



# 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)

[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.

LEA Name

Ripon Unified School District

Contact Name and Title

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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: Strategic 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 2018-19

### BG1 - Learning Environment

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

### 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.
- 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 4.1)
- Within Ripon USD all employees are expected to work together to provide a high quality education to all students. (LCAP Goals 1, 2, 3 and 4)

### BG5 - Facilities (Action 3.2)

- Collaborate with the Superintendent to identify and prioritize District facility projects, 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 and long-term recommendations from the Facilities Master Plan and inputs from the Superintendent Facility Advisory Committee and school community.

### 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.

## 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](http://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.

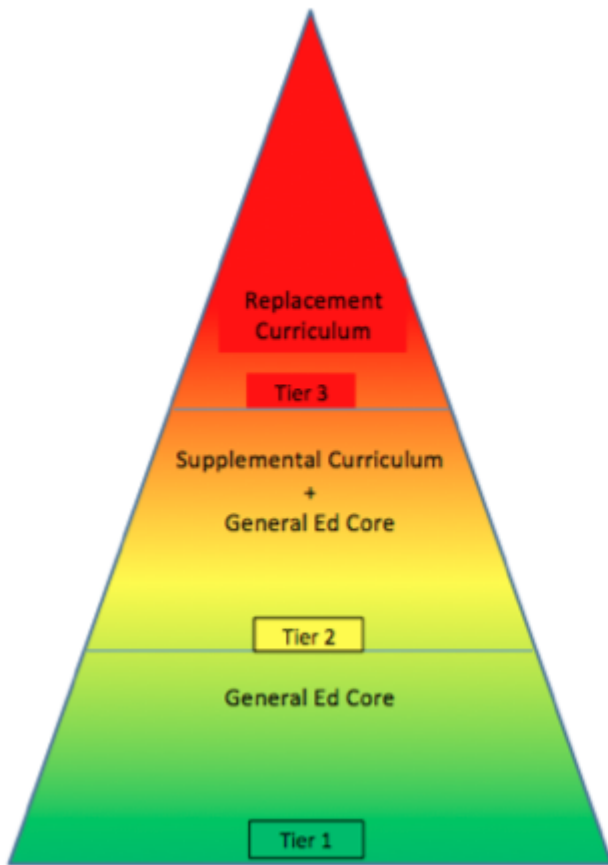
## Demographics

Female Male Socio-Economic Disadvantaged White Hispanic English Learners

48.37% 51.63% 37.32% 52.63% 35.94% 11.00%

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-8<sup>th</sup> Grades

- TK-3<sup>rd</sup> grades AIMSweb Assessments (3X)
- 3-8<sup>th</sup> grades STAR Assessments (4X)

#### 9<sup>th</sup> -12<sup>th</sup> Grades

- 8<sup>th</sup> 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 consists of four goals...

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 42)
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. (Priorities 4 & 8: Page 57)
3. Involve all stakeholders in strengthening learning environments that are effective, engaging and safe. (Priorities 3, 5 & 6: Page 76)
4. Provide an educational program with support services, including staffing and operations. (Priority 1: Page 87)

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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. Dataquest shows our Chronic Absenteeism Rate is 5.8%, whereas the county reports 13.5% and the state is 10.5%.

Concerning RUSD's Suspension Rate (priority 6A: action 3.3), the African American student group showed an improvement with a significant decline of -7.9%. Asian and Filipino student groups reflect the highest achievement level at blue.

The English Learner Progress (priorities 4D, 4E and 8A: action 2.4, 2.5, and 2.7) status is High, at 78.1%

For the Graduation Rate (priority 5E action 3.3), All Students show blue, with a Very High status. Foster Youth increased significantly +25%.

College & Career Readiness status is Medium at 54.2%.

In English Language Arts (ELA) (priority 4A: actions 1.1 and 2.2), All Students grades 3-8 reflect a High status, with 15.1 points above level 3. Grade 11 students are 58.5 points above level 3, reflecting an increase of 20.1 points.

For Math (priority 4A: actions 1.1 and 2.2), All Students grades 3-8 show 3 points below level 3. Change (in math) maintained, but increased +1.9 points. Grade 11 students are 41.3 points below level 3.

State Indicators	All Students Performance	Status	Change
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		High 5.9%	Increased +0.3%
<a href="#">English Learner Progress (1-12)</a>		High 78.1%	Declined -1.9%
<a href="#">Graduation Rate (9-12)</a>		Very High 98.5%	Increased Significantly +5.2%
<a href="#">College/Career (9-12)</a> <small>Select for one year of available data</small>	N/A	Medium 54.2%	N/A
<a href="#">English Language Arts (3-8)</a>		High 15.1 points above level 3	Maintained 0 points
<a href="#">Mathematics (3-8)</a>		Medium 3 points below level 3	Maintained +1.9 points
<b>Performance Levels:</b> Red (Lowest Performance)          Orange          Yellow          Green          Blue (Highest Performance)			

Referring to the LCFF Evaluation Rubrics, 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

Suspension rates are an area of concern, as district-wide the dashboard displays orange. Data is from 15/16 and 16/17. We anticipate improvements due to the PBIS and MTSS work, as well as restorative circles done in the last couple of years. (Goal 3: Action 3.3) Weston Elementary reached the state goal of green, for suspension!

School Name	Suspension Rate
<a href="#">Ripon Unified</a>	
<a href="#">Colony Oak Elementary</a>	
<a href="#">Harvest High</a>	
<a href="#">Park View Elementary</a>	
<a href="#">Ripon Elementary</a>	
<a href="#">Ripon High</a>	
<a href="#">Ripona Elementary</a>	
<a href="#">Weston Elementary</a>	

Referring to the LCFF Evaluation Rubrics, 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 green on the 5 X 5 chart in the academic area of English Language Arts. Hispanics, English Learners, Socio Economically Disadvantaged students and Students with Disabilities performed two levels below, in the orange category.

Teachers receive professional development throughout the year in cadres, collaboration days, district professional learning events and off-site conferences. Student data review teams (SDRT) meet throughout the year. All students participate in benchmark testing and receive intervention services when appropriate. English Learner strategies are shared at cadres, other professional learning events and bilingual paraprofessional and administrative meetings. Principals oversee implementation at their sites. Additionally, students with disabilities receive additional services based on their IEPs.

The practices above will continue for 18/19. In addition, we will be pairing up LTELs with a staff member mentor, analyzing A-G requirements to be certain students are on track, and monitoring EL students with Elevation software (action 2.5). Newcomer materials will be added (action 2.7). Restorative practices will be an area of focus for struggling students (action 3.3).

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above	Green (None)	Green (None)	Blue (None)	Blue Asian	Blue (None)
High 10 points above to less than 45 points above	Green (None)	Green (None)	Green All Students (District Placement) White	Green Two or More Races	Blue (None)
Medium 5 points below to less than 10 points above	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Orange (None)	Orange Students with Disabilities	Orange English Learners Socioeconomically Disadvantaged Hispanic	Yellow Homeless	Yellow (None)
Very Low More than 70 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved services

English Learner (EL) data is also from 13/14 and 14/15. Ripon is rated in the yellow range. We have schools spanning the spectrum from highest (blue), down to red. English Learners will be an area of focus for the next three years. (Goal 2: Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, and 2.9). See the chart on the next page.



Services will increase or improve for English learners, low-income students and foster youth through professional learning opportunities, and a focus on MTSS, PBIS, Restorative Circles, and learning center programs. We have also been able to maintain small class sizes by starting two kindergarten classes at each elementary site, beginning in 15/16. After school tutoring and summer school opportunities will be available for qualifying students.

LEVEL	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or Increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow (None)	Green • <a href="#">Ripon High</a>	Blue (None)	Blue (None)	Blue (None)
High 75.0% to less than 85.0%	Orange (None)	Yellow Ripon Unified (District Placement) • <a href="#">Park View Elementary</a> • <a href="#">Ripon Elementary</a> • <a href="#">Weston Elementary</a>	Green (None)	Green (None)	Blue • <a href="#">Colony Oak Elementary</a>
Medium 67.0% to less than 75.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low 60.0% to less than 67.0%	Red (None)	Orange (None)	Orange (None)	Yellow • <a href="#">Ripona Elementary</a>	Yellow (None)
Very Low less than 60.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$31,269,665

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$26,790,322.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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 77% are used to hire teachers and staff who deliver education services to students. The LCAP accounts for \$17,054,830 of salaries and \$5,137,476 of benefits.

