LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

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	Kathy Coleman Director of Curriculum and Categorical Programs	Email and Phone	kcoleman@sjcoe.net 209 599-2131

[2017-20 Plan Summary](#)

THE STORY

Briefly 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.

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

students: River School 14, Zinc School 33, San Joaquin School 32, and Ripon School 29."

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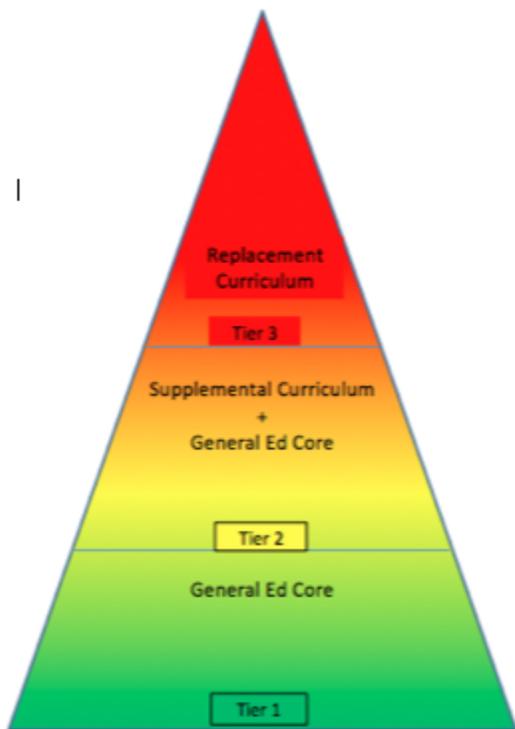Resource: CityofRipon.org

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

Demographics

Female	Male	Socio-Economic Disadvantaged	White	Hispanic	English Learners
48.53%	51.47%	34.9%	54.63%	35.29%	12.4%

Response to Intervention Summary

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.

Replacement Curriculum

Tier 3

Supplemental Curriculum
+
General Ed Core

Tier 2

General Ed Core

Tier 1

Tier 3 Interventions
- Reading Intensive
- READ 180/System 44
- Moby Max

Tier 2 Interventions
- Horizons
- Academic Literacy
- Moby Max

Tier 1 Interventions
K-8th Grades - 4 x yearly
- TK-2nd grades AIMSweb Assessments
- 3-8th grades STAR Assessments

9th-12th Grades
- 8th grade Benchmarks
- Grades & Teacher Recommendations

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 that produce students who are college and career ready.   (Priorities 2 & 7: Page 34)

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 subgroups in all areas.
(Priorities 4 & 8: Page 44)

3. Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.
(Priorities 3, 5 & 6: Page 60)

4. Provide an educational program with support services, including staffing and operations.
(Priority 1: Page 69)

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. Reaching green is the goal and blue is the highest achievement. At the district level we placed green in English language arts (ELA) and mathematics (priority 4A: actions 1.1 and 2.2), and we placed blue in the are of graduation (priority 5E action 3.3). Academic testing scores increased in ELA and math, and the graduation rate increased significantly. All student groups increased scores in ELA and math, and increased significantly in graduation rates. English Learner progress (priorities 4D, 4E and 8A: action 2.4,2.5, and 2.7) and the suspension rate showed yellow (priority 6A: action 3.3) This means district-wide we maintained English Learner status, but the suspension rate declined significantly. The learning center/Multi-tiered System (MTSS) of Supports is attributed with much of the academic success for struggling students who are often from the unduplicated groups. MTSS continues to be at the core of RUSD"s academic systems.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	◐	High 5%	Declined Significantly -2.4%
English Learner Progress (K-12)	◐	Medium 72.1%	Maintained -0.4%
Graduation Rate (9-12)	✴	Very High 97.4%	Increased Significantly +7.1%
College / Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A
English Language Arts (3-8)	◕	High 15.1 points above level 3	Increased +17 points
Mathematics (3-8)	◕	High 4.9 points below level 3	Increased +9.2 points

Performance Levels: ✴ Blue (Highest) ◕ Green ◐ Yellow ◑ Orange ◔ Red (Lowest)

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

Ripon Unified is proud to report there are no LEA-wide areas rated at the low end of the spectrum, with red or orange performance categories. The LEA will continue to look at individual sites and subgroups that may need additional assistance. Please review the chart in the previous section.

