38%)	Priority 4: G. 2018 CAASPP results show... ELA 42 DFS (-16.5) Math -29.2 DFS (+12.1) 2019 CAASPP results will show that our 11th grade students tested will improve the distance from standard in ELA (44) and -27.2 in mathematics.
Priority 8: A. Other Pupil Outcomes	Priority 8: A. For 15/16, all 3rd-8th grade students showed a growth of 128 lexile points. At the same time, low income students in RTI showed a growth of 118 lexile points. English Learners showed a growth of 128 lexile points. Lexile data is pulled from	Priority 8: A. English Learners and low income students in RTI will show a growth equal to all 3rd-8th grade students. Lexile data is pulled from Renaissance Star reading data.	Priority 8: A. English Learners and low income students in RTI will show a growth equal to all 3rd-8th grade students. Lexile data is pulled from Renaissance Star reading data.	Priority 8: A. English Learners and low income students in RTI will show a growth equal to all 3rd-8th grade students. Lexile data is pulled from Renaissance Star reading data.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Renaissance Star reading data.			
Priority 8: A.Other Pupil Outcomes	The 14/15 EL cohort graduation rate was 92.6%. The graduation rate for all students was 96.7%. (verified by Dataquest)	The EL cohort graduation rate will increase 1% each year until reaching the rate for all students. 15/16 will reach 93.6%. (verified by Dataquest)	The EL cohort graduation rate will increase 1% each year until reaching the rate for all students. 16/17 will reach 94.6%. (verified by Dataquest) Actual data reflected EL cohort students with a grad rate of 91.7% in 16/17.	The EL cohort graduation rate will increase 1% each year until reaching the rate for all students. 17/18 reached 93.1% and the goal was 93.7%. The 18/19 goal is to reach 95.1%. (verified by Dataquest)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

Action 2.1 Continue use of SST Online, a documentation system for SSTs and 504. Continue Student Data Review Team.
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2018-19 Actions/Services

Action 2.1 Continue use of SST Online, a documentation system for SSTs and 504. Continue Student Data Review Team

2019-20 Actions/Services

Action 2.1 Continue use of SST Online, a documentation system for SSTs and 504. Continue Student Data Review Team

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,000	4,000	4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures SST Online	5000-5999: Services And Other Operating Expenditures SST Online	5000-5999: Services And Other Operating Expenditures SST Online
Amount	1,500	N/A	1,500
Source	LCFF		LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes		1000-1999: Certificated Personnel Salaries
Amount	225	N/A	1,500
Source	LCFF		LCFF
Budget Reference	3000-3999: Employee Benefits		3000-3999: Employee Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 2.2

Continue use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems.

Continue and expand RTI curriculum, specifically to improve math intervention and grow model MTSS sites.

2018-19 Actions/Services

Action 2.2

Continue use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems.

Continue and expand MTSS curriculum to continue model program.

2019-20 Actions/Services

Action 2.2

Continue use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems.

Continue and expand MTSS curriculum to continue model program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,000	33,222	33,222
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Annual Assessment Licenses	5000-5999: Services And Other Operating Expenditures Annual Licenses	5000-5999: Services And Other Operating Expenditures Annual Licenses

Amount	150,000	154,000	154,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures READ 180, Math 180 and other RTI Curriculum	5000-5999: Services And Other Operating Expenditures READ 180, Math 180 and other RTI Curriculum	5000-5999: Services And Other Operating Expenditures READ 180, Math 180 and other RTI Curriculum

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 2.3
Maintain MTSS staff (learning center teachers) at current level, with two teachers at non-Title I sites, three at Title I sites and three and a half teachers at Ripon High.

2018-19 Actions/Services

Action 2.3
Maintain MTSS staff (learning center teachers) at current level, with two teachers at non-Title I sites, three at Title I sites and three and a half teachers at Ripon High.

2019-20 Actions/Services

Action 2.3
Maintain MTSS staff (learning center teachers) at current level, with two teachers at non-Title I sites, three at Title I sites and three and a half teachers at Ripon High.

Special Education services (certificated teachers, classified aides, 1:1 aides)

Special Education services (certificated teachers, classified aides, 1:1 aides)

Special Education services (certificated teachers, classified aides, 1:1 aides)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	190,540	N/A	N/A
Source	LCFF		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	46,397	N/A	N/A
Source	LCFF		
Budget Reference	3000-3999: Employee Benefits		
Amount	239,781	239,781	239,287
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	70,658	70,658	70,658
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	1,496,829	1,296,841	1,296,841
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	424,137	485,536	485,536
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	32,582	15,195	15,195
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	459,155	192,388	192,388
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	11,300	11,300	11,300
Source	Other	Other	Other
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 2.6
Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.

2018-19 Actions/Services

Action 2.6
Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.

2019-20 Actions/Services

Action 2.4
Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,300	1,300	1,300
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Existing staff	2000-2999: Classified Personnel Salaries Existing staff	2000-2999: Classified Personnel Salaries Existing staff
Amount	281	281	281
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/ServicesAction 2.7
Provide supplementary materials as needed.**2018-19 Actions/Services**Action 2.7
Provide supplementary materials as needed.

Include newcomer ELD materials.

2019-20 Actions/ServicesAction 2.5
Provide supplementary materials as needed.

Include newcomer ELD materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	31,640	31,640	200,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Intervention Curriculum, Instructional materials and supplies	4000-4999: Books And Supplies Intervention Curriculum, Instructional Materials and supplies	4000-4999: Books And Supplies Intervention Curriculum, Instructional Materials and supplies

Amount

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Action 2.8

Provide remediation program (SES) in summer school for Title 1 schools during the transition to the Every Student Succeeds Act (ESSA). Provide summer school programs including enrichment, credit recovery, extended year and driver's education.

2018-19 Actions/Services

Action 2.8

Provide remediation program (SES) in summer school for Title 1 schools during the transition to the Every Student Succeeds Act (ESSA). Provide summer school programs including enrichment, credit recovery, extended year and driver's education.

2019-20 Actions/Services

Action 2.6

Provide remediation program (SES) in summer school for Title 1 schools and Title III students. Provide summer school programs including enrichment, credit recovery, extended year and driver's education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	13,865	13,865	13,865
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Existing staff	1000-1999: Certificated Personnel Salaries Existing staff	1000-1999: Certificated Personnel Salaries Existing staff
Amount	1,941	1,941	1,941
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Harvest High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Action 2.7

		Provide additional MTSS services as needed, including but not limited to READ/Math 180, social emotional learning (Restorative Circles and Justice, Character Strong), PBIS and mental health services.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	30,000
Source	Not Applicable	Not Applicable	Comprehensive Support and Improvement (CSI)
Budget Reference	Not Applicable	Not Applicable	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

English learner academic growth demonstrates closing of the achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities: Priority 2: Implementation of State Academic Standards

Identified Need:

English learners perform below the largest student group (in blue on the chart) in both English language arts and math. English learners show on the chart in black. The number of EL students tested at each school is shown in parenthesis. This tells us there is a significant achievement gap between English learners and the white student group. In English language arts, the gap differences range between 16.11 and 63.59%. In mathematics, the gap differences range between 24.91 and 47.03%.

