



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ripon High School	39686503935756	3/11/19	

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An LCAP survey was given to all Ripon High School parents, students and teachers. The results from the parent survey indicated that almost all felt welcomed at the school and are very satisfied with their child's learning experience. Parents felt that their child was provided multiple opportunities or opportunities to succeed. The results from the student survey indicated that students felt that their teacher encouraged them to produce their best work. Students felt that if they had a question their teacher would help them during or after class. About 75% of students feel that Ripon High is preparing them for college and career paths. The results from the teacher survey indicated that over 90% of the staff feel that Ripon High is a safe, positive environment to work in, with adequate communication. Students state a concern about the homework load at times. They feel supported and are able to get help when needed but time management can be a concern. An increase of technology was stated as a need multiple times as some classes have Chromebooks.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and classroom observations and Walk Throughs are done on a weekly basis. Evaluations are conducted in accordance with Ripon Unified District Teachers Association contract which includes four times per year for probationary teachers and two times per year for permanent status teachers during the evaluation cycle. RHS monitors the progress of our Instructional Norms that have been established as a staff by performing a couple hundred Walk-Throughs a year. With the support of our Instructional Coaches and Leadership Team, teachers have opportunities to observe their peers. This has improved collaboration and the ability to learn best teaching practices from one another.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

- Ripon High annually reviews student performance using the following state and local assessments:
- California Assessment of Student Performance and Progress (CAASPP) in English Language Arts and Math, California Science Test (CAST) tests.
- All English Language Learners will take the English Language Proficiency Assessments in California (ELPAC). These results will help monitor growth and support decisions in reclassification of students.
- We also utilize PSAT, SAT, ACT, and EAP. This information is used to develop and set individual and school wide goals. We are continually developing and refining more frequent assessments and using them to measure progress towards mastery of the standards. These assessments are teacher developed by subject area teams and integrated into the annual standards-based instructional calendars and pacing guides.
- All teachers use assessment data to drive instruction as well as student feedback gathered from LCAP survey and Student Voices. Edulastic, an online assessment data program has allowed teachers to use instance data to help drive instruction. This was purchased for the 2018/ 2019 school year.
- We implmented a Student Data Review Team comprised of the Principal, resource specialist, counselors, mental health clinician and regular classroom teachers. The team may also include the Director of Student Services, district psychologist or nurse.

The team uses member input and assessment results to identify and prioritize under-performing students' needs in an attempt to ensure that affected students receive a complete and coordinated program of instruction that includes necessary adaptations and/or modifications.

- Department level meetings are held weekly to collaborate and make program modifications to ensure it aligns with Common Core State Standards (CCSS).
- Teachers integrate necessary supplemental materials into the program to address CCSS.
- Teachers prepare and implement intervention plans for under-performing students based on assessments.
- Teachers are providing feedback surveys to students to help drive instruction.
- RHS has offered the ASVAB test to give students an opportunity to determine the best career option in the military.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Ripon High School uses program-based and teacher made assessments to monitor student progress toward meeting their educational goals. We use the information gained from this data system to inform and modify our instruction, reteaching where needed and accelerating when possible. We are exploring the use of the CAASPP Interim Assessments to ensure that students are on track and modify individual student programs as necessary. Departments continue to collaborate to create common assessments, finals, and frequent on-going assessments. Grade level departments are held to review student progress and make adjustments to instruction as needed. Math, science, and English, are implementing a data base online assessment tool Edulastic to gather instance information on student progress. This data helps drive instruction and maximize student learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in 2018/2019 are credentialed for their designated teaching assignments.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The staff at Ripon High school take advantage of all professional development opportunities. Currently, math teachers are participating in CCSS curriculum training, science teachers are participating in NGSS training, and all staff are working to increase strategies in best teaching practices. Universal Design for Learning (UDL) is a district and site focus to eliminate barriers and support all students in their learning.. A weekly professional development calendar has been set in place to provide support in best teaching practices. Two part time instructional coaches are in place to support staff in professional learning. Support days are used look for specific teaching strategies and practices that have been identified by each teacher and using extensive professional experience to analyze our teaching and student learning. Teachers continue to attend conferences/ workshops in CCSS math, science, English Language Arts, and ELD instructional strategies. Teachers are given the opportunity to present in Break Out sessions quarterly to learn best teaching practices from their peers.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is determined by individual needs, Site needs and District needs. Teachers were given a survey to determine Professional Development needs. These needs are expressed in Professional Development Plans written at the District level, Site level and individual teacher level. A new plan is written and submitted each year. Teachers are given opportunities to learn from each other in Break-Out Sessions four times a year during collaboration time. All the plans have common threads and stem from the overall district plan. Current areas of focus include continued alignment of instructional materials to the state standards and developing instructional strategies to support student mastery of the new Common Core State Standards, integrating technology as an instructional and professional tool, using formative assessment data to identify instructional needs of all sub group students, ELL, Hispanic, Socio-Economically Disadvantaged and Special Needs students in order to develop instructional practices that will result in positive growth and close the growth gap when they are compared to the total student population.