English Learner (EL) data is also from 12/13, 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, 2.9 and 2.10)

Suspension rates are an area of concern, as district-wide the dashboard displays yellow. Data is from 13/14 and 14/15. We anticipate improvements due to the PBIS work done in the last couple of years. (Goal 3: Action 3.3)

Local indicators/self-reflection tools indicate a need for updated Next Generation Science Standards (NGSS) and History-Social Science resources. (Action 1.3) State frameworks and inservice will be provided when these resources become available. State approved adoptions are also not yet available, but will be thoroughly researched when adopted and made available.

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

Suspension data reflected on the dashboard is from 13/14 and 14/15. However, it is an area of concern that the students with disabilities group (red) and the subgroup two or more races (red) performed two levels below all students (yellow). School site personnel has been trained with positive behavior intervention and support (PBIS) strategies. (Action 3.3) Suspension data is expected to continually improve.

No student groups performed two levels below all students (green) in the academic areas of ELA and math.

INCREASED OR IMPROVED SERVICES

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.

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, 2.9 and 2.10)

Services will increase or improve for English learners, low-income students and foster youth through professional learning opportunities, MTSS/learning center programs and maintaining small class size by starting two kindergarten classes at each elementary site, beginning in 15/16.

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	$31,001,102
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$26,611,357

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 qualify 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 79% are used to hire teachers and staff who deliver services to students. The LCAP accounts for $17,006,221 of salaries and $4,588,627 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 8% of its revenue to Special Education and approximately 0% to the School Lunch Program.

$25,971,782	Total Projected LCFF Revenues for LCAP Year

<u>Annual Update</u>   **LCAP Year Reviewed: 2016-17**

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	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 ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Priority 2: A. California State Standards were adopted by the board on November 4, 2013. Implementation of the academic content and performance standards will continue and will continue to improve and become more rigorous each year, as measured by teacher observation and professional development. CCSS focus has been on math, ELA/ELD and NGSS which will continue, but will also extend to highlight technology integrated throughout the curriculum.	Priority 2: A. Intensive professional development has occurred throughout 2016-2017 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 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. Implementation of the standards has strengthened through professional development as verified by teacher observation.
Priority 2: B. English Learners receive a broad course of study that includes all of the subject areas described in Section 51210 (grades 1-6) and Section 51220(a) to (i) (grades 7-12). In addition, a minimum of 30 minutes a day is focused on designated ELD. Teachers used integrated ELD all day. All students, including EL students are screened for gaps in knowledge and receive additional intervention services when appropriate. We expect that the language support provided to EL students will allow them to access rigorous curriculum.	Priority 2: B. In 2016-2017, English Learners received a broad course of study that included all of the subject areas described in Section 51210 (grades 1-6) and Section 51220(a) to (i) (grades 7-12). In addition, a minimum of 30 minutes a day was focused on Designated ELD as well as Integrated ELD happening all day long. The screening used for our students was part of our district's RTI program. The assessments are STAR 360 and AIMSWeb for our general education population. Students in our Learning Centers took the Scholastic Reading Inventory (SRI) as well. Currently in our district we service 394 English Learners. Our RTI model allowed for our ELs to receive additional language support through intervention. We currently service 113 EL students in our READ 180 classrooms in grades 4 - 11. Through our RTI model, we continued to support English Learners in providing them access to rigorous curriculum. This information was verified by master schedules and class rosters.
Priority 7: A. A broad course of study that includes all of the subject	

areas described in Section 51210 (grades 1-6) and Section 51220(a) to (i) (grades 7-12) is provided for Ripon USD students. We expect to see more students at all five elementary schools having greater enrichment opportunities in the areas of STEAM education including arts education. We also expect additional course options at RHS.

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.

Priority 7: C. Students with exceptional needs receive the broad course of study discussed in Priority 7: A, and receive appropriate services in the learning centers when needed to address learning gaps. As learning centers become more established, we expect to see fewer students needing extended support over time and we expect that some students will exit special education because gaps have been addressed.

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

Priority 7: B. In 2016-2017, unduplicated students received the broad course of study discussed in Priority 7:A, and were all screened for gaps in knowledge and received intervention services when needed to address such gaps. Our unduplicated students continued to receive services through our RTI program. Our students were screened with STAR 360 and STAR Math. When our students were serviced in the learning center classrooms, they were also screened with Horizons and SRI. Our current programs are helping to close the achievement gap. 12% more economically disadvantaged students grew to meet or exceed standards on the ELA CAASPP test in 2016 versus only 6% more of all students.