CAASPP SCORES SUMMARY

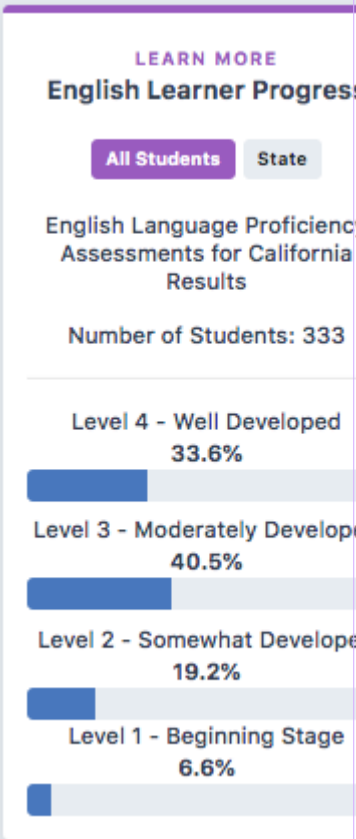
% STANDARDS MET OR EXCEEDED

English Learners

	English Language Arts		Math	
State	12.6	64.85	12.57	53.57
SJ County	10.93	54.56	8.91	41.40
District	19.27	66.7	16.67	55.95
Ripona (59)	8.93	61.06	7.02	49.56
Ripon El (39)	30.77	66.89	15.38	46.21
Weston (24)	41.67	57.78	20.83	53.89
Colony Oak (33)	6.06	67.18	15.15	62.18
Park View (25)	28.00	78.53	40.00	74.23
Ripon High (13)	7.69	71.28	16.67	41.58

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Priority 2: Implementation of Academic Standards- Local Indicators	2018-2019 Baseline The dashboard's English learner progress indicator shows the	N/A	N/A	Local Priority 2: The English learner progress will show a higher percentage of students at the well

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Dashboard - ELPI Scores	ELPAC baseline scores as... Level 4 - Well Developed 33.6% Level 3 - Moderately Developed 40.5% Level 2 - Somewhat Developed 19.2% Level 1 - Beginning Stage 6.6% 			developed (top = 33.6%), and fewer students at the beginning stage (bottom = 6.6%).

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chosen from the EL Roadmap Rubric - evaluated by site principals in 18/19. Principle 1: Element B: Recognizing that there is no single EL profile and no one-size-fits-all approach that works for all EL Programs, curriculum and instruction must be responsive to different EL student characteristics and experiences.	2018-2019 Baseline Principle 1: Element B: Our program rated 1.9 out of 4.	N/A	N/A	Principle 1: Element B: Our average score will increase to 2.5.
Principle 2: Element A: Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD.	2018-2019 Baseline Principle 2: Element A: Our program rated 1.6 out of 4.	N/A	N/A	Principle 2: Element A: Our average score will increase to 2.
Principle 4: Element C: EL educational approaches and programs are designed to be coherent across schools.	2018-2019 Baseline Principle 4: Element C: Our program rated 1.57 out of 4.	N/A	N/A	Principle 4: Element C: Our average score will increase to 2.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Action 3.1
Implement designated and integrated English learner development.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

Cost included in Action 1.1 Professional Learning and 2.5 Supplementary materials.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Action 3.2
English learner development standards are explicitly targeted and implemented.

Budgeted Expenditures

Year 2017-18

Amount

N/A

2018-19

N/A

2019-20

Cost included in Action 1.1 Professional Learning and 2.5 Supplementary materials.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Action 3.3
Professional development includes short and long-term goals for teachers of English learners.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

N/A

N/A

Cost included in Action 1.1 Professional Learning and 2.5 Supplementary materials.

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Action 2.4
Provide high school English Learners college and career readiness and support. Include college visitation(s) and LULAC conference transportation.

2018-19 Actions/Services

Action 2.4
Provide high school English Learners college and career readiness and support. Include college visitation(s) and LULAC conference transportation.

2019-20 Actions/Services

Action 3.4
Provide high school English Learners college and career readiness and support. Include college visitation(s) and field trips.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Title III	Title III	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures Field trip and related costs	5000-5999: Services And Other Operating Expenditures Field trip and related costs	5000-5999: Services And Other Operating Expenditures Field trip and related costs

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Action 2.5

Monitor long term English Learners and provide academic intervention as needed. Provide English Learners basic supports enabling them to access the core curriculum.

2018-19 Actions/Services

Action 2.5

Monitor long term English Learners (LTELs) and provide academic intervention as needed. Provide English Learners basic supports enabling them to access the core curriculum.

Pair up LTELs with a staff member mentor.

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

Monitor EL students with Elevation software.

2019-20 Actions/Services

Action 3.5

Monitor long term English Learners (LTELs) and RFEP students, and provide academic intervention as needed. Provide English Learners basic supports enabling them to access the core curriculum.

Pair up LTELs with a staff member mentor.

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

Monitor EL students with ELLevation or similar software.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	189,975	189,975	189,975
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Bilingual paraprofessional for each school site, and a second aide at Title I schools.	2000-2999: Classified Personnel Salaries Bilingual paraprofessional for each school site, and a second aide at Title I schools.	2000-2999: Classified Personnel Salaries Bilingual paraprofessional for each school site, and a second aide at Title I schools.
Amount	56,993	56,993	56,993
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-3000: Salaries & Benefits	2000-3000: Salaries & Benefits	2000-3000: Salaries & Benefits

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Action 2.9
Provide after school homework help for English Learners.

Action 2.9
Provide after school homework help for English Learners.

Action 3.6
Provide after school homework help for English Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	11,322	11,322	11,322
Source	Title III	Title III	Title III
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	2,583	2,583	2,583
Source	Title III	Title III	Title III
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Stakeholder meetings, Dataquest, survey results, Dashboard and 5X5 reports, SARCs and SPSAs are used to identify needs.

