



Ripon Unified School District

2019-20 LCAP OVERVIEW

Local Control Funding Formula (LCFF)



8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2019-20 Total LCFF Funding



\$2,024,423

\$27,570,689

Base S & C

OVERVIEW



Communities Served: Ripon, as well as areas of Manteca and Escalon, in San Joaquin County



3,268 Students



7 Schools



316 Full- and Part-time Staff

Student Ethnicity

African American	2.4%
Asian	4.6%
Filipino	1.5%
Hispanic/Latino	34.9%
White	47.1%
Multiracial	8.9%

Student Groups

11.0%	37.32%	0.2%
English Learners	Low Income	Foster Youth

Unduplicated Students: students who are English learners, low income, and/or foster youth

2019-20 LCAP AT-A-GLANCE



5 LCAP Goals



25 LCAP Actions & Services



32 LCAP Measures



29,595,112 LCAP Budget

LCAP Goals

- 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.
- 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.
- 3 English learner academic growth demonstrates closing of the achievement gap.
- 4 Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.
- 5 Provide an educational program with support services, including staffing and operations.

Funding for LCAP Goals

NEW 2019-20 BUDGET ONE PAGERS



One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including:
1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

The Ripon Unified School District is committed to offering the highest quality education for students, while maintaining fiscal responsibility. Expenditures are made in support of the LCAP goals which are the foundation to our mission. A majority of district expenditures 78% are used to hire teachers and staff who deliver services to students. The LCAP accounts for \$18,527,184 of salaries and \$6,091,543 benefits.

Additional expenditures that may not be in the LCAP are funded from Title 1, Title 2, Title 3, Title 4, Career Tech Ed (CTE), and Agriculture. Title 1 provides supplemental programs and materials at Title 1 schools (Ripon Elementary, Ripona and Harvest High School). Title 2 provides funding for professional development. Title 3 provides innovative program opportunities for English Learners. Title IV provides curriculum for social emotional learning. CTE, agriculture funds and the CCRG provide additional support for high school programs.

The District contributes approximately 9.89% of its revenue to Special Education and approximately 0% to the School Lunch Program.

Goal 1 is supported by \$751,825.00 in total funding

Goal 2 is supported by \$2,813,108.00 in total funding

Goal 3 is supported by \$948,754.00 in total funding

Goal 4 is supported by \$22,046,604.00 in total funding

Goal 5 is supported by \$22,016,604.00 in total funding

Supplementary & Concentration Funding by LCAP Goal

Goal 1 \$included

Goal 2 \$included

Goal 3 \$included

Goal 4 \$included

Goal 5 \$included

What is in Ripon Unified School District's LCAP?

The complete Local Control Accountability Plan (LCAP) includes a budget overview for parents, a plan summary with a brief Ripon USD description and history, as well as details about our Response to Intervention/Multi-Tiered System of Supports. Details from the California Dashboard are shared, giving a review of district and schools' performances, including progress, needs and gaps. You will find the Annual Update, compares expected with actual results. There is a Stakeholder Engagement section, followed by the Goals, Actions, & Services for the three-year plan (2017-2020). After that is an explanation of Increased or Improved Services for Unduplicated Students, the appendices and an LCAP Expenditure Summary.

MAJOR CHANGES FOR 2019-20 LCAP

The English learner goal #3 (above) was added and last year's goals 3 and 4 became goals 4 and 5.

Dashboard metrics report Distance from Standard (DFS), instead of Distance from Level 3 (DF3).

LCAP 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.



Goal 1 Budget = \$751,825.00

Related State Priorities:

Academic Standards



Course Access

Action 1.1

If funding allows, teachers and classified staff will participate in ongoing Professional

☒ All Schools

<p>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. Continued focus will be geared towards the ELD cadre and program implementation.</p> <p>If funding allows, CTE staff will participate in skill based professional development to maintain the most current industry standards.</p>	
<p>Action 1.2</p> <p>Continue to explore programmatic options at the high school level, including but not limited to CTE courses and RHS online courses.</p> <p>Continue to explore partnerships to develop internships, job shadowing and real work related opportunities for students in the career technical pathways.</p> <p>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.</p> <p>Career Pathways at Ripon High include...</p> <ul style="list-style-type: none"> • 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) <p>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.</p> <p>Provide books for libraries, if funding allows.</p> <p>Continue to support the 5-12 music program.</p>	<p><u>X</u> All Schools</p>
<p>Action 1.3</p> <p>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.</p>	<p><u>X</u> All Schools</p>
<p>Action 1.4</p> <p>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.</p>	<p><u>X</u> All Schools</p>