Site and District leaders support and encourage teachers to strengthen their curriculum, teaching strategies and student assessment practicum by attending staff development opportunities, workshops, in-services, classes and institutes. Both teachers and administrators are involved in training and all training is based on student developmental needs. District and site funding support this ongoing training with limited funds. Teachers are expected to be involved in the development of the site and district educational program in order to gauge its effectiveness on student achievement. Departments meet weekly to collaborate on standard based curriculum, share “best teaching practices”, and review student assessments and performance to check for individual and class growth, making adjustments as needed.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

When the RHS staff examined the state testing data and disaggregated, it was discovered that all teachers have areas where their student's performance could improve. Each teacher has identified those areas and will be focusing on improving student performance in those areas on this year's exams. We will ensure that students are making adequate progress towards meeting our expectations by frequent monitoring assessments and ongoing checking for understanding. We will make use of the Program Manager and site teaching coaches to assist us in this process.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Staff have seventy-two minutes collaboration time each week. This time is devoted to working with their peers examining student assessment data and modifying instruction as a result, adjusting pacing guides, and working in cross- curricular teams on issues that affect the school as a whole. A weekly schedule was developed to organize teacher collaboration and professional learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The focus of Ripon Unified School District's vision is to increase student achievement. Ripon High School has made a concerted effort to improve the quality of classroom teaching to the standards for all of our students. All current materials in all core subjects are standards aligned. Elective courses are connected to the standards as appropriate, and utilize state standards or guide standards where available. RHS faculty uses weekly collaborative time to monitor student progress toward meeting State Standards. They use this information gained from this monitoring to inform and adjust their instruction to best meet their students' needs. As we transition to Common Core, teachers in ELA and Math have received training that they have brought back to their colleagues, as well as science teachers working on the NGSS.

All students receive curriculum and instruction aligned to CCSS. All students receive curriculum, instruction and materials from programs and/or strategies shown to increase student achievement. Students who do not meet standards at their grade level will be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

RHS currently has an Academic Literacy class to assist students who are struggling in reading comprehension. We are currently transitioning from a traditional to an integrated approach to mathematics. As we make that transition we have developed a support class for our students that are struggling with mathematics as well. A weekly Math Hour is offered to all students for support from their peers and teachers.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Appropriate instructional materials are available to all student groups. Current textbooks are connected to the standards and are utilized in standards-based instruction. Lab equipment and materials are available for science classes. A yearly review of texts and a replacement priority has been established.

In cases where textbooks are not in complete alignment with state standards, teachers supplement the textbook with other instructional materials to bring the course taught into alignment with state standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All core, CTE, and Visual and Performing Arts courses are aligned to their respective State Standards and follow their individual Frameworks. Elective courses incorporate core standards whenever appropriate.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Ripon High has a Response to Intervention and Learning Center program that works to monitor all students and provide intervention when necessary. The goal is always to assist under-performing students in meeting the California Common Core State Standards and keep them at grade level.

The Student Study Team meets regularly to review individual student performance levels and make recommendations for student success. Students are regularly referred by parents, teachers, and other support staff.

The Student Data Review Team meets twice yearly to address the needs of students in all areas for success and monitor progress towards graduation.

Ripon High School teachers work very hard to improve instruction for all students. We will continue to improve our proficiency in direct instruction and SDAIE instructional strategies. This will assist our under-performing students to be more successful. All RHS teachers are available before and after school to assist struggling students. By having a seven period day, students at RHS are able to take additional academic courses if needed. We are able to offer homework assistance, academic instruction, and enrichment activities outside the regular school day.

Evidence-based educational practices to raise student achievement

The RHS Staff have developed instructional norms consisting of a clear Learning Goal, Checking for Understanding, and Student Engagement. We use monthly staff meetings and weekly collaboration time to improve our skills. We also have teachers who act as Academic Coaches. Academic Coaches have supported instruction with assisting in Professional Learning and collecting instructional data through walkthrough observations. Administrators and teachers will continue to participate in data collection and disaggregation of the data.

Technology is integrated into the curriculum through the use of document readers, projectors, student and teacher iPads, educational applications and software, computer lab, whiteboard projection systems, cameras, and the internet.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Free and reduced lunch is provided for qualified students. Give Every Child A Chance is a local group that offers assistance outside of the school environment at no charge if referred by their teacher.

The School Site Council (SSC) has ongoing input into school programs. The SSC also obtains and considers the input of the school community. The SSC uses this information to assist in assessing the effectiveness of the school plan.