- A. Stakeholders continue to request parent involvement activities including SSC, PFC, Title I, ELAC, DELAC, PAC, Community Meetings and programs that focus on learning English.
- B. Maintain our low 8th grade and high school dropout rates. Stakeholders are in agreement.
- C. Maintain good school attendance rates at or above 96 percent and reduce chronic absenteeism. Stakeholders are in agreement.
- D. Reduce suspension and monitor expulsion rates. Stakeholders are in agreement.
- E. Monitor school safety perceptions through the California Healthy Kids' Survey, as well as the local LCAP survey. Stakeholders are in agreement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: A. Efforts to seek parent input in decision making	Priority 3: A. All parents were notified of meetings and events by mailings, phone calls, postings, letters sent home with students, email, FaceBook postings, newspaper ads and more. As of the As of January 2017, 48 EL parents have participated districtwide at all the ELAC/DELAC meetings. 48 parents/394 EL students in 16/17 = 12%. (verified by sign-in sheets)	Priority 3: A. EL parent participation will be monitored in ELAC/DELAC, SSC, PAC and other input and outreach committees and programs. Participation will increase by 2% each year. 17/18 will include 14% participation. (verified by sign-in sheets)	Priority 3: A. EL parent participation will be monitored in ELAC/DELAC, SSC, PAC and other input and outreach committees and programs. Participation will increase by 2% each year. 18/19 will include 16% participation. (verified by sign-in sheets)	Priority 3: A. EL parent participation will be monitored in ELAC/DELAC, SSC, PAC and other input and outreach committees and programs. Participation will increase by 2% each year. 19/20 will include 18% participation. (verified by sign-in sheets)
Priority 3: B. Promoting parental participation in programs for unduplicated pupils	Priority 3: B. As of March, 2017, 79% of all families have emails through which they receive school and district information. As of March, 2017, 49% of parents of English Learners have emails through which they receive school and district information. As of March, 2017, 66% of parents of	Priority 3: B. The % of parents of English Learners having emails in the student information system will increase 2% (51%) every year until reaching the "all students" percentage. Actual % for 17/18 reached 55%. The % of parents of socioeconomically disadvantaged students having emails in the student information	Priority 3: B. The % of parents of English Learners having emails in the student information system will increase 2% (57%) every year until reaching the "all students" percentage. The % of parents of socioeconomically disadvantaged students having emails in the student information system will increase 2%	Priority 3: B. The % of parents of English Learners having emails in the student information system will increase 2% (78%) every year until reaching the "all students" percentage. The % of parents of socioeconomically disadvantaged students having emails in the student information system will increase 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	socioeconomically disadvantaged students have emails through which they receive school and district information. (verified by Aeries)	system will increase 2% (68%) every year until reaching the "all students" percentage. (verified by Aeries) Actual % for 17/18 reached 72%	(74%) every year until reaching the "all students" percentage. (verified by Aeries)	(89.7%) every year until reaching the "all students" percentage. (verified by Aeries)
Priority 3: C. Promoting parental participation in programs for individuals with exceptional needs	Priority 3: C. As of March, 2017, 79% of all families have emails through which they receive school and district information. As of March, 2017, 74% of parents of special education students have emails through which they receive school and district information. As of March, 2017, 70% of parents of students with 504 plans have emails through which they receive school and district information. (verified by Aeries)	Priority 3: C. The % of parents of special education students having emails in the student information system will increase every year until reaching the "all students" percentage. The % of parents of students with 504 plans having emails in the student information system will increase 2% every year until reaching the "all students" percentage. (verified by Aeries)	Priority 3: C. The % of parents of special education students having emails in the student information system will increase every year until reaching the "all students" percentage. The % of parents of students with 504 plans having emails in the student information system will increase 2% every year until reaching the "all students" percentage. (verified by Aeries)	Priority 3: C. The % of parents of special education students having emails in the student information system will increase every year until reaching the "all students" percentage. (91.17% for 18/19.) The % of parents of students with 504 plans having emails in the student information system will increase 2% every year until reaching the "all students" percentage. (verified by Aeries) (90.77% for 18/19.) Parents of all students with emails in AERIES is 88.14%.) GOAL MET The % of parents of special education and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				504 plan students having emails in AERIES will equal or exceed the parents of all students group.
Priority 5: A. School attendance	Priority 5: A. The districtwide 15/16 attendance rate was 96.69. (verified by Aeries)	Priority 5: A. Ripon USD will continue to have good attendance rates above 96%. (verified by Aeries)	Priority 5: A. Ripon USD will continue to have good attendance rates above 96%. (verified by Aeries)	Priority 5: A. Ripon USD will continue to have good attendance rates above 96%. (verified by Aeries)
Priority 5: B. Chronic absenteeism	Priority 5: B. Chronic absenteeism is defined at 10% absences or more of total school days. 15/16 chronic absenteeism status was 6.0%. (verified by Aeries)	Priority 5: B. Ripon USD will maintain or improve upon the 15/16 chronic absenteeism rate. (verified by Aeries)	Priority 5: B. Ripon USD will maintain or improve upon the 15/16 chronic absenteeism rate. (verified by Aeries)	Priority 5: B. Ripon USD will improve upon the 17/18 chronic absenteeism rate (6.32%). (verified by Aeries)
Priority 5: C. Middle school dropout rate	Priority 5: C. The 8th grade dropout rate continues to be 0% for 14/15, like it was in 13/14 and 12/13. (verified by Dataquest)	Priority 5: C. Ripon will work to maintain 0 dropouts at the 8th grade level. (verified by Dataquest)	Priority 5: C. Ripon will work to maintain 0 dropouts at the 8th grade level. (verified by Dataquest)	Priority 5: C. Ripon will work to maintain 0 dropouts at the 8th grade level. (verified by Dataquest)
Priority 5: D. High school dropout rate	Priority 5: D. The Ripon Unified Cohort dropout rate was 2.3% in 14/15. We continue to improve from 4.2% for the year	Priority 5: D. Ripon high will work to keep the dropout rate below 5%. (verified by Dataquest)	Priority 5: D. Ripon high will work to keep the dropout rate below 5%. (verified by Dataquest)	Priority 5: D. Ripon high will work to keep the dropout rate below 5%. (verified by Dataquest)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	13/14 and 6.7% that we had in 12/13. (verified by Dataquest)			
Priority 5: E. High school graduation rate	Priority 5: E. The districtwide cohort graduation rate was 96.7 in 14/15, which is an improvement over 93.00% in 13/14. The previous rate was 90.2% in 12/13. (verified by Dataquest)	Priority 5: E. RHS will work to improve the graduation rate by 1%. (verified by Dataquest) The actual rate reached was 98.2%.	Priority 5: E. Based on prior years' graduation rate, we will maintain or improve the graduation percentage. (verified by Dataquest)	Priority 5: E. Based on prior years' graduation rate, we will maintain or improve the graduation percentage. (verified by Dataquest)
Priority 6: A. Pupil suspension rate	Priority 6: A. RUSD will strive to maintain the low suspension rate from increasing above 5%. The suspension rate for 15/16 is not yet available. 14/15 decreased to 3.98% in comparison to 5.96% from 13/14. (verified by Dataquest) CALPADS EOY 7.3 (discipline actions count) and an Aeries query shows the 15/16 rate for suspensions is likely to increase. This is subject to change when released by Dataquest, as formulas often vary.	Priority 6: A. RUSD will strive to keep the low suspension rate from increasing above 5%. (verified by Dataquest)	Priority 6: A. RUSD will strive to keep the low suspension rate from increasing above 5%. (verified by Dataquest)	Priority 6: A. RUSD will strive to keep the low suspension rate from increasing above 5%. (verified by Dataquest)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6: B. Pupil expulsions rate	Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. The expulsion rate in 15/16 was 0%. The expulsion rate was 0.05% in 14/15. That is a decrease from 13/14's 0.2%. (verified by Dataquest)	Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. (verified by Dataquest)	Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. (verified by Dataquest)	Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. (verified by Dataquest)
Priority 6: C. Other local measures, including surveys on safety and school connectedness	Priority 6: C. The CHKS survey is given every other year. However, our survey results (Survey Monkey) are available for the past two years. In 2015, 58.34% of RUSD 11th graders felt very safe or extremely safe at school. In 2016, this number rose to 77.27% of 11th graders. At the same time, 84% of 7th and 8th graders felt safe at school. In February, 2017, 4th and 5th graders were surveyed and 86% of them felt safe at school. (verified by LCAP surveys)	Priority 6: C. The percent of students feeling safe at school will remain the same or improve each year. (verified by LCAP surveys)	Priority 6: C. The percent of students feeling safe at school will remain the same or improve each year. (verified by LCAP surveys)	Priority 6: C. The percent of students feeling safe at school will remain the same or improve each year. (verified by LCAP surveys)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 3.1