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



The District contributes approximately 10.37% of its revenue to Special Education and approximately 0% to the School Lunch Program.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$27,783,275

# Annual Update

## LCAP Year Reviewed: 2017-18

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

##### 17-18

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 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.

#### Actual

Priority 2: A. 17/18 professional learning opportunities included 33 days for math, 14 for NGSS, 3 for ELD and 2 for technology. Additional whole district trainings were held, as well as individuals attending conferences.

The most recent History-Social Science and NGSS frameworks are digital and have been shared with staffs.

Based on 2017 CAASPP scores, Park View and Weston Elementary sites remain at the goal of being rated green on the dashboard in the area of math. Weston is +.4 above level 3 (green) and Park View is +31.5 above level 3. Sites are now rated as distance from level 3 (DF3), with level 3 being the goal (green). In the area of math, Ripon Elementary is -14.4 DF3, Colony Oak is -4.4 DF3 and Ripona is now -35.7 DF3.

At Ripon HS for 2017 CAASPP scores, 11th graders are -41.3 DF3 in the area of math.

## Expected

### 17-18

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.

### 17-18

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.

### 17-18

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.

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)

### 17-18

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)

## Actual

Priority 2: B. As of 2017-2018, RUSD had 356 English learners, and 210 in grades 4-11. 100 EL students received READ 180 services in grades 4 - 11.

	# English Learners	# EL in READ 180
16/17	394	113
17/18	356	100

Priority 7: A. All students are offered access to a broad course of study, as verified by CALPADS. STEAM enrichment programs offer varied opportunities at the elementary sites. Elective options grew at Ripon High to include articulated courses with Delta College where students can earn college credit.

Priority 7: B. All unduplicated students are offered access to a broad course of study, as verified by CALPADS.

Socioeconomically disadvantaged students are -18. DF3 on the ELA CAASPP test in 2017.

Ripon High graduates, including 0% of English learners and 34% socioeconomically disadvantaged students completed UC/CSU requirements in 15/16.

English Language Arts CAASPP scores- Distance from Level 3 (DF3)				
Socioeconomically disadvantaged students				
15/16	-15.5			
16/17	-18			
Unduplicated RHS graduates completing UC/CSU requirements				
	English Learners	Socioeconomically disadvantaged students		
14/15	7.10%	25%		
15/16	0%	34%		

Priority 7: C. All students with exceptional needs are offered access to a broad course of study, as verified by CALPADS.

Our percentage of students receiving special education services decreased from 10.23% to 9.72% this school year.

Students receiving Special Education services			
16/17	10.23%		
17/18	9.72%		

## 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
<p>Action 1.1</p> <p>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.</p>	<p>Action 1.1</p> <p>On January 8th, the RUSD professional development conference provided keynote speaker, Jeff Eben, an overview and planning time for MTSS and 8 sessions for certificated staff to choose from. The added staff development day in August allowed focused time on differentiated instruction. New teachers were provided multiple inservices. Each K-8 grade level had their own collaboration days. High school science teachers worked on curriculum in the summer and had 3 cadre days. K-5 and 6-8 NGSS cadres also each met for 3 days. Math work included 3 days for the K-5 and 6-12 cadres, as well as 13 other days of lesson study or follow up work. The high school adopted new math curriculum and had training from College Prep Math (CPM) for 7 days. The new ELD cadre met for 3 days. Multiple dissemination days were held at sites for cadres to share out their information. The tech cadre met twice and took back presentations to their sites. Staff attended more than 50 additional conferences</p>	<p>Conferences/workshops 5000-5999: Services And Other Operating Expenditures Other 125,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 45,000</p> <p>supplies 4000-4999: Books And Supplies Supplemental 5,000</p> <p>N/A</p>	<p>Conferences/workshops 5000-5999: Services And Other Operating Expenditures Other 16361</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 3725</p> <p>supplies 4000-4999: Books And Supplies Supplemental 3,050.18</p> <p>Substitutes 1000-3000: Salaries &amp; Benefits Other 3,967</p>

over the year. Highlights included the CLS tech conference and the CISC conference. Two days of restorative justice training was held for staff members representing all sites. Staff jumped into Universal Design for Learning with Katie Novak, at a SJCOE session.

## 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, 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 Achievement. Enrichment programs will continue to include at least two STEAM components.	Action 1.2 Ripon High School programmatic options have expanded to include 13 AP courses. Career pathways/CTE have been an area of focus. All elementary sites had at least two areas of STEAM that were included in their enrichment programs.  Career Pathways at Ripon High include... <ul style="list-style-type: none"> <li>• Ag Mechanics Fabrication 101 (Mechanics, Welding, Fabrication)</li> <li>• Ag Mechanics Power 101 (Mechanics, Small Engines, Diesel Engines)</li> <li>• Ag Business-Leadership 100 (Ag Business &amp; Communication 1 and 2)</li> <li>• Agriscience 102 (Environmental Science, Biology, Animal Science)</li> <li>• Bus Management 182 (Computer Applications,</li> </ul>	Class equipment/materials 4000-4999: Books And Supplies LCFF 25,000	Class equipment/materials 4000-4999: Books And Supplies LCFF 24,491
		4000-4999: Books And Supplies Other 20,000	4000-4999: Books And Supplies Other 20582.72
		N/A	Services 5000-5999: Services And Other Operating Expenditures LCFF 0
		N/A	5000-5999: Services And Other Operating Expenditures Other 732

	<p>Personal Finance, Management, Adv Business Computer Apps, Adv Computer Apps)</p> <ul style="list-style-type: none"> <li>• Software and Systems Development 174 (Intro to Computer Programming, App/Game Design, Adv Computer Programming)</li> <li>• Consumer Services 131 (Life Management/Home Ec, Food and Nutrition, Adv Home Economics)</li> <li>• Junior Reserve Officers' Training Corps (JROTC)</li> </ul> <p>Equipment and instruments have been provided for the district-wide music program. Books have been provided for libraries.</p>
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Action 1.3 Growth materials, sex ed curriculum and health workbooks were ordered. College Prep Math curriculum was ordered for the high school level. History/Social Science textbooks have been postponed, as NGSS seems to be a priority. NGSS supplies and equipment have been provided as needed.</p>	Social Science or NGSS Adoptions 4000-4999: Books And Supplies LCFF 290,000	Social Science or NGSS Adoptions 4000-4999: Books And Supplies LCFF 0
		Other Texts and workbooks	Other Texts and workbooks 4000-4999: Books And Supplies LCFF 125,712
		NGSS supplies and equipment 4000-4999: Books And Supplies LCFF 10,000	NGSS supplies and equipment 4000-4999: Books And Supplies LCFF 1,985
		N/A	NGSS Services 5800: Professional/Consulting Services

And Operating Expenditures  
LCFF 592

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Action 1.4 Replacement devices have been provided as possible. Additional projectors have been purchased as part of the maintenance plan. Two additional carts went to Ripon HS, one to Weston and one to Park View.</p>	<p>1.4 Devices if funding allows 4000-4999: Books And Supplies Other 200,000</p>	<p>1.4 Devices if funding allows 4000-4999: Books And Supplies Other 160,517</p>

## 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.

Intensive professional development has occurred for the California Common Core State Standards and included all staff, district-wide (action 1.1). All students, including but not limited to English Learners, special education students and unduplicated students receive a broad course of study including all subject areas required by ed code. Expanded opportunities have occurred through the enrichment programs at the elementary sites and comprehensive sections including AP and CTE classes are strong, at the high school (action 1.2). EL students receive daily integrated and designated ELD instruction. Struggling students receive services through the learning centers/MTSS.

Successful professional learning events are pointing Ripon USD towards growing the Universal Design for Learning (UDL) portion of MTSS (action 1.1). Staff anticipates needing NGSS textbooks, so the history/social studies adoption has been put on hold (action 1.3). Action 1.4 is needed, but will be adjusted. Technology including infrastructure, needs to be replaced/maintained, more than expanded.



Challenges are financial limitations, therefore social studies textbook purchases have been postponed, anticipating a greater need for new NGSS aligned textbooks after the state adoption and piloting process.