The Parent Boosters Club supports students' learning by providing financial support to help instruction and student learning. The Parent Boosters supports technology to assist under-achieving students, i.e. computer lab funding, classroom computers, and projectors and document readers, and iPads in classrooms. The Parent Faculty Club provides for educational field trips for all departments and subjects.

Math support and tutoring after school is provided by peers and teachers.

The English Learner's Advisory Committee (ELAC) provides input and support to EL students and programs. ELAC studies available data regarding the academic performance of the students. It assists in assessing the effectiveness of the EL school program and actions plans as well as providing input for the LCAP and the SPSA.

Based on assessment data, students participate in tier 2 and 3 intervention programs in the appropriate Learning Centers to raise their achievement level and move them to grade level using Math 180 and Reading 180.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School site, district (Parent Advisory Committee and District English Learner Advisory Committee) and community stakeholder groups meet on a regular basis to provide input for the Local Control Accountability Plan (LCAP). Dates are posted on the district website. These groups meet to plan, analyze data, and then, evaluate the implementation of such programs. All stakeholder input is considered, and adjustments are made to site and district plans, as appropriate.

The School Site Council is made up of parents, students, classified, and certificated staff and works together to develop and oversee the Single Plan for School Achievement. Members of our Site Council also are members of the District Parent Advisory Committee. Parents have participated in Western Association of Schools and Colleges (WASC) focus groups to support in creating improvements in student achievement, and school culture.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title II is used to provide professional development and Title III provides funding for our Limited English Proficient program. Through the LCAP, supplemental funds provide additional materials and services to unduplicated students. All students have access to RTI and the Learning Center if they need support beyond the general education classroom. Career Technical Education Grant funding will continue to help students be prepared to join the work force and have the appropriate skills in a high demand high wage vocation. The College Readiness Grant is used to help meet the needs of unduplicated students as they prepare to be college and or career ready after high school. Title II is used to provide professional development and Title III provides funding for our Limited English Proficient program.

Fiscal support (EPC)

The school/district's funds are coordinated and allocated to align towards implementation of the LCAP and eight state priorities. These include... A. Conditions of Learning: Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1) Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2) Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7) Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9) Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10) B. Pupil Outcomes: Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4) Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8) C. Engagement: Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3) Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5) School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6) Essential Program Components (EPC)s in Reading Language Arts/English Language Development, mathematics and the Single Plan for Student Achievement (SPSA).

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Surveys are used from stakeholders to gather input and feedback to develop site goals. Meetings consisting of Student Site Council (SSC), English Learner Advisory Committee (ELAC) and Boosters are held throughout the year to discuss site needs and progress.. Student Senate consisting of 50 students providing input on areas of strength and areas of improvement. Principal meets with department heads, all staff, and goals are reviewed monthly.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A site needs assessments indicated the need for an increase of technology within the classroom. Some classrooms are equipped with Chromebooks and others are not.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.7%	0.7%	0.76%	6	6	7
African American	1.6%	1.5%	0.98%	14	14	9
Asian	2.2%	3.0%	3.58%	19	27	33
Filipino	1.5%	1.5%	1.73%	13	14	16
Hispanic/Latino	33.8%	34.1%	35.86%	294	310	331
Pacific Islander	0.6%	0.4%	0.54%	5	4	5
White	56.9%	56.0%	53.95%	495	509	498
Multiple/No Response	2.8%	0.0%	0%	24	0	0
Total Enrollment				870	909	923

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	0		0
Grade 1	0		0
Grade 2	0		0
Grade3	0		0
Grade 4	0		0
Grade 5	0		0
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0
Grade 9	210	251	264
Grade 10	237	218	242
Grade 11	224	225	212
Grade 12	199	214	205
Total Enrollment	870	909	923

Conclusions based on this data:

1. Enrollment continues to increase as we approach 1000 students for the 2019/ 2020 school year.

2. Freshman class is largest class RHS has had since opening 100 years ago.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	69	61	59	7.9%	6.7%	6.4%
Fluent English Proficient (FEP)	101	132	155	11.6%	14.5%	16.8%
Reclassified Fluent English Proficient (RFEP)	14	13	13	16.1%	18.8%	21.3%

Conclusions based on this data:

1. The number of English Learners have decreased in three years by 14.5%
2. The number and percent of English Learners that have been reclassified in the last three years have stayed consistent.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	220	217	203	217	208	192	217	208	192	98.6	95.9	94.6
All Grades	220	217	203	217	208	192	217	208	192	98.6	95.9	94.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2619.	2639.	2622.	25	35.58	31.77	47	38.94	35.94	19	16.83	21.35	8	8.65	10.94
All Grades	N/A	N/A	N/A	25	35.58	31.77	47	38.94	35.94	19	16.83	21.35	8	8.65	10.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	35	47.12	43.23	57	43.75	46.88	8	9.13	9.90
All Grades	35	47.12	43.23	57	43.75	46.88	8	9.13	9.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	35	42.79	36.65	53	47.60	47.64	12	9.62	15.71
All Grades	35	42.79	36.65	53	47.60	47.64	12	9.62	15.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	25	27.88	27.60	64	63.94	65.63	11	8.17	6.77
All Grades	25	27.88	27.60	64	63.94	65.63	11	8.17	6.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	38	41.83	34.90	53	50.48	50.00	9	7.69	15.10
All Grades	38	41.83	34.90	53	50.48	50.00	9	7.69	15.10

Conclusions based on this data:

1. Freshman struggle in the area of reading which may affect their understanding and success across the curriculum areas.
2. 11th and 9th grade may have a greater success in presenting an understanding through oral assessments and presentations compared to writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	220	216	203	219	206	193	218	206	193	99.5	95.4	95.1
All Grades	220	216	203	219	206	193	218	206	193	99.5	95.4	95.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2578.	2585.	2597.	9	8.74	10.36	21	27.18	29.53	37	31.55	33.68	33	32.52	26.42
All Grades	N/A	N/A	N/A	9	8.74	10.36	21	27.18	29.53	37	31.55	33.68	33	32.52	26.42

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	17	18.45	24.87	40	38.83	40.41	43	42.72	34.72
All Grades	17	18.45	24.87	40	38.83	40.41	43	42.72	34.72

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	15	14.56	15.03	59	58.25	59.07	26	27.18	25.91
All Grades	15	14.56	15.03	59	58.25	59.07	26	27.18	25.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	15.05	15.54	62	60.68	67.88	25	24.27	16.58
All Grades	13	15.05	15.54	62	60.68	67.88	25	24.27	16.58

Conclusions based on this data:

- Math continues to be an area of need and improvement although we have made great improvements in three years with an increase of 9.89%.
- Students that have exceeded the standard have been consistent over the three year time frame.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1532.0	1511.5	1551.9	24
Grade 10	1569.7	1566.9	1572.0	12
Grade 11	1593.2	1572.7	1613.3	13
Grade 12	*	*	*	*
All Grades				54

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	11	45.83	*	*	*	*	24
Grade 10	*	*	*	*	*	*			12
Grade 11	*	*	*	*	*	*			13
Grade 12	*	*	*	*	*	*			*
All Grades	13	24.07	26	48.15	12	22.22	*	*	54

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	24
Grade 10	*	*	*	*					12
Grade 11	11	84.62	*	*	*	*			13
Grade 12	*	*	*	*					*
All Grades	25	46.30	21	38.89	*	*	*	*	54

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	12	50.00	*	*	24
Grade 10	*	*	*	*	*	*	*	*	12
Grade 11	*	*	*	*	*	*	*	*	13
Grade 12			*	*	*	*			*
All Grades	*	*	18	33.33	21	38.89	*	*	54

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	11	45.83	*	*	24
Grade 10	*	*	*	*			12
Grade 11	*	*	*	*	*	*	13
Grade 12	*	*	*	*			*
All Grades	23	42.59	26	48.15	*	*	54

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	11	45.83	11	45.83	*	*	24
Grade 10	*	*	*	*			12
Grade 11	11	84.62	*	*			13
Grade 12	*	*	*	*			*
All Grades	33	61.11	19	35.19	*	*	54

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	12	50.00	24
Grade 10	*	*	*	*	*	*	12
Grade 11	*	*	*	*	*	*	13
Grade 12			*	*	*	*	*
All Grades	*	*	26	48.15	21	38.89	54

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	18	75.00	*	*	24
Grade 10	*	*	*	*	*	*	12
Grade 11	*	*	*	*			13
Grade 12	*	*	*	*			*
All Grades	17	31.48	33	61.11	*	*	54

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
923	35.4%	6.4%	0.2%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	59	6.4%
Foster Youth	2	0.2%
Homeless	13	1.4%
Socioeconomically Disadvantaged	327	35.4%
Students with Disabilities	75	8.1%







Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.0%
American Indian	7	0.8%
Asian	33	3.6%
Filipino	16	1.7%
Hispanic	331	35.9%
Two or More Races	24	2.6%
Pacific Islander	5	0.5%
White	498	54.0%

Conclusions based on this data:

1. RHS has fewer English Learners (6.4%) than students with disabilities (8.1%).

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Red</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. According to the dashboard, suspension is red and an area for improvement.