Priority 7: C.   A Multi-tiered System of Support was fully implemented at all school sites. Tiered, research-based academic and behavioral interventions were in place. Our percentage of students receiving Special Education services decreased from 10.51% to 10.23% this school year.   In 2016-2017, a broad course of study was offered to students with exceptional needs as verified by the master schedule.

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

Actions/Services

PLANNED	ACTUAL
Action 1.1 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 (RTI), Professional Learning Communities, 6-12 CC articulation, grade level 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.	**Action 1.1** On January 9th, the RUSD Professional Development Conference offered more than twenty sessions for all staff. 28 days of Math cadre work and inservice by SJCOE experts occurred. The math support included new teachers and grades 4-12 teachers. There were additional New Teacher meetings, as well as Eight -1st year teachers and One -2nd year teacher enrolled in the Induction Program. NGSS trainings included 11 days, and the Tech Cadre met for 3 days. Other trainings occurred focusing on Google Docs and also, the ELA/ELD curriculum. In addition, more than sixty conferences were attended by RUSD employees this year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Conferences/workshops 5000-5999: Services And Other Operating Expenditures Other 52,000 5000-5999: Services And Other Operating Expenditures Supplemental 45,000 supplies 4000-4999: Books And Supplies Supplemental 5,000	Conferences/workshops 5000-5999: Services And Other Operating Expenditures Other 52,220 5000-5999: Services And Other Operating Expenditures Supplemental 45,000 supplies 4000-4999: Books And Supplies Supplemental 698

Action 2

Actions/Services

PLANNED	ACTUAL
Action 1.2 Expand Electives and maintain ROP courses, including auto shop (HS) and RHS online courses. Provide extended learning opportunities K-12 including enrichment programs at elementary sites. These programs will include STEAM opportunities and will be included in the Single Plans for Student Achievement. Enrichment programs will contain at least two STEAM components.	**Action 1.2** Classes added at Ripon High School for 16/17 included: International Math 2 Honors & Math 3, Auto Shop, Gaming Programming, Digital Art, Adv. Computer Programming, Vet Science, Spanish Heritage, AP Environmental Science, World Geography, and AP Human Geography. All elementary sites had at least two areas of STEAM that were included in their enrichment programs.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Class equipment/materials 4000-4999: Books And Supplies Other 25,000	Class equipment/materials 4000-4999: Books And Supplies Other 15,442
Auto Shop 1000-1999: Certificated Personnel Salaries Other 25,000	Auto Shop - contracted w/MJC 1000-1999: Certificated Personnel Salaries Other 0
Auto Shop 3000-3999: Employee Benefits Other 4,084	Auto Shop - contracted w/MJC 3000-3999: Employee Benefits Other 0
Auto Shop 4000-4999: Books And Supplies Other 45,000	Auto Shop $ included in total class/equipment/materials 4000-4999: Books

maintain 2 high school teachers 1000-1999: Certificated Personnel Salaries Base 124,712 maintain 2 high school teachers 3000-3999: Employee Benefits Base 34,773	And Supplies Other incl above maintain 2 high school teachers 1000-1999: Certificated Personnel Salaries Base 124,712 maintain 2 high school teachers 3000-3999: Employee Benefits Base 34,773

Action 3

Actions/Services

PLANNED
Action 1.3
Adopt English Language Arts/English Language Development textbooks, if not completed in 2015-2016. Consider adoption of History/Social Science materials. Purchase textbooks and workbooks as needed.

ACTUAL
Action 1.3
Additional ELA/ELD and other subject area textbooks were purchased as needed for growth. Classes were added at RHS that also needed textbooks. The history/social science adoption was pushed out by the State.

Expenditures

BUDGETED
ELA/Social Studies textbooks 4000-4999: Books And Supplies Base 415,000

NGSS supplies and equipment for TOSA 4000-5999: Supplies and Service Base 10,000

ESTIMATED ACTUAL
ELA/Social Studies textbooks 4000-4999: Books And Supplies Base 335,021

NGSS supplies and equipment for TOSA 4000-5999: Supplies and Service Base 1,176

Other Texts and Growth orders 5000-5999: Services And Other Operating Expenditures Base 14,472

Action 4

Actions/Services

PLANNED
Action 1.4
Add 1:1 devices as possible. - See Technology plan. Short term goal includes 4 carts at RHS and 2 per elementary site. Ensure educational technology support.

ACTUAL
Action 1.4
LCAP funds allowed the addition of 4 Chromecarts at RHS, 2 at each elementary site and 3 at Park View because of an added 8th grade class. Technology support was provided by two technology support specialists, a data analyst and curriculum secretary.