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 California dashboard data in English Language Arts (ELA), shows all students grades 3-8 register 15.1 point above level 3. Grade 11 students are 58.5 points above level 3, reflecting an increase of 20.1 points. In the area of math, students grades 3-8 show 3 points below level 3 (DF3) and students in grade 11 are 41.3 points below level 3 (DF3). Though English Learners show a high status, they continue to be an area of focus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.1 More restrictive funds were spent first including Educator Effectiveness funds, Title II, etc. 1.2 Last year, books and supplies were purchased that did not need to be replaced this year. Services such as Artist in the Schools were paid for as a part of the enrichment program. 1.3 College Prep Math books were adopted and purchased for the high schools. The remaining funds will be saved and put towards an NGSS textbook adoption. 1.4 District has adjusted this action to meet current and upcoming infrastructure and replacement needs.

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.

Dashboard metrics report Distance From Level 3 (DF3), instead of the percentage of students who have met or exceeded standards, where appropriate. Verbiage was modified in the following actions and services... 1.1 Added If funding allows, CTE staff will participate in skill based professional development to maintain the most current industry standards. Renewed focus is on the ELD cadre. 1.2 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. Continue to support the 5-12 music program. Provide books for libraries if funding allows was moved from 1.3 to 1.2. 1.4 Verbiage adjusted to meet current needs. The metric/indicator, baseline and 2017-2018 expected outcome are unchanged, while the expected outcomes for 2018-2019 and 2019-2020 have been revised to reflect distance from level 3 (DF3).

# Annual Update

## LCAP Year Reviewed: 2017-18

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

##### 17-18

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).

#### Actual

Priority 4: A. Scores are now reported as distance from level 3 (DF3). Level 3 is the goal and reflects as green. Based on 2017 CAASPP scores, in the area of English language arts, Park View reports as +47.4 DF3, Weston is +13.4 DF3, Colony Oak is +12.6 DF3, Ripon Elementary is +2.8 DF3 and Ripona is -6. DF3. Ripon high school is +58.5 DF3 in ELA.

Based on 2017 CAASPP scores, Park View and Weston Elementary sites remain at the goal of being rated green on the dashboard in the area of math. Weston is + .4 above level 3 (green) and Park View is +31.5 above level 3. Sites are now rated as distance from level 3 (DF3), with level 3 being the goal (green). In the area of math, Ripon Elementary is -14.4 DF3, Colony Oak is -4.4 DF3 and Ripona is now -35.7 DF3.

At Ripon HS for 2017 CAASPP scores, 11th graders are -41.3 DF3 in the area of math.

- District-wide, English learners scored -21.7 DF3 in ELA and -41.3 DF3 in math.
- District-wide, socioeconomically disadvantaged students scored -18. DF3 in ELA and -39.1 DF3 in math.

## Expected

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### 17-18

Priority 4: B. N/A

### 17-18

Priority 4: C. CALPADS report 1.9 will show that 46.27% of Ripon High graduates will meet UC/CSU requirements in 2016/17.

### 17-18

Priority 4: D.

English Learner progress will increase each year beyond 72.1% (status) until reaching the goal of the green performance category.

### 17-18

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

### 17-18

Priority 4: F. Data will come from the College Board website. The passing percentage will reach 66.6% by 2017.

## Actual

Ripona	ELA and	Math CAASPP scores			
2016	-11.9	-35			
2017	-6	-35.7			
LEA-wide	English Learners		Socioeconomically disadvantaged		
	ELA and	Math CAASPP scores	ELA and	Math CAASPP score	
2016	-21.2	-42.2	-15.5	-35.5	
2017	-21.7	-41.3	-18	-39.1	

Priority 4: B. N/A

Priority 4: C. CTE pathways were added this year. Including those students who were CTE completers, the percent of student college and/or career ready jumps to 49.06%.

% Graduates meeting UC/CSU or CTE completion requirements					
15/16	45.27				
16/17	49.06				

Priority 4: D. The fall 2017 English learner progress indicator shows 65.5% and an increase of +3.8%.

English Learner progress	Fall 17	
status	65.50%	
increase	3.80%	

Priority 4: E. The California dashboard reflects yellow for Ripon Unified's English learners. Dataquest now shows a 14/15 redesignation rate of 2.2%, and a 15/16 redesignation rate of 14.7%.

Redesignation rate	
14/15	2.20%
15/16	14.70%

Priority 4: F. The percentage of pupils passing an advanced placement exam with a 3 or higher was 62.4% in 2017, down from 64.6% in 2016. 284 students took the exams in 2017, versus 199 in 2016.

% Students passing AP exam with 3 or higher			
Year	# Students	%	
2016	199	64.6	
2017	284	62.4	

## Expected

### 17-18

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%)

### 17-18

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.

### 17-18

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)

## Actual

Priority 4: G. 11th grade students reflect +58.5 DF3 in ELA and -41.3 DF3 in math, for 2017 CAASPP scores.

11th grade CAASPP results		
	ELA	Math
2016	37.6	-48.3
2017	58.5	-41.3

Priority 8: A. English learners, socioeconomically disadvantaged and special education student groups all showed growth exceeding the all 3-8 student group growth. The all student group grew by 20 points, English Learners by 24, socioeconomically disadvantaged by 27 and special education students by 66 points.

EL Cohort Graduation rate				
	EL students	# EL students	All students	# All students
14/15	92.60%	25/27	96.70%	206/213
15/16	91.70%	22/24	98.20%	215/219

Priority 8: A. The EL cohort graduation rate for 15/16 was 91.7%. This was a decline. All students graduation rate improved to 98.2%.

EL Cohort Graduation rate				
	EL students	# EL students	All students	# All students
14/15	92.60%	25/27	96.70%	206/213
15/16	91.70%	22/24	98.20%	215/219

## 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 2.1  
Continue use of SST Online, a documentation system for SSTs and 504.

Continue Student Data Review Team.

#### Actual Actions/Services

Action 2.1  
Use of SST Online, as documentation system for SSTs and 504 plans has continued and has been used as a main resource for the Student Data Review Team (SDRT).

#### Budgeted Expenditures

SST Online 5000-5999: Services And Other Operating Expenditures LCFF 4,000

Substitutes 1000-1999: Certificated Personnel Salaries LCFF 1,500

#### Estimated Actual Expenditures

SST Online 5000-5999: Services And Other Operating Expenditures LCFF 4000

Substitutes 1000-1999: Certificated Personnel Salaries LCFF 1500

3000-3999: Employee Benefits  
LCFF 225

3000-3999: Employee Benefits  
LCFF 225

## Action 2

### Planned 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.

### Actual Actions/Services

Action 2.2  
Use of assessment programs has continued, including but not limited to STAR Enterprise, AIMSweb and Scholastic Reading Inventory.

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.

### Budgeted Expenditures

Annual Assessment Licenses  
5000-5999: Services And Other  
Operating Expenditures LCFF  
30,000

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

### Estimated Actual Expenditures

Annual Assessment Licenses  
5000-5999: Services And Other  
Operating Expenditures LCFF  
42,693

READ 180, Math 180 and other  
RTI Curriculum 5000-5999:  
Services And Other Operating  
Expenditures LCFF 65,255

## Action 3

### Planned 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)

### Actual Actions/Services

Action 2.3  
Staff has been provided as planned. 1 on 1 aides were added as necessary through IEPs.

### Budgeted Expenditures

1000-1999: Certificated  
Personnel Salaries LCFF 190,540

3000-3999: Employee Benefits  
LCFF 46,397

1000-1999: Certificated  
Personnel Salaries Supplemental  
239,781

3000-3999: Employee Benefits  
Supplemental 70,658

1000-1999: Certificated  
Personnel Salaries Other  
1,496,829

2000-2999: Classified Personnel  
Salaries Other 424,137

### Estimated Actual Expenditures

1000-1999: Certificated  
Personnel Salaries LCFF 90,844

3000-3999: Employee Benefits  
LCFF 23012

1000-1999: Certificated  
Personnel Salaries Supplemental  
239,788

3000-3999: Employee Benefits  
Supplemental 70,657

1000-1999: Certificated  
Personnel Salaries Other  
966,216

2000-2999: Classified Personnel  
Salaries LCFF 582,835

4000-4999: Books And Supplies  
Other 32,582

4000-4999: Books And Supplies  
Other 32,582

5000-5999: Services And Other  
Operating Expenditures Other  
459,155

5000-5999: Services And Other  
Operating Expenditures Other  
496285

7000-7439: Other Outgo Other  
11,300

7000-7439: Other Outgo Other  
11,300

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 2.4 Provide high school English Learners college and career readiness and support. Include college visitation(s) and LULAC conference transportation.</p>	<p>Action 2.4 English Learners were provided college visitations and a variety of resources.</p> <ul style="list-style-type: none"> <li>• College Visit – Stanislaus State &amp; UC Merced</li> <li>• CSU: SAC &amp; East Bay (regarding EOP/CAMP programs)</li> <li>• Counselors did classroom presentation on college &amp; career including FAFSA. Counselor and bilingual para helped EL parents/student file FAFSA at individual meetings.</li> <li>• Brought CSU, Sacramento CAMP representative to RHS to discuss the program along with entrance criteria (1st generation students were invited).</li> <li>• MJC came to RHS &amp; HH and administered the</li> </ul>	<p>Field trip and related costs 5000-5999: Services And Other Operating Expenditures Title III 500</p>	<p>Field trip and related costs 5000-5999: Services And Other Operating Expenditures Title III 438</p>