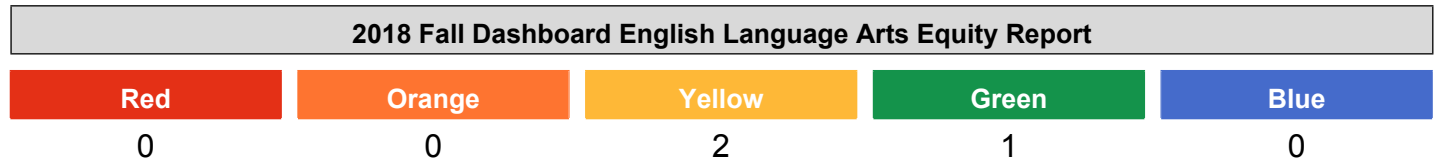
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Green 42 points above standard Declined -16.5 points 187 students	 No Performance Color 46.1 points below standard Declined -35.7 points 24 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 Yellow 4.2 points above standard Declined -29.2 points 58 students
		Students with Disabilities		
		 No Performance Color 123.3 points below standard Declined -60.1 points 11 students		

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 96.3 points above standard 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.2 points above standard Declined -18.4 points 68 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 57.4 points above standard Declined -15.6 points 96 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103 points below standard Declined -40 points 11 students	2 points above standard Declined -23.8 points 13 students	49.4 points above standard Declined -18.9 points 136 students

Conclusions based on this data:

1. An evaluation of current English Learners CASSPP scores can generate areas of focus and needs to assist a plan for their success in English Language Arts.
2. Students that are reclassified still need to be assessed or monitored in the areas of English to support continued growth.

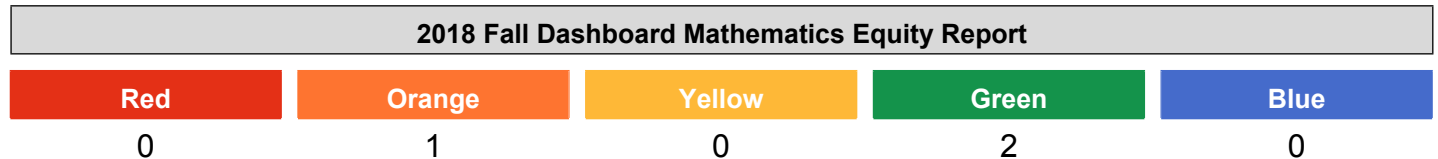
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 29.2 points below standard Increased 12.1 points 188 students	English Learners  No Performance Color 111 points below standard Increased 3 points 23 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 65.9 points below standard Declined -4.5 points 59 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  No Performance Color 49 points above standard 12 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic  Green 58.4 points below standard Increased 7.9 points 69 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  Green 17 points below standard Increased 15.1 points 96 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 10 students	Reclassified English Learners 86.3 points below standard Declined -8.9 points 13 students	English Only 25.8 points below standard Increased 8 points 137 students
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Conclusions based on this data:

- Based on scores reclassified English learners may be receiving more instructional strategies in Math versus English.
- Individual English learner SBAC evaluation may give us insight in strengths of students to compare with reclassified students. For example, were the areas of strength, in the SBAC, simple calculations or written responses.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
54	24.1%	48.1%	22.2%	5.6%

Conclusions based on this data:

1. Nearly half of the EL population that tested, scored in the Level 3 Moderately Developed range, therefore there is a need to find out the grade levels in each area to determine the long term English Learners.
2. Based on the above data, Level 1 and Level 2 EL's need English Development Instruction.

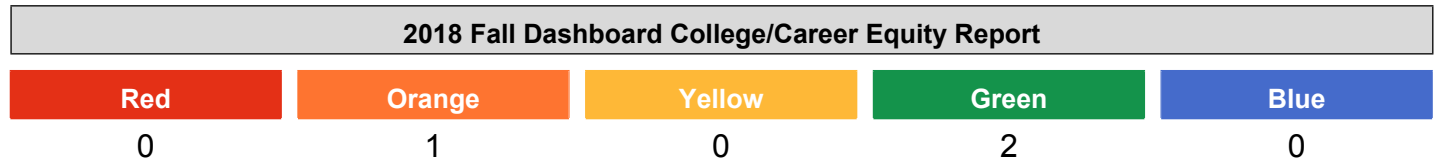
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Green 55.8% prepared Maintained -0.9% 208 students	English Learners  No Performance Color 43.5% prepared Increased 8.2% 23 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Socioeconomically Disadvantaged  Green 49.4% prepared Increased 4.1% 85 students	Students with Disabilities  No Performance Color 9.5% prepared Increased 9.5% 21 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 49.3% prepared Declined -10.1% 71 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 57.1% prepared Maintained -1.9% 119 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
54.2% Prepared	56.6 Prepared	55.8 Prepared
19.7% Approaching Prepared	25.6 Approaching Prepared	21.6 Approaching Prepared
26.1% Not Prepared	17.8 Not Prepared	22.6 Not Prepared

Conclusions based on this data:

1. RHS has maintained in the area of prepared within the last three years ranging from 54-56 percent. An assessment to determine the not prepared areas will guide us in creating a plan for a higher percentage of students prepared.
2. All student groups have had slight improvement or have maintained in status. Student groups will improve by setting up college and or career plans specific to their future goals.