Parent Outreach Activities such as developing English language, Family Literacy Nights, PIQE, Family Math Nights, Family Science Night, Title I, ELAC/DELAC, Parent Meetings, Computer Literacy, Parent Institute

2018-19 Actions/Services

Action 3.1

Parent Outreach Activities will occur such as developing English language, Family Literacy Nights, PIQE, Family Math Nights, Family Science Night, Title I, ELAC/DELAC, Parent Meetings, Computer Literacy, Parent Institute, attendance at CAFE and more.

2019-20 Actions/Services

Action 4.1

Parent Outreach Activities will occur such as developing English language, Family Literacy Nights, PIQE, Family Math Nights, Family Science Night, Title I, ELAC/DELAC, Parent Meetings, Computer Literacy, Parent Institute, attendance at CAFE and more.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,250	1,250	1,250
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	750	750	750
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	1,000	1,000	1,000
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies supplies	4000-4999: Books And Supplies supplies	4000-4999: Books And Supplies supplies
Amount	6,385	6,385	6,385
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	500	500	500
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries classified support	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	108	108	108
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Action 3.2
Maintain School Facilities - Please refer to the Routine Restricted Maintenance Budget. Continue roofing repairs as needed district-wide. Replaster high school swimming pool, as budget allows.

2018-19 Actions/Services

Action 3.2
Maintain School Facilities - Please refer to the Routine Restricted Maintenance Budget. Continue roofing repairs as needed district-wide.

2019-20 Actions/Services

Action 4.2
Maintain School Facilities - Please refer to the Routine Restricted Maintenance Budget. Continue roofing repairs as needed district-wide. HVAC upgrade is planned to begin if funding allows.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	124,762	128,143	128,143
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies Maintain School Facilities	4000-4999: Books And Supplies Maintain School Facilities	4000-4999: Books And Supplies Maintain School Facilities

Amount	282,507	282,507	282,507
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	213,288	213,288	213,288
Source	Other	Other	Other
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 3.3
Positive School Culture
Grow the MTSS model at every school site that includes culture building programs

2018-19 Actions/Services

Action 3.3
Positive School Culture
Maintain the MTSS model at every school site that includes culture building programs

2019-20 Actions/Services

Action 4.3
Positive School Culture
Maintain the MTSS model at every school site that includes culture building programs

such as Positive Behavior Interventions and Supports (PBIS), Love and Logic, Fish!, Second Step, etc. Develop alternative justice programs at the high school level.

Reduce suspension/expulsion, decrease dropout rates and increase districtwide attendance.

such as Positive Behavior Interventions and Supports (PBIS), Love and Logic, Fish!, Second Step, etc. Develop alternative justice programs at the high school level. Continue to grow restorative circle practices at all sites.

Reduce suspension/expulsion, decrease dropout rates and increase districtwide attendance.

such as Positive Behavior Interventions and Supports (PBIS), Love and Logic, Fish!, Second Step, etc. Develop alternative justice programs at the high school level. Continue to grow restorative circle practices at all sites.

Reduce suspension/expulsion, decrease dropout rates and increase districtwide attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	43,200	43,200	50,000
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures School Resource Officer Canine Detection Services	5000-5999: Services And Other Operating Expenditures School Resource Officer Canine Detection Services	5000-5999: Services And Other Operating Expenditures School Resource Officer Canine Detection Services
Amount	4,500	10,250	15,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-5999: Supplies and Service Attendance incentive	4000-5999: Supplies and Service Attendance incentive	4000-5999: Supplies and Service Attendance incentive

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Harvest High

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Action 4.4
Provide engaging and enriching activities in order to increase attendance and decrease suspensions. Include Universal Design for Learning, Project Based Learning, STEAM activities, and family and community engagement opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	30,000
Source	Not Applicable	Not Applicable	Comprehensive Support and Improvement (CSI)
Budget Reference	Not Applicable	Not Applicable	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 5

Provide an educational program with support services, including staffing and operations.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

Stakeholder meetings, Dataquest, survey results, Dashboard and 5X5 reports, SARCs and SPSAs are used to identify needs.

A. Provide a school system with employees and teachers who are appropriately credentialed, as verified by a CALPADS report. Stakeholders are in agreement.