	<p>priority registration process that includes orientation, application, assessments &amp; educational planning with MJC counselor. At Harvest they also did the FAFSA process.</p> <ul style="list-style-type: none"> <li>• Naviance software presentation to all grades @ RHS which entails college &amp; career research, planning, &amp; preparation. Naviance is used all year.</li> </ul>
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### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Action 2.5 Teachers, principals, bilingual paraprofessionals and the program manager monitored long-term English Learners and provided academic intervention as needed. Currently in our district we service 356 English Learners. Our MTSS model allowed for our ELs to receive additional support through intervention. We currently service 100 EL students in our READ 180 classrooms in grades 4 -11. Through our MTSS model, we continued to support English Learners in allowing them to access rigorous curriculum.</p>	<p>Bilingual paraprofessional for each school site, and a second aide at Title I schools. 2000-2999: Classified Personnel Salaries Supplemental 189,975</p> <p>2000-3000: Salaries &amp; Benefits Supplemental 56,993</p>	<p>Bilingual paraprofessional for each school site, and a second aide at Title I schools. 2000-2999: Classified Personnel Salaries Supplemental 207,434</p> <p>2000-3000: Salaries &amp; Benefits Supplemental 63,670</p>

### Action 6



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Existing staff 2000-2999: Classified Personnel Salaries LCFF 1,300
		3000-3999: Employee Benefits LCFF 281	3000-3999: Employee Benefits LCFF 281

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.7 Provide supplementary materials as needed.	2.7 Supplementary materials have been purchased as needed.	Intervention Curriculum, Instructional materials and supplies 4000-4999: Books And Supplies Supplemental 31,640	Intervention Curriculum, Instructional materials and supplies 4000-4999: Books And Supplies Supplemental 31,640

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Action 2.8 Summer school programs being provided include those for English Learners, Title I students, enrichment, credit recovery, extended year and driver's educations.	1000-1999: Certificated Personnel Salaries Other 13,865	1000-1999: Certificated Personnel Salaries Title I 13,865
		3000-3999: Employee Benefits Other 1,941	3000-3999: Employee Benefits Title I 1,941

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 2.9 Provide after school homework help for English Learners.	Action 2.9	2000-2999: Classified Personnel Salaries Other 11,322	2000-2999: Classified Personnel Salaries Title III 2,136

After school homework help has been provided for English Learners.

3000-3999: Employee Benefits  
Other 2,583

3000-3999: Employee Benefits  
Title III 537

## 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 have been provided at all sites. SST online was used in conjunction with a variety of assessment programs 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 (action 2.1). Two teachers staffed the learning centers at non-Title I schools, three staffed Title I schools and three and a half teachers ran the program at Ripon High (action 2.3). Teachers, principals, bilingual paraprofessionals and the program manager provided support for English Learners (actions 2.4 and 2.5). Additional counseling was provided to foster youth (action 2.6). Supplementary materials were provided where needed (action 2.7).

Title I schools have more resources and therefore, their learning center programs can be more robust. The MTSS program has been very successful and has slowed the number of students needing special education services. Challenges have included staff turnover and an ongoing need to train new employees in efforts to maintain seamless programs.

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 our 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 staff is effective in keeping students on-track. Summer school and after-school help continues to effectively support English Learners throughout the year. Language scores are strong across the district, showing strengths in ELA and room for growth in math. Focus continues to be on closing the gaps for English Learners, socioeconomically disadvantaged and other unduplicated students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.2 Assessments used as needed. All students may be assessed to determine if support is necessary. 2.3 Learning Centers fully staffed and 2.5 FTE is being maintained in order to provide adequate intervention services at all sites. A .5 FTE English teacher is being maintained at the high school in order to provide additional sections of support for English Language Learners. 2.9 We could not find enough staff for the after school tutoring. Plans have been put in place for improvement next year.

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.

Dashboard metrics report Distance From Level 3 (DF3), instead of the percentage of students who have met or exceeded standards, where appropriate. The metric/indicator, baseline and 2017-2018 expected outcome are unchanged, while the expected outcomes for 2018-2019 and 2019-2020 have been revised to reflect distance from level 3 (DF3). Metric percentages for priorities 4F and 4G (pages 61 and 62) were changed in 2018-2019 and 2019-2020 based on current data. Action 2.2 was modified to include MTSS language. Action 2.5 was expanded to include mentors for Long Term English Learners (LTELs), focus on A-G requirements and ELlevation software for monitoring English Learners. Action 2.7 includes materials for EL newcomers. Goal verbiage was changed from subgroups to student groups.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

### 17-18

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)

### 17-18

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.

The % of parents of socioeconomically disadvantaged students having emails in the student information system will increase 2% (68%) every year until reaching the "all students" percentage. (verified by Aeries)

Actual

Priority 3: A. As of February 2018, 14% of our EL parents have participated in committees and other outreach programs.

	# Participants	# Students	%
16/17	48	394	12%
17/18	50	356	14%

Priority 3: B. 55% of parents of English learners have emails in 17/18. This is 6% growth.

72% of parents of socioeconomically disadvantaged students have emails in 17/18. This is 6% growth.

Parents with email addresses in Aeries					
	English Learners	Socioeconomically disadvantaged students			
16/17	49%	66%			
17/18	55%	72%			

## Expected

### 17-18

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)

### 17-18

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

### 17-18

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

### 17-18

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

### 17-18

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

### 17-18

Priority 5: E. RHS will work to improve the graduation rate by 1%. (verified by Dataquest)

### 17-18

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

## Actual

Priority 3: C. 80% of parents of special education students have emails in 17/18. This is 6% growth.

81% of parents of students with 504 plan have emails in 17/18. This is 11% growth.

Parents with email addresses in Aeries		
	Special Ed students	504 students
16/17	74%	70%
17/18	80%	81%

Priority 5: A. In 16/17, Ripon USD continued to have attendance rates above the goal, and at 96.47%.

Attendance rate	
15/16	96.69%
16/17	96.47%

Priority 5: B. 16/17 chronic absenteeism rate was 5.69%, an improvement over 6% from 15/16.

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

Priority 5: C. The 8th grade dropout rate continues to be 0% for 15/16.

8th grade dropout rate	
14/15	0%
15/16	0%

Priority 5: D. The Ripon Unified cohort dropout rate was 0.1% in 15/16. This is an improvement from 14/15 at 2.3%.

Ripon USD dropout rate	
14/15	2.3%
15/16	0.1%

Priority 5: E. The districtwide cohort graduation rate continues to improve. It was 98.2% in 15/16, which is up from 96.7% in 14/15.

Graduation rate	
13/14	93.00%
14/15	96.70%
15/16	98.20%

Priority 6: A. The goal was met in both 15/16 with a suspension rate of 4.1%, and in 16/17 with a suspension rate of 4.2%.

## Expected

### 17-18

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

### 17-18

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

## Actual

Suspension rate	
15/16	4.1%
16/17	4.2%

Priority 6: B. The expulsion rate for 16/17 was .06%. (3 students total) The previous year's rate was 0%.

Expulsion rate	
15/16	0.0%
16/17	0.06%

Priority 6: C. The student LCAP survey completed in 2017 shows 85.11% of 4th and 5th graders feel safe at school. This is not a significant change (86% the previous year). 87.25% of 7th and 8th graders feel safe which is up from 84% the prior year. 89.49% of 10th and 11th graders feel safe which is up from 58.34% the prior year.