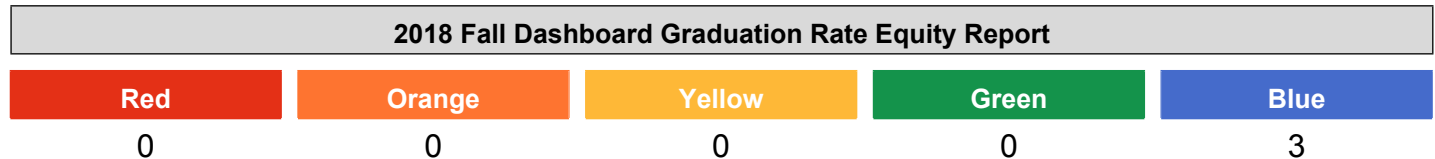
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 98.1% graduated Declined -1% 208 students	English Learners  No Performance Color 100% graduated Maintained 0% 23 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Socioeconomically Disadvantaged  Blue 98.8% graduated Maintained 0% 85 students	Students with Disabilities  No Performance Color 100% graduated Maintained 0% 21 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  Blue 95.8% graduated Declined -2.7% 71 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	White  Blue 99.2% graduated Maintained -0.1% 119 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
99.1% graduated	98.1% graduated

Conclusions based on this data:

1. RHS continues to graduate almost 100% of all students.

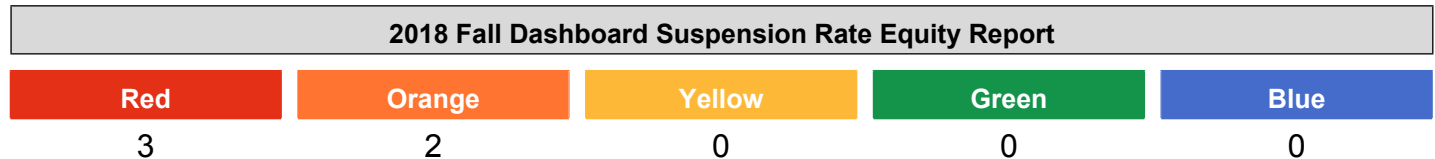
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 12.1% suspended at least once Increased 1.1% 965 students	English Learners  Orange 19% suspended at least once Declined -1% 63 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 8 students
Homeless  No Performance Color 56.3% suspended at least once Increased 41.3% 16 students	Socioeconomically Disadvantaged  Red 17.9% suspended at least once Increased 3.7% 363 students	Students with Disabilities  Orange 24.4% suspended at least once Declined -2% 86 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 25% suspended at least once Increased 13.2% 12 students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color 18.2% suspended at least once Increased 18.2% 33 students	 No Performance Color 6.3% suspended at least once Declined -0.4% 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 12.9% suspended at least once Maintained 0.2% 348 students	 No Performance Color 12.5% suspended at least once Increased 4.2% 24 students	 No Performance Color Less than 11 Students - Data 5 students	 Red 11.2% suspended at least once Increased 0.3% 520 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
10.9% suspended at least once	11.1% suspended at least once	12.1% suspended at least once

Conclusions based on this data:

1. RHS has maintained a suspension rate of 10.9% to 12.1% within the last three years.
2. RHS is in the red and will be an area of need for improvement for 2019/2020.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal:

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.

Goal 1

In accordance with the Ripon Unified School District (RUSD) Multi Tiered as Systems of Supports (MTSS) initiative Ripon High Students will improve schoolwide student achievement proficiency in Language Arts as measured by distance from Standard in the CAASPP accountability system.

Identified Need

While RHS is in the green with 42 points above standard, there was a decline of 16.5 points for the 2017/2018 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2017/2018 CAASPP scores	42 points above standard according to the Academic Performance Dashboard.	44 points above the standard according to the Academic Performance Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be a focus with emphasis placed upon our English Learners. In 2017/ 2018, EL's scored 103 below the distance from standard.

Strategy/Activity

ELA Strategy Action Items:

All students will receive Tier 1 instruction with best teaching practices using Universal Design for Learning strategies to eliminate learning barriers for all students. Teachers will continue to have the opportunity to participate in professional learning activities by attending workshops, conferences, and Break Out Sessions targeting effective implementation of the Common Core Standards. RHS

will continue using Instructional Norms to maximize student learning and monitor effectiveness via google forms. Teachers will continue to participate in Cadres to collaborate with peers and disseminate information to their colleagues. The RHS Leadership Team, Instructional Coaches, and Administration will continue Walk Through observations to support gathering instructional data and provide feedback to teachers to help drive instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be reviewed for progress with a continued emphasis on English Learners.