B. Provide services to support schools. Supporting data will include the LCAP, budget and Single Plans for Student Achievement. Stakeholders are in agreement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: A. Teachers are appropriately assigned and fully credentialed	Priority 1: A. "Highly qualified" requirements sunsetted with NCLB. In 2016-2017, all teachers were appropriately credentialed and aides	Priority 1: A. Ripon Unified will continue to recruit and hire highly qualified/fully credentialed teachers. We expect to maintain	Priority 1: A. Ripon Unified will continue to recruit and hire highly qualified/fully credentialed teachers. We expect to maintain	Priority 1: A. Ripon Unified will continue to recruit and hire highly qualified/fully credentialed teachers. We expect to maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	continued to be hired with 48+ units, a basic skills test certificate, or an AA degree. Elementary sites have maintained CSR requirements for primary classes as required in LCFF. (verified with HR and documented in the SARC reports)	100% highly qualified teaching staff.	100% highly qualified teaching staff.	100% highly qualified teaching staff.
Priority 1: B. Sufficient access to standards-aligned instructional materials	Priority 1: B. RUSD has stayed current with state adopted curriculum. The last state adoption was for English Language Arts, which we purchased in 2016. (verified with inventories and documented in the SARC reports)	Priority 1: B. All students have state adopted curriculum for each course of study. We expect to continue to review and add CCSS texts as they are adopted by CDE, are made available and as funding allows.	Priority 1: B. All students have state adopted curriculum for each course of study. We expect to continue to add CCSS texts as they are adopted by CDE, are made available and as funding allows.	Priority 1: B. All students have state adopted curriculum for each course of study. We expect to continue to add CCSS texts as they are adopted by CDE, are made available and as funding allows.
Priority 1: C. Facilities are maintained	Priority 1: C. 2016-2017 Fit reports indicated that two schools are in exemplary condition, four are good and one is fair. Reconstruction of Colony Oak (fair) is slated to begin in 2017. Work at other sites is prioritized and ongoing. (verified with most current FIT reports)	Priority 1: C. Colony Oak will continue with the modernization construction. The Ripon HS pool will be replastered. Roofs will continue to be repaired as needed. Other board priorities will be addressed as funding allows.	Priority 1: C. Start of HVAC system modernization will occur, if funding allows. Other board priorities will be addressed as funding allows.	Priority 1: C. Board priorities will be addressed as funding allows.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 4.1

Provide the schools personnel that has 100% of teachers and classroom aides who are qualified and appropriately credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF.

2018-19 Actions/Services

Action 4.1

Provide the schools personnel that has 100% of teachers and classroom aides who are qualified and appropriately credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF.

2019-20 Actions/Services

Action 5.1

Provide the schools personnel that has 100% of teachers and classroom aides who are qualified and appropriately credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,313,772	9,686,604	9,686,604
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	35,351	65,900	65,900
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	2,758,377	3,107,408	3,107,408
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	90,337	92,143	92,143
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	334,304		
Source	Other		
Budget Reference	1000-1999: Certificated Personnel Salaries	Not Applicable	Not Applicable

Amount	85,232		
Source	Other		
Budget Reference	3000-3999: Employee Benefits	Not Applicable	Not Applicable
Amount	26,494		
Source	Supplemental		
Budget Reference	3000-3999: Employee Benefits	Not Applicable	Not Applicable

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 4.2

Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.

2018-19 Actions/Services

Action 4.2

Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.

2019-20 Actions/Services

Action 5.2

Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,586,792	2,170,005	2,170,005
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Staff not included in Action 4.1	1000-1999: Certificated Personnel Salaries Certificated Staff not included in Action 4.1	1000-1999: Certificated Personnel Salaries Certificated Staff not included in Action 4.1
Amount	2,395,889	2,519,331	2,519,331
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Classified Staff not included in Action 4.1	2000-2999: Classified Personnel Salaries Classified Staff not included in Action 4.1	2000-2999: Classified Personnel Salaries Classified Staff not included in Action 4.1
Amount	1,321,444	1,855,077	1,321,444
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Benefits not included in Action 4.1	3000-3999: Employee Benefits Benefits not included in Action 4.1	3000-3999: Employee Benefits Benefits not included in Action 4.1
Amount	420,000	529,805	529,805
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Books and Supplies	4000-4999: Books And Supplies Books and Supplies	4000-4999: Books And Supplies Books and Supplies
Amount	2,106,137	1,781,787	1,781,787
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Services	5000-5999: Services And Other Operating Expenditures Services	5000-5999: Services And Other Operating Expenditures Services

Amount	368,618	368,618	368,618
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	241,351		
Source	Other		
Budget Reference	2000-2999: Classified Personnel Salaries	Not Applicable	Not Applicable
Amount	201,102		
Source	Other		
Budget Reference	3000-3999: Employee Benefits	Not Applicable	Not Applicable
Amount	70,052		
Source	Supplemental		
Budget Reference	1000-1999: Certificated Personnel Salaries	Not Applicable	Not Applicable
Amount	16,792		
Source	Supplemental	Not Applicable	Not Applicable
Budget Reference	3000-3999: Employee Benefits		

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action 4.3
Support school and staff with needed technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budgets)

2018-19 Actions/Services

Action 4.3
Support school and staff with needed technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budgets)

2019-20 Actions/Services

Action 5.3
Support school and staff with needed technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budgets)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	266,559	266,559	266,559
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies Supplies and equipment	4000-4999: Books And Supplies Supplies and equipment	4000-4999: Books And Supplies Supplies and equipment
Amount	107,000	107,000	107,000
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$2,024,423

Percentage to Increase or Improve Services

7.39%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The 2018 California dashboard shows Ripon with an enrollment of 3,183. This includes 11% of the student population being English Learners (1.5% drop), .2% foster youth, and 37.3% socioeconomically disadvantaged (1.6% increase). The 2018-2019 total unduplicated population is 36.96%.

Goal 1-

- A variety of professional learning opportunities will be provided for all staff. Some professional learning is paid with other/lottery, and for that reason this is considered district-wide use. The ELD cadre will have renewed focus. District-wide use is justified because those trainings designed to increase learning for and specific to low income, foster youth, and English learner pupils will be paid for with supplemental funds. District-wide is the most effective use of funds because students benefit from teacher, bilingual paraprofessional and other classified staff growth and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority two, Academic Standards. Weiss & Pasley state, "Ongoing, intensive professional development that focuses on supporting teachers' planning and instruction has a greater chance of influencing teaching practice and in turn, raising student achievement." (Action 1.1)

Goal 2-

- 2.5 RTI staff is being maintained in order to provide adequate intervention services at all sites. All students may be assessed to determine if support is necessary and therefore, this action is considered district-wide. District-wide is justified because low income, foster youth, English learner and other students are most at risk and therefore benefit from from having these fully

implemented programs in place. District-wide is the most effective use of funds to meet the goals for unduplicated pupils as has been demonstrated with the unduplicated students showing the most growth from participating in these programs. We based Ripon's Learning Center model on another district's with a successful RTI program. Our program continues to improve. These services are principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. (Action 2.3) An additional Learning Center teacher continues to be provided from supplemental funds to Title I sites due to the numbers of unduplicated students. District-wide is the most effective use of funds because these sites have more at risk students who need more services. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. All sites have been provided with the same base program and sites with more need and more unduplicated students struggle to meet the needs of all students, therefore need the extra support. (Action 2.3)