Expenditures

BUDGETED
1:1 Devices. 4000-4999: Books And Supplies Other 200,000

ESTIMATED ACTUAL
1:1 Devices. 4000-4999: Books And Supplies Other 200,458

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. 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 added sections at the high school. EL students receive daily integrated and designated ELD instruction. Struggling students receive services through the learning centers/MTSS.

We have had some great successes through professional learning events this year. Changes are happening in science and technology is becoming more integrated throughout the curriculum. Due to budget constraints and small class sizes, RUSD is unable to continue adding elective sections, but must look at all programmatic options and shift sections around in order to meet the needs of students. History/social studies materials were not yet adopted by the state, and when the process is complete, RUSD will only be able to purchase if funding allows.
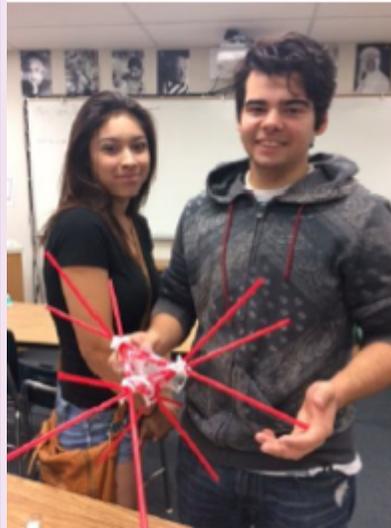
 |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Ripon Unified demonstrates strengths in delivering standards-based instruction in order to produce students who are college and career ready. The dashboard shows especially effective academic areas including ELA and mathematics (both green). English Learners are a group that needs additional focus and planning. (yellow) |

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences occur when items/services are not available, when strategies changed to provide the service, when costs change due to inflation, sales, etc., and identifiable student needs may shift. More was allocated for book and supplies for unduplicated professional learning, than was spent. Some sites did not spend their full allocation for enrichment programs. Auto shop expenditures varied, as we contracted with Modesto Junior College, instead of hiring our own teacher. Actual amounts for textbook purchases, growth orders and science supplies varied from what was planned.
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.	Verbiage was modified in the following actions and services...1.1 Added sexual health curriculum, collaboration and deleted Professional Learning Communities. Also added if funding allows...1.2 Modified to read... Continue to explore programmatic options at the high school level, including but not limited to CTE courses,auto shop and RHS online courses. Changed from will contain to continue. 1.3 Modified to match current state adoption schedule. Added provide books for libraries, if funding allows. 1.4 Changed short term goal to place, as possible to if possible, and added (or equivalent devices) to years 2 and 3.

Annual Update   **LCAP Year Reviewed: 2016-17**

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	2. Build a thorough Response to Intervention (RTI) program that is consistent across the district and accelerate the growth of all students, including our underperforming subgroups in all areas.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Priority 4: A. CAASPP base scores have been received. In English language arts, 54% of all students met or exceeded standards. In mathematics, 41% of all students met or exceeded standards. English language arts and mathematics scores will improve by 2% districtwide, each year. The science CSTs have continued, so we will refer to 5th, 8th and 10th grade science scores. 49% of 5th graders, 74% of 8th graders and 56% of 11th graders received scores of proficient or advanced. Science scores will continue to improve by 2% annually.	Priority 4: A. CAASPP English language arts Goal Met? 2015 base scores 2016 54% 60% Yes % = students who met or exceeded standards CAASPP Math Goal Met? 2015 base scores 2016 41% 46% Yes % = students who met or exceeded standards CST Science Goal Met? 2015 5th grade base scores 2016 49% 55% Yes 2015 8th grade base scores 2016 74% 71% No 2015 10th grade base scores 2016 56% 57% No
Priority 4: B. N/A	Priority 4: B. N/A
Priority 4: C. CALPADS report 1.9 shows that 31% of Ripon High graduates met UC/CSU requirements in 2012, 39% in 2013 and 39.9% in 2014. This rate will increase at least 1% each year.	Priority 4: C. Ripon High graduates meeting UC/CSU requirements 11/12 12/13 13/14 14/15 15/16 Goal Met? 31% 39% 39.9% 32% 45.27 Yes

Priority 4: D. RUSD English Learners continue to perform above the state goal for proficiency on the CELDT. The state proficiency goal for EL students in the cohort less than 5 years was 24.2% in 13/14 and our students scored 30.5% proficient. Ripon students will continue to perform better than the state goal on the CELDT.