Strategy/Activity

ELA Strategy Action items:

Students not meeting grade level standards will receive Tier 1, 2 or 3 interventions as needed. Tier 2 and 3 supports included are; English Intensive course, Universal Reading (Read 180), and Academic Support. English Learners are provided support within the classroom with bilingual aide support as well as after school tutoring.

Department meetings will take place to review data using Edulastic and CAASP Benchmarks.

A Student Data Review Team will take place twice a year to review progress and graduation status to help determine interventions needed.

Teachers will develop writing rubrics aligned to CAASPP standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal:

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.

Goal 2

In accordance with the Ripon Unified School District (RUSD) Multi Tiered as Systems of Supports (MTSS) initiative Ripon High Students will improve school wide student achievement proficiency in Math as measured by distance from Standard in the CAASPP accountability system.

Identified Need

RHS is -29.2 distance from the standard according to the Academic Performance Dashboard, however a growth of 12.1 points has occurred in 2017/2018 school year. RHS has seen a increase of almost 10% of students to meet or exceed the standard within the last two years. All students groups will be reviewed for progress with a continued emphasis on socioeconomically disadvantaged as they scored -69.9 below the distance from the standard. As a whole (11th graders), RHS scored in the Green due to the improvement but still- 29.2 points below the distance from the standard according to the Academic Performance Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2017/ 2018 CAASPP Scores	Overall 11th grade math performance on CAASPP is- 29.2 points below the distance from the standard according to the Academic Performance Dashboard. Currently in the Green with an increase of 12.1 points.	Overall 11th grade math performance will increase by 5 points for all student groups.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups with an emphasis on English Learners and socioeconomically disadvantaged students.

Strategy/Activity

Instructional strategies will focus on best practices and scientifically based research practices using UDL principles to prevent learning barriers. This will allow students choices in displaying mastery of the content. Teachers will use Edulastic to gather instant feedback to help drive instruction to maximize student learning. Department meetings will take place to review benchmarks and best teaching practices in specific math concepts.

Learning Center and bilingual support with push in and pullout services based on students need and response to intervention.

After School Tutoring with bilingual aide support for English Language learners will take twice a week.

Response to intervention with Tier 2 and 3 support with Math A, Math 180 and Math Support for at risk students.

Math Department will continue to work with SJCOE County and College Prep Math (CPM) support for trainings and appropriate delivery of curriculum.

Develop path for students to be prepared for AP Calculus through summer course, Calculus Boot Camp, and Connections Academy.

Students will continue to take benchmarks using CAASPP practice online assessments to get familiar with the state assessment using Chromebooks.

Student Data Team will twice a year look at the math data to help determine next steps of intervention to meet student need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal-

English learner academic growth demonstrates closing of the achievement gap.

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

Goal 3

English Learners will improve academic progress in ELA and Math as measured by state accountability system, distance from standard as reflected on the dashboard.

Identified Need

English Language learners will continue to strive towards meeting standard proficiency according to the CAASPP and reclassification data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2017-2018 CAASPP Data	<p>Current English Learners scored -103 below the distance from standard in the Academic Performance Dashboard in ELA while Reclassified students scored +2 points above the distance from standard. 13 EL students (11th grade) were tested for the 2017/2018 school year.</p> <p>Current English Learners did not compute a score due to a very low number of students (10).</p> <p>Reclassified students scored -86.3 below the distance from the standard according to the Academic Performance Dashboard with a decline of 8.9 points.</p>	All English Learners and Reclassified students will increase in ELA and Math proficiency in the CAASPP by increasing 2 points towards meeting the standard at a -101 distance from standard for EL's and a +4 distance above the standard for Reclassified students.
Reclassification of EL students	8 English Learners met the Reclassification requirements to be reclassified.	10 current English Learners will meet the Reclassification requirements and be Re-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		designated. Requirements include, ELPAC scores, grades, CAASPP scores, teacher/ principal recommendation.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learner students, including students that are Re-classified.

Strategy/Activity

Staff will provide TIER 1 instruction using UDL to prevent student barriers and maximize student learning.
Tier 2 and 3 supports will be provided such as; Read 180, Math 180, English Intensive, and Academic Support to provide the appropriate need based on student data.
We will continue to participate in the English Language Cadre to discuss best practices when implementing ELD Standards. Cadre members will disseminate information and provide support to all staff.
English Language learners will receive After School Homework Help (ELASHH) for English Learners.
RHS will continue to celebrate Re-Classified Students.
RHS Leadership Team will provide feedback survey to EL family needs to get data to best support students.
Staff will continue to use Ellevate program to gather student work samples and information to best support the student.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

Ripon High School will develop a school environment that is positive, safe, and produces activities which further develops students as Academic Achievers, Community Contributors, and Effective Communicators.