- Supplemental funds are being used to provide counseling services for foster youth. This action is principally directed and effective towards meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement and state priority seven, "ensure access to a broad course of study." (Action 2.4)
- Supplemental funds will also be used to provide intervention curriculum, materials and supplies, including materials for newcomers. District-wide is the most effective use of funds as needs will arise for materials and this action is principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. Experience tells us that needs for individuals or groups of students will occur during the year that could not have been anticipated. (Action 2.5)

Goal 3- has been added this year to bring renewed focus to our English Learner student group. All goal 3 actions/services will be increased and improved by at least 7.39% as compared to services previously received in 2018-2019. Funds cross back to other action/services (1.1 and 2.5), but show an increase due to expected improvement in actions/services and therefore, outcomes. Metrics show English learners performing below other student groups. Expertise of district and county personnel is being brought in to grow and improve this program. Focus will include designated and integrated English language development programs, English language development standards and professional development for teachers.

- Supplemental funds are being used to provide bilingual paraprofessionals at all sites, a second bilingual paraprofessional at elementary sites with significantly larger EL populations and Ripon High School, as well as a district administrator to oversee services and provide guidance for programs for our English Learners. LTELs will be paired with a staff mentor. High school students A-G path will be monitored and students not on track will be redirected. ELlevation is being used to monitor EL students. This action is principally directed and effective towards meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement, state priority five, Pupil Engagement and state priority seven, Course Access. (Action 3.5)

Goal 4-

- A variety of parent information, opportunities and activity nights are being implemented. This is justified district-wide because both base and supplemental funds are being provided based on the activity put in place and expanding parental involvement

is encouraged. District-wide is the most effective use of funds because students' learning improves when their parents are involved. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priority three, Parental Involvement. Southwest Educational Development Laboratory states, "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." (Action 4.1)

Goal 5-

- Maintaining the two added kindergarten classes will lower class sizes (district-wide) in kindergarten. 2019-2020 will be year 5 of providing and rolling forward 2 kindergarten classes per elementary site. Due to having lower class sizes, it is expected that certificated and support staff will be able to better implement differentiated instruction, and eventually universal design for learning, which will help address the needs of English language learners and low income students. This is an effective and justified use of funds because after a comprehensive review of 112 papers, David Zyngier reports, "Findings suggest that smaller class sizes in the first four years of school can have an important and lasting impact on student achievement, especially for children from culturally, linguistically and economically disenfranchised communities." District-wide is the most effective use of funds and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. (Action 5.1)
- Supplemental funds are being used to provide a full-time teacher for our continuation site, in order to provide continuity with programs for our unduplicated students. This action is principally directed and effective towards meeting the district's goals for unduplicated pupils in state priority one:basic (conditions of learning). (Action 5.1)
- The following services are contributing to increased or improved services for unduplicated students, but are funded with sources other than LCFF. (2.6 Title I and other Summer School programs; 3.4 Providing high school English Learners college visitations and conferences; 3.6 After School Homework Help for English Learners) Title III summer school is being offered for the second time this year for English Learners.

Universal design for learning is another platform for learning that allows success for all students. This movement has begun and will continue to increase with further professional development. Writing programs are being researched to support strategies for unduplicated students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,952,252

7.61%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Fall, 2017 California dashboard shows Ripon with an enrollment of 3,165. This includes 12.5% of the student population being English Learners, .3% foster youth, and 35.7% socioeconomically disadvantaged. The 2017-2018 total unduplicated population is 38.16%.

- A variety of professional learning opportunities will be provided for all staff. Some professional learning is paid with Base, and for that reason this is considered district-wide use. The ELD cadre will have renewed focus. District-wide use is justified because those trainings designed to increase learning for and specific to low income, foster youth, and English learner pupils will be paid for with supplemental funds. District-wide is the most effective use of funds because students benefit from teacher, bilingual paraprofessional and other classified staff growth and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority two, Academic Standards. Weiss & Pasley state, "Ongoing, intensive professional development that focuses on supporting teachers' planning and instruction has a greater chance of influencing teaching practice and in turn, raising student achievement." (Action 1.1)
- 2.5 RTI staff is being maintained in order to provide adequate intervention services at all sites. All students may be assessed to determine if support is necessary and therefore, this action is considered district-wide. District-wide is justified because low income, foster youth, English learner and other students are most at risk and therefore benefit from from having these fully implemented programs in place. District-wide is the most effective use of funds to meet the goals for unduplicated pupils as has been demonstrated with the unduplicated students showing the most growth from participating in these programs. We based Ripon's Learning Center model on another district's with a successful RTI program. Our program continues to improve. These services are principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. (Action 2.3)
- A .5 English teacher is being maintained at the high school to provide additional sections of support for English Learners. This is considered district-wide and is the most effective use of funds because this teacher is included in the action above and justified with the added 2.5 RTI staff. However, this teacher primarily adds EL support sections at the high school. These services are principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil

Achievement. Program analysis and EL student monitoring discovered EL students are being underserved at the high school level and there is no acceptable option besides maintaining the added sections. (Action 2.3)

- A variety of parent information, opportunities and activity nights are being implemented. This is justified district-wide because both base and supplemental funds are being provided based on the activity put in place and expanding parental involvement is encouraged. District-wide is the most effective use of funds because students' learning improves when their parents are involved. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priority three, Parental Involvement. Southwest Educational Development Laboratory states, "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." (Action 3.1)
- Maintaining the two added kindergarten classes will lower class sizes (district-wide) in kindergarten. 2018-2019 will be year 4 of providing and rolling forward 2 kindergarten classes per elementary site. Due to having lower class sizes, it is expected that certificated and support staff will be able to better implement differentiated instruction, and eventually universal design for learning, which will help address the needs of English language learners and low income students. This is an effective and justified use of funds because after a comprehensive review of 112 papers, David Zyngier reports, "Findings suggest that smaller class sizes in the first four years of school can have an important and lasting impact on student achievement, especially for children from culturally, linguistically and economically disenfranchised communities." District-wide is the most effective use of funds and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. (Action 4.1)
- Supplemental funds are being used to provide bilingual paraprofessionals at all sites, a second bilingual paraprofessional at elementary sites with significantly larger EL populations and Ripon High School, as well as a district administrator to oversee services and provide guidance for programs for our English Learners. LTELs will be paired with a staff mentor. High school students A-G path will be monitored and students not on track will be redirected. Elevation is being used to monitor EL students. This action is principally directed and effective towards meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement, state priority five, Pupil Engagement and state priority seven, Course Access. (Action 2.5)
- An additional Learning Center teacher continues to be provided from supplemental funds to Title I sites due to the numbers of unduplicated students. District-wide is the most effective use of funds because these sites have more at risk students who need more services. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. All sites have been provided with the same base program and sites with more need and more unduplicated students struggle to meet the needs of all students, therefore need the extra support. (Action 2.3)
- Supplemental funds are being used to provide counseling services for foster youth. This action is principally directed and effective towards meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement and state priority seven, "ensure access to a broad course of study." (Action 2.6)