Priority 4: D. The 13/14 Title III Accountability Report in Dataquest shows that the state proficiency goal for EL students in the cohort less than 5 years was 22.8% in 13/14 and 30.0% of our students scored proficient.

The 14/15 Title III Accountability Report in Dataquest shows the state proficiency goal for EL students in the cohort less than 5 years was 24.2% and 30.5% of our students scored proficient. NCLB began to transition to ESSA in 15/16, so the targets are N/A.

Priority 4: E. The 15/16 reclassification rate was 12.9%. We will maintain this rate.

Priority 4: E.   Dataquest pulls information from CALPADS reports 2.9 and 2.12. In 14/15, Dataquest shows 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: F. Data will come from the College Board website. They state that in 2014, 41.7% of our students passed AP exams with a 3, 4, or 5. The passing rate was 56.9% in 2014 and 61.5% in 2015.   The passing percentage will increase by 2% on an annual basis.

Priority 4: F.   According to the College Board website, students passing AP exams with a 3, 4, or 5

2013	2014	2015	2016	Goal Met?
41.7%	56.9%	61.5%	64.6%	Yes

Priority 4: G. 14/15 EAP testing is now part of the 11th grade CAASPP assessment . Students who perform at Achievement Level 4 on the CAASPP exams are determined to be ready for college-level courses upon enrollment. 2015 CAASPP results show that 29% of our 11th grade students tested are ready in ELA and 8% are ready in mathematics. College readiness will improve by 2% each year.

Priority 4: G. 2016 CAASPP results showed that 25% of our 11th grade students tested are at level 4 in ELA and 9% are are at level 4 in mathematics.

Priority 8: A. In grades 3-8, our low income subgroup being serviced in RTI will demonstrate growth of lexile scores through the STAR reading benchmarks. In 14/15, all 3rd-8th grade students showed a growth of 92 lexile points. At the same time, low income students in RTI showed a growth of 274 lexile points. Low income students will continue to show growth that exceeds the growth of the all 3rd-8th grade students, districtwide.

Priority 8: A. Renaissance STAR Reading showed that in 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.

The English Learner graduation rate in 11/12 was 88.2% and in 12/13 it was 66.7%. The 13/14 EL graduation rate was 83.3. The percentage of English Learners graduating will continue to increase each year.

According to Dataquest, 14/15 EL graduation rate was 92.6.

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**

Actions/Services

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

Expenditures

BUDGETED	ESTIMATED ACTUAL
SST online license	SST online license 5000-5999: Services And Other Operating Expenditures Base 4,000
5000-5999: Services And Other Operating Expenditures Base 4,000	
Substitutes 1000-1999: Certificated Personnel Salaries Base 1,500	Substitutes 1000-1999: Certificated Personnel Salaries Base 1,500
Substitutes 3000-3999: Employee Benefits Base 245	Substitutes 3000-3999: Employee Benefits Base 245

Action **2**

Actions/Services

PLANNED	ACTUAL
Action 2.2	Action 2.2
Continued use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems	Use of assessment programs has continued, including AIMSweb, STAR Enterprise, and Scholastic Reading Inventory. READ 180, Math 180, West Ed Literacy and Moby Max, etc. have been purchased to meet the needs of students in the RTI program.
Continued and expanding RTI curriculum, specifically to improve math intervention.	

Expenditures

BUDGETED	ESTIMATED ACTUAL
Annual Assessment Licenses 5000-5999: Services And Other Operating Expenditures Base 30,000	Annual Assessment Licenses 5000-5999: Services And Other Operating Expenditures Base 117,741
READ 180, Math 180 and other RTI Curriculum 5000-5999: Services And Other Operating Expenditures Base 150,000	READ 180, Math 180 and other RTI Curriculum $ included above 5000-5999: Services And Other Operating Expenditures Base incl above
	RTI Support 4000-4999: Books And Supplies Base 6,406

Action **3**

Actions/Services

PLANNED	ACTUAL
Action 2.3	Action 2.3
Maintain RTI Staff at current levels, with two teachers at non-Title I sites, three at 15/16 Title I sites and four at Ripon High.	Maintained RTI Staff with two teachers at non-Title I sites, three at 15/16 Title I sites, and four at Ripon High.
Special Education services	Special Education services