	Students feel safe	
	2016	2017
4-5th	86%	85.11%
7-8th	84%	87.25%
10-11th	58.34%	89.49%

## 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 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

#### Actual Actions/Services

Action 3.1  
Parent Outreach activities occurred including Family Literacy Nights, Title I meetings, ELAC/DELAC, Parent Advisory Committee Meetings, LCAP Community Meeting, English Learner Family Night, Parent Outreach (ESL) program, 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

4000-4999: Books And Supplies Supplemental 6,385

#### Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental 225

5000-5999: Services And Other Operating Expenditures LCFF 0

supplies 4000-4999: Books And Supplies Other 399

4000-4999: Books And Supplies Supplemental 2,124

classified support 2000-2999:  
Classified Personnel Salaries  
LCFF 500

3000-3999: Employee Benefits  
LCFF 108

classified support 2000-2999:  
Classified Personnel Salaries  
LCFF 0

3000-3999: Employee Benefits  
LCFF 0

## Action 2

### Planned 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.

### Actual Actions/Services

Action 3.2  
Colony Oak's modernization has started construction. The bleacher/press box project at the high school is underway with a completion date prior to graduation. Several rooms at Weston Elementary were re-carpeted during the summer. Ripon High's pool was plastered during fall break. Canopies at Weston were submitted to DSA for approval.

### Budgeted Expenditures

Maintain School Facilities 4000-4999: Books And Supplies Other  
124,762

5000-5999: Services And Other Operating Expenditures Other  
282,507

6000-6999: Capital Outlay Other  
213,288

### Estimated Actual Expenditures

Maintain School Facilities 4000-4999: Books And Supplies Other

5000-5999: Services And Other Operating Expenditures Other  
273,106.09

6000-6999: Capital Outlay Other  
3,355,103

## Action 3

### Planned Actions/Services

Action 3.3  
Positive School Culture  
Grow 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.

### Actual Actions/Services

MTSS has continued to grow with site representatives taking part in the SUMS grant, continued inservice in PBIS, as well as Restorative Circles. Sites have begun to use restorative circles practices and have brought in other assemblies and services to assist in building positive school culture.

### Budgeted Expenditures

School Resource Officer  
Canine Detection Services  
5000-5999: Services And Other Operating Expenditures Other  
43,200

Attendance incentive 4000-5999:  
Supplies and Service LCFF 4,500

### Estimated Actual Expenditures

School Resource Officer  
Canine Detection Services  
5000-5999: Services And Other Operating Expenditures Other  
52763

Attendance incentive 4000-5999:  
Supplies and Service LCFF 2,994



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

The suspension rate for 16/17 was 4.2%, up from 4.1%. The expulsion rate for 16/17 was .06% (representing 3 students). The 8th grade dropout rate continued to be 0%, in 15/16. The RUSD cohort dropout rate was .1% in 15/16, which was an improvement from 14/15, which was 2.3%. Ripon USD continued to have attendance rates very close to our target (97%) at 96.47% in 16/17.

## 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.

Successes include that Parent Outreach activities occurred including Family Literacy Nights, Title I meetings, ELAC/DELAC, Parent Advisory Committee Meetings, LCAP Community Meeting, English Learner Family Night, Parent Outreach (ESL) program, and more (action 3.1). Colony Oak's modernization has started construction. The bleacher/press box project at the high school was constructed prior to graduation (action 3.2). Several rooms at Weston Elementary were re-carpeted during the summer. Ripon High's pool was plastered during fall break. Canopies at Weston were submitted to DSA for approval (action 3.2). MTSS has continued to grow with site representatives taking part in the SUMS grant, continued inservice in PBIS, as well as Restorative Circles. Sites have begun to use restorative circles practices and have brought in other assemblies and services to assist in building positive school culture (action 3.3).

Challenges included inclement weather which pushed off completion dates for large projects, as well as waiting for DSA approval.

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. A great deal of productivity is occurring with school facilities in maintaining and improving effective, engaging and safe sites. Stakeholders feel the MTSS program is growing and becoming even more effective with the addition of restorative circles at all sites.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.1 There appears to be some saturation of Family Literacy Night activities across the district. We are reevaluating for next year. 3.2 The Colony Oak modernization as well as the Bleacher/Press Box project are currently underway. Expenditures for books and supplies will be made closer to completion of the Colony Oak project. Expenditures for services are ongoing and are expected to increase. Construction costs are actual to date. 3.3 The increase in spending above the budgeted \$43,200 is due to an MTSS grant the district received.

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.

Attending CAFE was added to action 3.1. 3.2 was modified to reflect the current maintenance schedule. Expanding use of restorative circles was added to action 3.3. The metric percentage for priority 3B (page 77) was changed in 2018-2019 and 2019-2020 based on current data.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

### 17-18

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.

### 17-18

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.

### 17-18

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.

Actual

Priority 1: A. All 152 teachers have appropriate credentials. 9 of these include intern, short term staff permits or provisional internship permits.

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

Priority 1: C. Colony Oak is in the process of modernization construction. The Ripon HS pool has been completed. The high school bleachers are in process of being rebuilt.

## 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
<p>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.</p>	<p>Action 4.1 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.</p>	1000-1999: Certificated Personnel Salaries LCFF 9,313,772	1000-1999: Certificated Personnel Salaries LCFF 9,301,902
		2000-2999: Classified Personnel Salaries LCFF 35,351	2000-2999: Classified Personnel Salaries LCFF 45,697
		3000-3999: Employee Benefits LCFF 2,758,377	3000-3999: Employee Benefits LCFF 2,751,501
		1000-1999: Certificated Personnel Salaries Supplemental 90,337	1000-1999: Certificated Personnel Salaries Supplemental 52,832
		1000-1999: Certificated Personnel Salaries Other 334,304	1000-1999: Certificated Personnel Salaries Other 270,134
		3000-3999: Employee Benefits Other 85,232	3000-3999: Employee Benefits Other 73,695
		3000-3999: Employee Benefits Supplemental 26,494	3000-3999: Employee Benefits Supplemental 13,066

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 4.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.</p>	<p>Action 4.2 Operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.</p>	Certificated Staff not included in Action 4.1 1000-1999: Certificated Personnel Salaries LCFF 1,586,792	Certificated Staff not included in Action 4.1 1000-1999: Certificated Personnel Salaries LCFF 1,105,106
		Classified Staff not included in Action 4.1 2000-2999: Classified Personnel Salaries LCFF 2,395,889	Classified Staff not included in Action 4.1 2000-2999: Classified Personnel Salaries LCFF 2,503,182

		Benefits not included in Action 4.1 3000-3999: Employee Benefits LCFF 1,321,444	Benefits not included in Action 4.1 3000-3999: Employee Benefits LCFF 1,321,444
		Books and Supplies 4000-4999: Books And Supplies LCFF 420,000	Books and Supplies 4000-4999: Books And Supplies LCFF 439,559
		Services 5000-5999: Services And Other Operating Expenditures LCFF 2,106,137	Services 5000-5999: Services And Other Operating Expenditures LCFF 2,029,191
		1000-1999: Certificated Personnel Salaries Other 368,618	1000-1999: Certificated Personnel Salaries Other 435,348
		2000-2999: Classified Personnel Salaries Other 241,351	2000-2999: Classified Personnel Salaries Other 240,787
		3000-3999: Employee Benefits Other 201,102	3000-3999: Employee Benefits Other 301,443
		1000-1999: Certificated Personnel Salaries Supplemental 70,052	1000-1999: Certificated Personnel Salaries Supplemental 80,682
		3000-3999: Employee Benefits Supplemental 16,792	3000-3999: Employee Benefits Supplemental 20,108

### 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 school and staff with needed technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budgets)  All students at every site have 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 107,000

## 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. 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 (action 4.1). Operational services have been provided including: transportation, maintenance, support staff, school and district administration and substitutes (action 4.2). Technology, furniture, textbooks conferences, equipment purchase/rental and ADA program support have been provided through the LCAP, including site budgets (action 4.3). Most needs lend towards additional personnel and services, but challenges occur due to limited funds.

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, 3-8 graders show +15.1 DF3. High school students are +58.5 DF3. Math reflects differently with 3-8 graders being -3. DF3 and high school -41.3. Our math scores remain higher than San Joaquin County and California. However, math remains an area of focus. Graduation is another area of strength, as all groups reflect blue. English learners remain an area of focus, with ELs showing yellow district-wide, and schools ranging from yellow to blue. Suspension rates are still an area of concern for some groups. We expect this area to improve with the MTSS work done in PBIS and restorative circles. MTSS continues to be at the core of RUSD's academic systems.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences occur when items/services were not available, when strategies changed to provide the service, when costs changed due to inflation, sales, etc., and identifiable student needs may have shifted. Salaries of hired staff was less than those who retired or left. There was no TOSA included in action 4.1 this year. Also, the program manager job shifted to .5.