- Supplemental funds will also be used to provide intervention curriculum, materials and supplies, including materials for newcomers. District-wide is the most effective use of funds as needs will arise for materials and this action is principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. Experience tells us that needs for individuals or groups of students will occur during the year that could not have been anticipated. (Action 2.7)
- The following services are contributing to increased or improved services for unduplicated students, but are funded with sources other than LCFF. (2.4 Providing high school English Learners college visitations and conferences; 2.8 Title I and other Summer School programs; 2.9 After School Homework Help for English Learners)
- Other services continue to increase for unduplicated students, but are funded with sources other than LCFF. Title III summer school is being offered for the first time this year for English Learners.

Other alternatives we considered for unduplicated students include the new version of READ 180. Universal design for learning is another platform for learning that would allow success for all students. We are working with small groups and training to start this process. Other alternatives that will continue to be considered for English Learners include "iLit", "Imagine Learning and "Rosetta Stone".

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$1,270,754

Percentage to Increase or Improve Services

5.18%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Spring, 2017 California dashboard shows Ripon with an enrollment of 3,081. This includes 14% of the student population being English Learners and 36% socioeconomically disadvantaged. The 2016-2017 total unduplicated population is 37.06%.

- A variety of professional learning opportunities will be provided for all staff. Some professional learning is paid with Base, and for that reason this is considered district-wide use. District-wide use is justified because those trainings designed to increase learning for and specific to low income, foster youth, and English learner pupils will be paid for with supplemental funds. District-wide is the most effective use of funds because students benefit from teacher growth and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority two, Academic Standards. Weiss & Pasley state, "Ongoing, intensive professional development that focuses on supporting teachers' planning and instruction has a greater chance of influencing teaching practice and in turn, raising student achievement." (Action 1.1)
- 2.5 RTI staff is being maintained in order to provide adequate intervention services at all sites. All students may be assessed to determine if support is necessary and therefore, this action is considered district-wide. District-wide is justified because low income, foster youth, English learner and other students are most at risk and therefore benefit from from having these fully implemented programs in place. District-wide is the most effective use of funds to meet the goals for unduplicated pupils as has been demonstrated with the unduplicated students showing the most growth from participating in these programs. Our Director of Student Services previously worked in a district with a successful RTI program and based Ripon's Learning Centers on that model. These services are principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. (Action 2.3)
- A .5 English teacher is being maintained at the high school to provide additional sections of support for English Learners. This is considered district-wide and is the most effective use of funds because this teacher is included in the action above and justified with the added 2.5 RTI staff. However, this teacher primarily adds EL support sections at the high school. These services are principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. Program analysis and EL student monitoring discovered EL students are being underserved at the high school level and there is no acceptable option besides maintaining the added sections. (Action 2.3)
- A variety of parent information and activity nights are being implemented. This is justified district-wide because both base and supplemental funds are being provided based on the activity put in place and expanding parental involvement is encouraged. District-wide is the most effective use of funds because students' learning improves when their parents are involved. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priority three, Parental Involvement. Southwest Educational Development Laboratory states, "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." (Action 3.1)
- Maintaining the two added kindergarten classes will lower class sizes (district-wide) in kindergarten. 2017-2018 will be year 3 of providing and rolling forward 2 kindergarten classes per elementary site. Due to having lower class sizes, it is expected that certificated and support staff will be able to better implement differentiated instruction, which will help address the needs of English language learners and low income students. This is an effective and justified use of funds because after a

comprehensive review of 112 papers, David Zyngier reports, "Findings suggest that smaller class sizes in the first four years of school can have an important and lasting impact on student achievement, especially for children from culturally, linguistically and economically disenfranchised communities." District-wide is the most effective use of funds and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. (Action 4.1)

- Supplemental funds are being used to provide bilingual paraprofessionals at all sites, a second bilingual paraprofessional at elementary sites with significantly larger EL populations and Ripon High School, as well as a district administrator to oversee services and provide guidance for programs for our English Learners. This action is principally directed and effective towards meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement, state priority five, Pupil Engagement and state priority seven, Course Access. (Action 2.5)
- An additional Learning Center teacher continues to be provided from supplemental funds to Title I sites due to the numbers of unduplicated students. District-wide is the most effective use of funds because these sites have more at risk students who need more services. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. All sites have been provided with the same base program and sites with more need and more unduplicated students struggle to meet the needs of all students, therefore need the extra support. (Action 2.3)
- Supplemental funds are being used to provide counseling services for foster youth. This action is principally directed and effective towards meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement and state priority seven, "ensure access to a broad course of study." (Action 2.6)
- Supplemental funds will also be used to provide intervention curriculum, materials and supplies. District-wide is the most effective use of funds as needs will arise for materials and this action is principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. Experience tells us that needs for individuals or groups of students will occur during the year that could not have been anticipated. (Action 2.7)
- The following services are contributing to increased or improved services for unduplicated students, but are funded with sources other than LCFF. (2.4 Providing high school English Learners college visitations and conferences; 2.8 Title I Summer School; 2.9 Other Summer School Programs; 2.10 After School Homework Help for English Learners)

Other alternatives we considered for unduplicated students include "Think through Math" for tier 2 and 3 math support. Experience showed us that this program was insufficient to meet the needs of our unduplicated students and has therefore, been replaced with "Moby Max" and "Do the Math". Other alternatives that will continue to be considered for English Learners include "iLit", "Imagine Learning" and "Rosetta Stone".