Identified Need

Academic Performance Indicator on the Dashboard states RHS is in the Red for suspensions with 12.1% of students being suspended.

LCAP student surveys indicate that 77.69% of students feel they strongly agree or agree that they feel safe while in school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Performance Indicator Dashboard and LCAP Surveys.	CAASPP scores indicate a red with 12.1% of students being suspended. LCAP student survey indicates 77.69% strongly agree to agree feeling safe.	Ripon High will decrease suspensions by 2% and over 80% of students will feel safe at school per LCAP survey.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students groups are targeted.

Strategy/Activity

Positive Behavior Interventions and Supports (PBIS) will be utilized by all staff recognizing ACE behavior with ACE tickets. Social Emotional (Character Strong) curriculum will be delivered to all students during advisory as TIER 1 instruction.

Restorative Circles practices will occur in classrooms to demonstrate appropriate communication skills with speaking and listening in a safe environment.

Continue to work with Ripon Police and School Resource Officer implementing drug dog on campus.

In School Suspension will be modified to support students behavior with decision making skills to correct behavior issues.

Restorative justice practices will be implemented to support student conflicts and able to resolve appropriately avoiding future conflicts and discipline issues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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.

Goal 5

All Ripon High learners will be college and career ready when graduating according to the Academic Performance Indicator Dashboard.

Identified Need

Ripon High is in the Green for all students, however in the orange for the Hispanic student group. 55.8% of students have met all the requirements in becoming prepared for college and career.

21.6% of students are approaching becoming prepared.

This includes the following; Career Technical Education (CTE) completer, Scoring proficient in math and ELA on the CAASPP, Scoring a 3 or higher on a Advanced Placement Test, complete a college credit course, A-G completion, State of Biliteracy.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2017/2018 Academic Performance Indicator Dashboard- College and Career Ready	2017/2018 Dashboard results- for all students RHS scored in the Green with 55.8 have met all requirements to reach being prepared and 21.6% of students approaching becoming prepared. Hispanic student group scored in the orange range according to the academic performance indicator dashboard.	Increase student percent being prepared for college and career according to the Academic Performance Dashboard by 5%. Hispanic student group would perform in the yellow range according to the academic performance indicator dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student and students groups are identified.

Strategy/Activity

Continue to expand our a-g course offerings as well as Advanced Placement courses (AP). RHS currently has 13 AP courses.

We will continue to apply to the University of California for all courses that fit and meet criteria giving students the best possible opportunity

Continue to increase the rigor by ensuring all courses are aligned with the Common Core Standards.

School leadership team will identify best teaching practices to increase student achievement by implementing a professional learning plan.

Ripon High will identify Career Technical Education pathways for students as they exit our programs career ready or prepared for future training.

Ripon High will ensure that our programs follow the 11 guidelines of a high quality CTE program. Build articulation with community, Institutes of Higher Learning, and other College Resources.

Student survey to meet needs with high demands and high wages.

Students will have the opportunity to earn Industry Recognized Certificates after completing a CTE pathway.

Develop Teacher Assistant Roles (TA's), tutoring, group learning, and supporting students.

WorkAbility placement to give students with special needs an opportunity to get job skills and experience.

Senior Exit Survey to receive feedback and input to make changes to improve soft and hard skills needed for job interviews and resume building.

Naviance data for all students to explore information to support options after high school.

Increased Counselor contact. All students will have (minimally) yearly touch points regarding academic progress and post secondary goals as well as timely access and opportunity to meet with counselors for academic, college/career, and social/emotional needs.

RHS will put on a Parent College Night, Financial Aide Night, and CTE Night to increase parent involvement and awareness to help parents better support their student.

Continue to increase the number of AP tests taken each year 300 test were ordered for 2017/2018 school year with a pass rate of 55%.

Ripon Unified is currently working to establish apprenticeship opportunities for students to get job experience in a career of interest.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

CTE

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Keith Rangel	Principal
Shawa Valdez	Other School Staff
Geoffory Felver	Classroom Teacher
Adam Geidd	Classroom Teacher
Anne Pendelton	Classroom Teacher
Elaine Clark	Parent or Community Member
Julile Betschart	Parent or Community Member
Lisa Medieros	Parent or Community Member
Mia Benzinger	Secondary Student
Natalie Betoshana	Secondary Student
Haliey Bogetti	Secondary Student
Robert Kissee	Classroom Teacher
Mellissa States	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 3/11/19.

Attested:



Principal, Keith Rangel on 4/10/19



SSC Chairperson, Mellissa States on 4/12/2019