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.

The goal was modified to include the California School Dashboard and 5 X 5 grids, as data reviewed when identifying our needs.

# Stakeholder Engagement

LCAP Year: **2018-19**

## 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 is a regularly listed agenda item. Administrators guide discussions and take note of stakeholders' suggestions. Agendas and minutes are sent to the district office for consolidation and sharing out at stakeholder meetings.
2. On August 7, a meeting was held with district music teachers. A need for instrument and repair money was expressed.
3. At the August 8, cabinet meeting, a need for replacement technology and repairs was discussed.
4. On August 14, 2017, the District Professional Learning Plan was presented to the governing board, and was in alignment with the 17/18 LCAP. An overview of the Multi-Tiered System of Support (MTSS) framework was provided. The board requested that their goals be integrated into the LCAP.
5. On August 17, all the previous input from stakeholders was discussed with administrators.
6. On August 31, an elementary teacher requested Teachers' Curriculum Institute (TCI) middle school science materials.
7. At the September 11, 2017, board meeting, the LCAP surveys that had been distributed to students, parents and staff members were announced open until September 25th. They were accessed at school by students, and sent through email to staff and parents. The surveys were also available on the website and provided on paper to parents who requested them. Williams sufficiency requirements were also met, stating ...it is resolved that for the 2017-2018 school year, the Ripon Unified School District has provided each student with sufficient textbooks or instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.
8. On September 17, we received the SJCOE approval letter for the 17/18 LCAP and budget.
9. Meetings have been held in Ripon USD with SJCOE LCAP experts for guidance, planning and review. (9/29, 11/14, 2/6, 3/6) (draft due 4/30), (draft review 5/4)
10. At the October 9 board meeting, the results of the surveys were shared and posted on the district website.
  - 229 Parents/Community members responded
  - 651 Students responded



- 105 Teachers and Staff members responded

There was an MTSS update. Also, the SJCOE LCAP/Budget approval letter dated September 5th was shared.

11. At the October 27 DELAC meeting, MTSS was described in detail about meeting both students' academic and social emotional needs. LCAP survey results were also reviewed.

12. On November 2, the Parent Advisory Committee noted technology including infrastructure as a high priority, a need for instruments and repairs, and held a discussion about science curriculum.

13. At the November 13 board meeting, data was shared including CAASPP results and LCAP survey results. The LCAP process was reviewed as well as opportunities for stakeholders to give input.

14. At the December 8 DELAC meeting, parent outreach opportunities were shared in detail. (action 3.1)

15. At the December 11 board meeting, the SPSA annual evaluations were reviewed showing their alignment to the LCAP. The January 8 professional learning event was presented (action 1.1).

16. At the January 8th board meeting, 2018 SPSAs were presented demonstrating LCAP alignment. High school counselors shared upcoming college prep courses (action 1.2).

17. On February 1, the Parent Advisory Committee had a data review meeting.

18. At the February 9 DELAC meeting, parents expressed a desire for the district to revisit a dual immersion program.

19. At the February 12th board meeting, data was shared from the 5 X 5 grids. A 3-year plan for science was presented by the high school (goal 1).

20. At the March 1 community meeting, career tech education and pathways were discussed.

21. At the March 12 board meeting, a technology conference report was shared (actions 1.1 and 1.4).

22. On April 5, the Parent Advisory Committee reviewed the updates made to date.

23. At the April 9 board meeting, a CISC conference report was shared (action 1.1), as well as updates made to date.

24. At the May 7 board meeting, a speaker was approved for August 9th, 2019. (action 1.1)

25. On May 10, the Parent Advisory Committee reviewed changes to the LCAP and deemed it ready to move forward to the governing board.

26. On May 11, the DELAC reviewed changes to the LCAP and deemed it ready to move forward to the governing board.

27. On June 18, a public hearing was held. Goals, action and services were reviewed. All changes to the LCAP were reviewed.

28. On June 25, the governing board approved the LCAP.

# Impact on LCAP and Annual Update

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

1. Agendas and minutes are sent to the district office for consolidation and sharing out at stakeholder meetings. Items are added or adjusted as appropriate.
2. Details were added to action 1.2 to address the music program.
3. Verbiage was adjusted in action 1.4 to address the changing needs.
4. Board goals were added to the plan summary: the story. Board goals align and are interwoven with the LCAP goals.
5. No changes were made to the LCAP.
6. An online curriculum is currently being used, New Jersey's NJCTL. It is free of cost and aligned to the common core. We will purchase new NGSS curriculum after the state adoption process. Action 1.3 provides for supplementary materials in the meantime.
7. No changes were made to the LCAP.
8. No changes were made to the LCAP.
9. Metrics were adjusted to reflect distance from level 3 (DF3).
10. No changes were made to the LCAP.
11. No changes were made to the LCAP.
12. See numbers 2, 3, and 6 above. Adjustments had already been made.
13. No changes were made to the LCAP.
14. No changes were made to the LCAP.
15. No changes were made to the LCAP.
16. No changes were made to the LCAP.
17. No changes were made to the LCAP.
18. Current after-school and summer programs were discussed. No changes were made to the LCAP at this time.
19. High school is using their same materials, supplemented by teachers' units and lessons to aide the transition to NGSS. We will purchase new NGSS curriculum after the state adoption process. Action 1.3 provides for supplementary materials in the meantime.
20. Career pathways, the ag department and tech ed were expanded upon in actions 1.1 and 1.2.
21. No changes were made to the LCAP.
22. Career pathways, the ag department and tech ed were discussed in detail. Stakeholders stated they were pleased that the input discussed at various site and community meetings was reflected in the LCAP progress.

23. CISC conference learnings tie directly into action 1.1 and goal 2. Katie Novak was booked for a professional learning event in 2018-2019 (action 1.1, goals 1 and 2).
24. No changes were made to the LCAP.
25. No changes were made to the LCAP. Members were ready to send the LCAP forward to the governing board.
26. No changes were made to the LCAP. Members were ready to send the LCAP forward to the governing board.
27. Junior Reserve Officers' Training Corps (JROTC) was added to action 1.2.
28. No changes were made to the LCAP.

# 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 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 level three in math for grades 3-8 shows -3. on the dashboard. 11th grade high school math scores show a DF3 of -41.3. 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, with scores ranging from blue to yellow. Stakeholders support establishing baseline data and 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	<p>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.</p> <p>History-Social Science &amp; NGSS frameworks will be provided for teachers when published by the state.</p> <p>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</p>	<p>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.</p> <p>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.</p> <p>The DF3 baseline scores are from 17/18. The following scores</p>	<p>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.</p> <p>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. Refer to the 17/18 baseline DF3 listed in 18/19. 19/20 scores should be a minimum of 4 point higher in each area.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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.</p> <p>Math success will be measured by the California dashboard and CAASPP scores.</p> <p>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.</p>	<p>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.</p>	<p>should improve at least 2 points in 18/19.</p> <p>Ripona</p> <p>ELA -6.</p> <p>Math -35.7</p> <p>Ripon Elementary</p> <p>ELA +2.8</p> <p>Math -14.4</p> <p>Colony Oak</p> <p>ELA +12.6</p> <p>Math -4.4</p> <p>Weston</p> <p>ELA +13.4</p> <p>Math +.4</p> <p>Park View</p> <p>ELA +47.4</p> <p>Math +31.5</p> <p>• ----- ---</p> <p>Ripon High School</p>	

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.	<p>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.</p> <p>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</p>	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	<p>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 &amp; 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.</p> <p>All students were offered access to a broad course of study, as verified by CALPADS.</p>	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	<p>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.</p> <p>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.</p> <p>The percentage of unduplicated Ripon High graduates completing UC/CSU requirements in 14/15 was 7.1% for English Learners and</p>	<p>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.</p> <p>14% of economically disadvantaged students will meet or exceed standards on the ELA CAASPP test in 2017.</p> <p>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)</p>	<p>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.</p> <p>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.</p> <p>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</p>	<p>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.</p> <p>SED students will continue to improve a minimum of 2 points (-14.) and move towards closing the achievement gap on the ELA CAASPP test.</p> <p>The percentage of unduplicated Ripon High graduates completing UC/CSU requirements in 17/18 will be 13.1% for English Learners and 31% for socioeconomically disadvantaged students. (verified by Dataquest:12th Grade Graduates Completing all Courses Required for UC and/or CSU</p>

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

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. 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.