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	26,790,322.00	29,693,320.00	26,611,357.00	26,790,322.00	26,529,102.00	79,930,781.00
Comprehensive Support and Improvement (CSI)	0.00	0.00	0.00	0.00	72,442.00	72,442.00
LCFF	22,253,458.00	22,727,434.00	20,692,863.00	22,253,458.00	21,727,575.00	64,673,896.00
Other	3,781,189.00	6,024,040.00	5,053,732.00	3,781,189.00	3,787,989.00	12,622,910.00
Supplemental	741,270.00	929,371.00	850,357.00	741,270.00	926,691.00	2,518,318.00
Title III	14,405.00	12,475.00	14,405.00	14,405.00	14,405.00	43,215.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	26,790,322.00	29,693,320.00	26,611,357.00	26,790,322.00	26,529,102.00	79,930,781.00
1000-1999: Certificated Personnel Salaries	13,867,857.00	14,170,098.00	13,706,390.00	13,867,857.00	13,868,863.00	41,443,110.00
2000-2999: Classified Personnel Salaries	3,273,364.00	4,116,523.00	3,299,825.00	3,273,364.00	3,273,364.00	9,846,553.00
2000-3000: Salaries & Benefits	56,993.00	0.00	56,993.00	56,993.00	56,993.00	170,979.00
3000-3999: Employee Benefits	5,038,448.00	5,686,566.00	4,531,634.00	5,038,448.00	4,506,315.00	14,076,397.00
4000-4999: Books And Supplies	1,543,385.00	1,603,636.00	1,432,928.00	1,543,385.00	1,745,745.00	4,722,058.00
4000-5999: Supplies and Service	10,250.00	0.00	4,500.00	10,250.00	15,000.00	29,750.00
5000-5999: Services And Other Operating Expenditures	2,775,437.00	3,873,583.00	3,354,499.00	2,775,437.00	2,838,234.00	8,968,170.00
6000-6999: Capital Outlay	213,288.00	231,614.00	213,288.00	213,288.00	213,288.00	639,864.00
7000-7439: Other Outgo	11,300.00	11,300.00	11,300.00	11,300.00	11,300.00	33,900.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	26,790,322.00	29,693,320.00	26,611,357.00	26,790,322.00	26,529,102.00	79,930,781.00
1000-1999: Certificated Personnel Salaries	LCFF	11,856,609.00	11,857,263.00	11,092,604.00	11,856,609.00	11,858,109.00	34,807,322.00
1000-1999: Certificated Personnel Salaries	Other	1,679,324.00	1,889,493.00	2,213,616.00	1,679,324.00	1,679,324.00	5,572,264.00
1000-1999: Certificated Personnel Salaries	Supplemental	331,924.00	417,454.00	400,170.00	331,924.00	331,430.00	1,063,524.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	5,888.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	2,586,531.00	2,756,546.00	2,433,040.00	2,586,531.00	2,586,531.00	7,606,102.00
2000-2999: Classified Personnel Salaries	Other	485,536.00	1,133,584.00	665,488.00	485,536.00	485,536.00	1,636,560.00
2000-2999: Classified Personnel Salaries	Supplemental	189,975.00	222,305.00	189,975.00	189,975.00	189,975.00	569,925.00
2000-2999: Classified Personnel Salaries	Title III	11,322.00	4,088.00	11,322.00	11,322.00	11,322.00	33,966.00
2000-3000: Salaries & Benefits	Supplemental	56,993.00	0.00	56,993.00	56,993.00	56,993.00	170,979.00
3000-3999: Employee Benefits	LCFF	4,963,266.00	4,538,261.00	4,126,832.00	4,963,266.00	4,431,133.00	13,521,231.00
3000-3999: Employee Benefits	Other	1,941.00	949,480.00	288,275.00	1,941.00	1,941.00	292,157.00
3000-3999: Employee Benefits	Supplemental	70,658.00	196,826.00	113,944.00	70,658.00	70,658.00	255,260.00
3000-3999: Employee Benefits	Title III	2,583.00	1,999.00	2,583.00	2,583.00	2,583.00	7,749.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	0.00	0.00	0.00	0.00	30,000.00	30,000.00
4000-4999: Books And Supplies	LCFF	863,043.00	926,255.00	745,000.00	863,043.00	863,043.00	2,471,086.00
4000-4999: Books And Supplies	Other	636,317.00	631,414.00	644,903.00	636,317.00	636,317.00	1,917,537.00
4000-4999: Books And Supplies	Supplemental	44,025.00	45,967.00	43,025.00	44,025.00	216,385.00	303,435.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-5999: Supplies and Service	LCFF	10,250.00	0.00	4,500.00	10,250.00	15,000.00	29,750.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	0.00	0.00	0.00	0.00	42,442.00	42,442.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,973,759.00	2,640,996.00	2,290,887.00	1,973,759.00	1,973,759.00	6,238,405.00
5000-5999: Services And Other Operating Expenditures	Other	753,483.00	1,185,268.00	1,016,862.00	753,483.00	760,283.00	2,530,628.00
5000-5999: Services And Other Operating Expenditures	Supplemental	47,695.00	46,819.00	46,250.00	47,695.00	61,250.00	155,195.00
5000-5999: Services And Other Operating Expenditures	Title III	500.00	500.00	500.00	500.00	500.00	1,500.00
6000-6999: Capital Outlay	LCFF	0.00	8,113.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	213,288.00	223,501.00	213,288.00	213,288.00	213,288.00	639,864.00
7000-7439: Other Outgo	Other	11,300.00	11,300.00	11,300.00	11,300.00	11,300.00	33,900.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	739,383.00	921,856.00	720,000.00	739,383.00	769,380.00	2,228,763.00
Goal 2	2,813,321.00	3,936,439.00	3,206,131.00	2,551,948.00	2,752,814.00	8,510,893.00
Goal 3	687,381.00	750,322.00	261,373.00	261,373.00	261,373.00	784,119.00
Goal 4	22,550,237.00	24,084,703.00	678,250.00	687,381.00	728,931.00	2,094,562.00
Goal 5	0.00	0.00	21,745,603.00	22,550,237.00	22,016,604.00	66,312,444.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	15,734,769.00	17,330,593.00	3,203,818.00	2,549,971.00	15,950,401.00
Comprehensive Support and Improvement (CSI)	0.00	0.00	0.00	0.00	0.00
LCFF	12,862,851.00	12,847,688.00	238,295.00	1,358.00	12,862,851.00
Other	2,130,648.00	3,654,866.00	2,565,809.00	2,146,454.00	2,146,454.00
Supplemental	741,270.00	828,039.00	399,714.00	402,159.00	926,691.00
Title III	0.00	0.00	0.00	0.00	14,405.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	11,055,553.00	12,362,727.00	1,400,563.00	1,428,741.00	10,578,701.00
Comprehensive Support and Improvement (CSI)	0.00	0.00	0.00	0.00	72,442.00
LCFF	9,390,607.00	9,879,746.00	516,806.00	536,183.00	8,864,724.00
Other	1,650,541.00	2,369,174.00	883,757.00	892,558.00	1,641,535.00
Supplemental	0.00	101,332.00	0.00	0.00	0.00
Title III	14,405.00	12,475.00	0.00	0.00	0.00