<p>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.</p>	<p>Specific Schools: Harvest High</p>
<p>LCAP 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.</p>	
<p> Goal 2 Budget = \$2,813,108.00</p>	<p>Related State Priorities: Student Achievement Other Outcomes</p>
<p>Action 2.1 Continue use of SST Online, a documentation system for SSTs and 504.</p> <p>Continue Student Data Review Team</p>	<p><u>X</u> All Schools</p>
<p>Action 2.2 Continue use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems.</p> <p>Continue and expand MTSS curriculum to continue model program</p>	<p><u>X</u> All Schools</p>
<p>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.</p> <p>Special Education services (certificated teachers, classified aides, 1:1 aides)</p>	<p><u>X</u> All Schools</p>
<p>Action 2.4 Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.</p>	<p><u>X</u> All Schools</p>
<p>Action 2.5 Provide supplementary materials as needed.</p> <p>Include newcomer ELD materials.</p>	<p><u>X</u> All Schools</p>
<p>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.</p>	<p>Specific Schools: Ripona, Ripon Elementary, Ripon High, Harvest High</p>
<p>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.</p>	<p>Specific Schools: Harvest High</p>
<p>LCAP Goal 3: English learner academic growth demonstrates closing of the achievement gap.</p>	
<p> Goal 3 Budget = \$948,754.00</p>	<p>Related State Priorities:</p>

Action 3.1 Implement designated and integrated English learner development.	<u>X</u> All Schools
Action 3.2 English learner development standards are explicitly targeted and implemented.	<u>X</u> All Schools
Action 3.3 Professional development includes short and long-term goals for teachers of English learners.	<u>X</u> All Schools
Action 3.4 Provide high school English Learners college and career readiness and support. Include college visitation(s) and field trips.	Specific Schools: Ripon High, Harvest Hight
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.	<u>X</u> All Schools
Action 3.6 Provide after school homework help for English Learners.	<u>X</u> All Schools

LCAP Goal 4:

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



Goal 4 Budget = \$22,046,604.00

Related State Priorities:

Parent Involvement

Student Achievement

School Climate

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 CABE and more.	<u>X</u> All Schools
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.	<u>X</u> All Schools
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. Continue to grow restorative circle practices at all sites. Reduce suspension/expulsion, decrease dropout rates and increase districtwide	<u>X</u> All Schools

attendance.	
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.	Specific Schools: Harvest High

LCAP Goal 5:

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






Goal 5 Budget = \$22,016,604.00

Related State Priorities:

Basic 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.	<u>X</u> All Schools
Action 5.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.	<u>X</u> All Schools
Action 5.3 Support school and staff with needed technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budgets)	<u>X</u> All Schools

LCAP MEASURES

 We want to maintain:	 We want to increase:	 We want to decrease:
Ripon Unified shows blue for the graduation rate. In addition to maintaining the excellent graduation rate, we intend to maintain the green status district-wide in the academic areas of English language arts and mathematics.	The District's College & Career Readiness status is yellow. Ripon High School shows as green, but paths to readiness need to be built at Harvest High. We will continue to grow opportunities for students to become College & Career ready.	The greatest area of need is in Chronic Absenteeism, which shows as orange on the dashboard. Six student groups (Asian, English Learners, Hispanic, homeless, socioeconomically disadvantaged, two or more races) are in orange, while students with disabilities reflect as red. We anticipate improvements due to the PBIS and MTSS work, as well as restorative circles and justice. We want to decrease Chronic Absenteeism.

STAKEHOLDER ENGAGEMENT

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, community, and booster meetings. The LCAP is a regularly listed agenda item. Principals guide discussions and take note of parents' suggestions. Agendas and minutes are sent to the district office for consolidation and sharing out at stakeholder meetings. LCAP information is provided and input is also taken at monthly board meetings, 5 DELAC meetings, 4 Parent Advisory Committee meetings, and an additional Community meeting. The LCAP is also a regular agenda item at the Superintendent's Student Cabinet meetings as well as secretary and librarian meetings. LCAP surveys were also completed by students, parents/community members and teachers/staff members.

District LCAP (DLCAP) Parent Committee

Members for the District LCAP committees can be found on our LCAP webpage <http://www.riponusd.net/lcap-committee-members>.



View measures & most up-to-date data on our LCAP Dashboard:

LCFF Evaluation Rubrics: 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.

K	A-G- A-G Course Requirements for College Entrance	DDI - Data Driven Instruction	PI - Program Improvement
E	AP- Advanced Placement	EAP- Early Assessment Program	PSAT - Preliminary Scholastic Assessment Test
Y	API- Academic Performance Index	ELA - English Language Arts	PTA - Parent Teacher Association
	BEST- Building Effective Schools Together	EL or ELL - English Language Learner	S3 - Safe, Supportive Schools Program
A	CAASPP- California Assessment of Student	FTE- Full-Time Equivalent	S&C - Supplementary & Concentration Funds
C	Performance and Progress	FY - Foster Youth	SARC - School Accountability Report Card
R	CBO- Community Based Organization	IEP- Individualized Education Program	SAT - Scholastic Assessment Test
O	CCSS – Common Core State Standards	K- Kindergarten	SBAC - Smarter Balanced Assessment Consortium
N	CDE- California Department of Education	LCAP- Local Control Accountability Plan	SRO - School Resource Officer
Y	CELDT - CA English Language Development Test	LCFF - Local Control Funding Formula	SST- Student Study Team
M	CHKS - CA Healthy Kids Survey	LEP- Limited English Proficient	STEM – Science, Technology, Engineering, Math
S	CSO- Campus Safety Officer	LI - Low Income	TK -Transitional Kindergarten
	CSU- California State University	NGSS- Next Generation Science Standards	UC - University of California
	CTE- Career Technical Education	PO- Professional Development	
		PFT - Physical Fitness Test	