## 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	46,445
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	6000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies supplies	4000-4999: Books And Supplies supplies	4000-4999: Books And Supplies supplies
Budget Reference			

## 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.

### 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.

### 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.

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.

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.

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)

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.

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)



	<ul style="list-style-type: none"> <li>Junior Reserve Officers' Training Corps (JROTC)</li> </ul> <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>	<ul style="list-style-type: none"> <li>Junior Reserve Officers' Training Corps (JROTC)</li> </ul> <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>
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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, if appropriate and funds allow. 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

# 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 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:

### 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 a model Multi-Tiered Support System (MTSS) site.
- 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)	<p>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.</p> <p>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%.</p> <p>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</p>	<p>Priority 4: A. Schools will maintain green status in ELA and math for the CAASPP testing results showing on the dashboard.</p> <p>Groups in yellow will improve by 2% each until they report in green.</p> <ul style="list-style-type: none"> <li>School: ELA 49%, math 39%</li> <li>District EL: ELA 22%, math 12%</li> <li>District SED: ELA 47%, math 31%</li> </ul> <p>The California Science Test (CST) is not being given. The new NGSS pilot test-California Science Test (CAST) will occur (no scores).</p>	<p>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.</p> <p>The DF3 baseline scores are from 17/18. The following scores should improve at least 2 points in 18/19.</p> <p>Ripona</p> <p>ELA -6.</p> <p>Math -35.7</p> <p>Ripon Elementary</p> <p>ELA +2.8</p> <p>Math -14.4</p> <p>Colony Oak</p> <p>ELA +12.6</p> <p>Math -4.4</p>	<p>Priority 4: A. 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. Refer to the 17/18 baseline DF3 listed in 18/19. 19/20 scores should be a minimum of 4 point higher in each area.</p> <p>The new NGSS test-California Science Test (CAST) will occur. Baseline scores will be available.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																													
	<p>exceeded standards in ELA and 29% in math.</p> <p>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.</p> <table><tr><th>CAASPP</th><th>ELA</th><th>Goal Met?</th></tr><tr><td>2015 base scores</td><td>2016</td><td></td></tr><tr><td>54%</td><td>60%</td><td>Yes</td></tr></table> <p>% = students who met or exceeded standards</p> <table><tr><th>CAASPP</th><th>Math</th><th>Goal Met?</th></tr><tr><td>2015 base scores</td><td>2016</td><td></td></tr><tr><td>41%</td><td>46%</td><td>Yes</td></tr></table> <p>% = students who met or exceeded standards</p> <table><tr><th>CST</th><th>Science</th><th>Goal Met?</th></tr><tr><td>2015 5<sup>th</sup></td><td>2016</td><td></td></tr><tr><td>49%</td><td>55%</td><td>Yes</td></tr><tr><td></td><td></td><td></td></tr><tr><td>2015 8<sup>th</sup></td><td>2016</td><td></td></tr><tr><td>74%</td><td>71%</td><td>No</td></tr><tr><td></td><td></td><td></td></tr><tr><td>2015 10<sup>th</sup></td><td>2016</td><td></td></tr><tr><td>56%</td><td>57%</td><td>No</td></tr></table> <p>% = students who are proficient</p>	CAASPP	ELA	Goal Met?	2015 base scores	2016		54%	60%	Yes	CAASPP	Math	Goal Met?	2015 base scores	2016		41%	46%	Yes	CST	Science	Goal Met?	2015 5 <sup>th</sup>	2016		49%	55%	Yes				2015 8 <sup>th</sup>	2016		74%	71%	No				2015 10 <sup>th</sup>	2016		56%	57%	No		<p>Weston</p> <p>ELA +13.4</p> <p>Math +.4</p> <p>Park View</p> <p>ELA +47.4</p> <p>Math +31.5</p> <p>• -----</p> <p>District EL</p> <p>ELA -21.7</p> <p>Math -41.3</p> <p>District SED</p> <p>ELA -18.</p> <p>Math -39.1</p> <p>The new NGSS field test-California Science Test (CAST) will occur (no scores).</p>	
CAASPP	ELA	Goal Met?																																															
2015 base scores	2016																																																
54%	60%	Yes																																															
CAASPP	Math	Goal Met?																																															
2015 base scores	2016																																																
41%	46%	Yes																																															
CST	Science	Goal Met?																																															
2015 5 <sup>th</sup>	2016																																																
49%	55%	Yes																																															
2015 8 <sup>th</sup>	2016																																																
74%	71%	No																																															
2015 10 <sup>th</sup>	2016																																																
56%	57%	No																																															
Priority 4: B. Academic Performance Index (API)	Priority 4: B. The API was suspended. Evaluation is now	Priority 4: B. N/A	Priority 4: B. N/A	Priority 4: B. N/A																																													



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20						
	summarized on the California Dashboard.									
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 48.27% 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 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.	Priority 4: D.  English Learner progress will increase each year beyond 72.1% (status) until reaching the goal of the green performance category.	Priority 4: D.  English Learner progress will increase 2% beyond the previous percentage (status) until reaching the goal of the green performance category.	Priority 4: D.  English Learner progress will increase 2% beyond the previous percentage (status) until reaching the goal of the green performance category.						

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20						
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 moves to green on the California dashboard.						
Priority 4: F. Percentage of pupils that passed an advanced placement (AP) exam with a score of 3 or higher	Priority 4: F. Data will come from the College Board website. <table><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 score of 3 or higher. The passing percentage will reach 64.4% by 2018.	Priority 4: F. Data will come from the College Board website. The passing percentage will reach 66.4% by 2019.
2015	2016	Goal Met?								
61.5%	64.6%	Yes								
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	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. 2019 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. (40%)						

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	11th grade students meet this goal in ELA and 29% 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 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.	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. 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 will reach 93.7%. (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

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

### 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	N/A
Source	LCFF		
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes		
Amount	225	N/A	N/A
Source	LCFF		
Budget Reference	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.

### 2018-19 Actions/Services

#### Action 2.2

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

### 2019-20 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.

Continue and expand MTSS curriculum to continue model program.

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 Curriculu	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)

#### Scope of Services:

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

#### Location(s):

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

English Learners  
Foster Youth  
Low Income

LEA-wide

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

Modified Action

Unchanged Action

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.

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

### 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.

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

### 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)

## 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)

Specific Student Groups: English Learners

##### Location(s):

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

All Schools  
Specific Grade Spans: 9-12

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

Unchanged Action

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

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

#### 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

Unchanged 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 (LTEs) and provide academic intervention as needed. Provide English Learners basic supports enabling them to access the core curriculum.

### 2019-20 Actions/Services

Action 2.5  
Monitor long term English Learners (LTEs) and provide academic intervention as needed. Provide English Learners basic supports enabling them to access the core curriculum.

	<p>Pair up LTELs with a staff member mentor.</p> <p>Analyze Ripon High School students A-G requirements and make adjustments to students' schedules if they are not on track.</p> <p>Monitor EL students with Elevation software.</p>	<p>Pair up LTELs with a staff member mentor.</p> <p>Analyze Ripon High School students A-G requirements and make adjustments to students' schedules if they are not on track.</p> <p>Monitor EL students with Elevation software.</p>
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### 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)

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

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 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 2.6  
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 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)

[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

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/Services**Action 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/Services**Action 2.7  
Provide supplementary materials as needed.  
  
Include newcomer ELD materials.**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	31,640	31,640	31,640
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

## Action 8

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)

Specific Student Groups: varies with program

### 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

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

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 2.8  
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.

## 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	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
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 9

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)

Specific Student Groups: English Learners

### 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

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

Action 2.9

2018-19 Actions/Services

Action 2.9

2019-20 Actions/Services

Action 2.9

Provide after school homework help for English Learners.

Provide after school homework help for English Learners.

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 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:

### 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 continue to diminish chronic absenteeism. Stakeholders are in agreement.

D. Monitor suspension and 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	<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>
Priority 3: B. Promoting parental participation in programs for unduplicated pupils	<p>Priority 3: B. As of March, 2017, 79% of all families have emails through which they receive school and district information.</p> <p>As of March, 2017, 49% of parents of English Learners have emails through which they receive school and district information.</p> <p>As of March, 2017, 66% of parents of</p>	<p>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%.</p> <p>The % of parents of socioeconomically disadvantaged students having emails in the student information</p>	<p>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.</p> <p>The % of parents of socioeconomically disadvantaged students having emails in the student information system will increase 2%</p>	<p>Priority 3: B. The % of parents of English Learners having emails in the student information system will increase 2% (59%) every year until reaching the "all students" percentage.</p> <p>The % of parents of socioeconomically disadvantaged students having emails in the student information system will increase 2%</p>

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)	(76%) every year until reaching the "all students" percentage. (verified by Aeries)
Priority 3: C. Promoting parental participation in programs for individuals with exceptional needs	<p>Priority 3: C. As of March, 2017, 79% of all families have emails through which they receive school and district information.</p> <p>As of March, 2017, 74% of parents of special education students have emails through which they receive school and district information.</p> <p>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)</p>	<p>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.</p> <p>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)</p>	<p>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.</p> <p>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)</p>	<p>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.</p> <p>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)</p>
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)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5: B. Chronic absenteeism	<p>Priority 5: B. Chronic absenteeism is defined at 10% absences or more of total school days.</p> <p>15/16 chronic absenteeism status was 6.0%. (verified by Aeries)</p>	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 maintain or improve upon the 15/16 chronic absenteeism rate. (verified by Aeries)
Priority 5: C. Middle school dropout rate	<p>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)</p>	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	<p>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)</p>	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)
Priority 5: E. High school graduation rate	<p>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%</p>	<p>Priority 5: E. RHS will work to improve the graduation rate by 1%. (verified by Dataquest)</p> <p>The actual rate reached was 98.2%.</p>	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)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	in 12/13. (verified by Dataquest)			
Priority 6: A. Pupil suspension rate	<p>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)</p> <p>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.</p>	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)
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	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)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	0.2%. (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 CAGE and more.

**2019-20 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 CAGE 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 3.2  
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 such as Positive Behavior Interventions and Supports (PBIS), Love and Logic, Fish!, Second Step, etc. Develop alternative justice programs at the high school level.

#### 2018-19 Actions/Services

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 grow restorative circle practices at all sites.

#### 2019-20 Actions/Services

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 grow restorative circle practices at all sites.

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

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

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	43,200	43,200	43,200
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	10,250
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

# 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

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 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.

## 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		

Amount	85,232		
Source	Other		
Budget Reference	3000-3999: Employee Benefits		
Amount	26,494		
Source	Supplemental		
Budget Reference	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)

### 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)

### Scope of Services:

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

### Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[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 4.2  
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		
Amount	201,102		
Source	Other		
Budget Reference	3000-3999: Employee Benefits		
Amount	70,052		
Source	Supplemental		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	16,792		
Source	Supplemental		
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 4.3  
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: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,952,252

Percentage to Increase or Improve Services

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.

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).

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

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).

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

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).

process. Other alternatives that will continue to be considered for English Learners include "iLit", "Imagine Learning and "Rosetta Stone".

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,270,754

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



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).

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

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).

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](mailto: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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (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).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “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).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).
- (e) “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).
- (f) “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, October 2016*



## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	26,611,357.00	28,358,098.99	26,611,357.00	26,790,322.00	26,256,195.00	79,657,874.00
LCFF	20,692,863.00	20,465,301.00	20,692,863.00	22,253,458.00	21,719,825.00	64,666,146.00
Other	5,067,637.00	7,084,879.81	5,053,732.00	3,781,189.00	3,781,189.00	12,616,110.00
Supplemental	850,357.00	789,001.18	850,357.00	741,270.00	740,776.00	2,332,403.00
Title I	0.00	15,806.00	0.00	0.00	0.00	0.00
Title III	500.00	3,111.00	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	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	26,611,357.00	28,358,098.99	26,611,357.00	26,790,322.00	26,256,195.00	79,657,874.00
1000-1999: Certificated Personnel Salaries	13,706,390.00	12,558,217.00	13,706,390.00	13,867,857.00	13,867,363.00	41,441,610.00
1000-3000: Salaries & Benefits	0.00	3,967.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	3,299,825.00	3,583,371.00	3,299,825.00	3,273,364.00	3,273,364.00	9,846,553.00
2000-3000: Salaries & Benefits	56,993.00	63,670.00	56,993.00	56,993.00	56,993.00	170,979.00
3000-3999: Employee Benefits	4,531,634.00	4,577,910.00	4,531,634.00	5,038,448.00	4,504,815.00	14,074,897.00
4000-4999: Books And Supplies	1,432,928.00	1,109,200.90	1,432,928.00	1,543,385.00	1,543,385.00	4,519,698.00
4000-5999: Supplies and Service	4,500.00	2,994.00	4,500.00	10,250.00	10,250.00	25,000.00
5000-5999: Services And Other Operating Expenditures	3,354,499.00	3,091,774.09	3,354,499.00	2,775,437.00	2,775,437.00	8,905,373.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	592.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	213,288.00	3,355,103.00	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	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	26,611,357.00	28,358,098.99	26,611,357.00	26,790,322.00	26,256,195.00	79,657,874.00
1000-1999: Certificated Personnel Salaries	LCFF	11,092,604.00	10,499,352.00	11,092,604.00	11,856,609.00	11,856,609.00	34,805,822.00
1000-1999: Certificated Personnel Salaries	Other	2,213,616.00	1,671,698.00	2,213,616.00	1,679,324.00	1,679,324.00	5,572,264.00
1000-1999: Certificated Personnel Salaries	Supplemental	400,170.00	373,302.00	400,170.00	331,924.00	331,430.00	1,063,524.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	13,865.00	0.00	0.00	0.00	0.00
1000-3000: Salaries & Benefits	Other	0.00	3,967.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	2,433,040.00	3,133,014.00	2,433,040.00	2,586,531.00	2,586,531.00	7,606,102.00
2000-2999: Classified Personnel Salaries	Other	676,810.00	240,787.00	665,488.00	485,536.00	485,536.00	1,636,560.00
2000-2999: Classified Personnel Salaries	Supplemental	189,975.00	207,434.00	189,975.00	189,975.00	189,975.00	569,925.00
2000-2999: Classified Personnel Salaries	Title III	0.00	2,136.00	11,322.00	11,322.00	11,322.00	33,966.00
2000-3000: Salaries & Benefits	Supplemental	56,993.00	63,670.00	56,993.00	56,993.00	56,993.00	170,979.00
3000-3999: Employee Benefits	LCFF	4,126,832.00	4,096,463.00	4,126,832.00	4,963,266.00	4,429,633.00	13,519,731.00
3000-3999: Employee Benefits	Other	290,858.00	375,138.00	288,275.00	1,941.00	1,941.00	292,157.00
3000-3999: Employee Benefits	Supplemental	113,944.00	103,831.00	113,944.00	70,658.00	70,658.00	255,260.00
3000-3999: Employee Benefits	Title I	0.00	1,941.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title III	0.00	537.00	2,583.00	2,583.00	2,583.00	7,749.00
4000-4999: Books And Supplies	LCFF	745,000.00	591,747.00	745,000.00	863,043.00	863,043.00	2,471,086.00
4000-4999: Books And Supplies	Other	644,903.00	480,639.72	644,903.00	636,317.00	636,317.00	1,917,537.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Supplemental	43,025.00	36,814.18	43,025.00	44,025.00	44,025.00	131,075.00
4000-5999: Supplies and Service	LCFF	4,500.00	2,994.00	4,500.00	10,250.00	10,250.00	25,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,290,887.00	2,141,139.00	2,290,887.00	1,973,759.00	1,973,759.00	6,238,405.00
5000-5999: Services And Other Operating Expenditures	Other	1,016,862.00	946,247.09	1,016,862.00	753,483.00	753,483.00	2,523,828.00
5000-5999: Services And Other Operating Expenditures	Supplemental	46,250.00	3,950.00	46,250.00	47,695.00	47,695.00	141,640.00
5000-5999: Services And Other Operating Expenditures	Title III	500.00	438.00	500.00	500.00	500.00	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	592.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	213,288.00	3,355,103.00	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	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	720,000.00	361,714.90	720,000.00	739,383.00	739,383.00	2,198,766.00
Goal 2	3,467,504.00	2,950,434.00	3,467,504.00	2,813,321.00	2,812,827.00	9,093,652.00
Goal 3	678,250.00	3,686,714.09	678,250.00	687,381.00	687,381.00	2,053,012.00
Goal 4	21,745,603.00	21,359,236.00	21,745,603.00	22,550,237.00	22,016,604.00	66,312,444.00
Goal 5					0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.