Expenditures

BUDGETED	ESTIMATED ACTUAL
2.5 Education Specialist Teacher 1000-1999: Certificated Personnel Salaries Supplemental 165,459	2.5 Education Specialist Teacher 1000-1999: Certificated Personnel Salaries Supplemental 165,459
3000-3999: Employee Benefits Supplemental 45,029	3000-3999: Employee Benefits Supplemental 45,029
.5 English Teacher 1000-1999: Certificated Personnel Salaries Supplemental 31,178	.5 English Teacher 1000-1999: Certificated Personnel Salaries Supplemental 31.178
.5 English Teacher 3000-3999: Employee Benefits Supplemental 8,693	.5 English Teacher 3000-3999: Employee Benefits Supplemental 8,693
Special education support 1000-1999: Certificated Personnel Salaries Other 1,371,766	Special education support 1000-1999: Certificated Personnel Salaries Other 1,371,766
2000-2999: Classified Personnel Salaries Other 444,711	2000-2999: Classified Personnel Salaries Other 444,711
3000-3999: Employee Benefits Other 154,564	3000-3999: Employee Benefits Other 154,564
4000-4999: Books And Supplies Other 22,274	4000-4999: Books And Supplies Other 16,542
5000-5999: Services And Other Operating Expenditures Other 440,250	5000-5999: Services And Other Operating Expenditures Other 127,172
7000-7439: Other Outgo Other 3,300	7000-7439: Other Outgo Other 9,667

Action 4

Actions/Services

PLANNED	ACTUAL
Action 2.4	Action 2.4
Provide high school English Learners college and career readiness and support.	English Learners attended an annual event at a state university learning about opportunities and resources.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Field trip and related costs 5000-5999: Services And Other Operating Expenditures Title III 750	Field trip and related costs 5000-5999: Services And Other Operating Expenditures Title III 200

Action 5

Actions/Services

PLANNED	ACTUAL
Action 2.5	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.	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 394 English Learners. Our RTI model allowed for our ELs to receive additional language support through intervention. We currently service 113 EL students in our READ 180 classrooms in grades 4 - 11. Through our RTI model, we continued to support English Learners in allowing them to access rigorous curriculum.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Bilingual paraprofessional for each school site, a second aide at Title I schools and a district administrator focused on English Learners' needs. 1000-1999: Certificated Personnel Salaries Supplemental 81,857	Bilingual paraprofessional for each school site, a second aide at Title I schools and a district administrator focused on English Learners' needs. 1000-1999: Certificated Personnel Salaries Supplemental inc 4.1
2000-2999: Classified Personnel Salaries Supplemental 158,067	2000-2999: Classified Personnel Salaries Supplemental 128,163
3000-3999: Employee Benefits Supplemental 62,961	3000-3999: Employee Benefits Supplemental 30,173

Action 6

Actions/Services

PLANNED	ACTUAL
Action 2.6	Action 2.6
Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.	Individualized counseling was provided for Foster Youth at least twice yearly to ensure students accessed a broad course of study.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Existing staff 2000-2999: Classified Personnel Salaries Supplemental 1,300	Existing staff 2000-2999: Classified Personnel Salaries Supplemental 1,300

| 3000-3999: Employee Benefits Supplemental 281 | 3000-3999: Employee Benefits Supplemental 281 |

Action 7

Actions/Services

PLANNED	ACTUAL
Action 2.7 Provide supplementary materials as needed	Action 2.7 Supplementary materials have been purchased as needed.

Expenditures

BUDGETED	ESTIMATED ACTUAL
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 incl site budget

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- Build a thorough Response to Intervention (RTI) program that is consistent across the district and accelerate the growth of all students, including our underperforming subgroups in all areas.

 Base learning center/MTSS programs have been provided at all elementary sites and the comprehensive high school. 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. Two teachers staffed the learning centers at non-Title I schools, three staffed Title I schools and three and half teachers ran the program at Ripon High. Teachers, principals, bilingual paraprofessionals and the program manager provided support for English learners. Additional counseling was provided to foster youth. Supplementary materials were provided where needed.

 Title I schools were able to add personnel and programs to enhance their learning center/MTSS programs. Therefore, their programs were more robust. One site lost Title I funding this year, because their percentage of low socioeconomically disadvantaged students decreased dramatically. In spite of these financial issues, the MTSS program was very successful, as shown in our ELA and mathematics CAASPP results. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The MTSS program is very effective. Ripon is going to be a model program for other districts to come visit. We are working towards closing achievement gaps. Data that shows the effectiveness includes...12% more economically disadvantaged students grew to meet or exceed standards on the ELA CAASPP test in 2016, versus only 6% more of all students. The LEA percentage of students receiving special education services decreased from 10.51% to 10.23% this school year.

 The California dashboard shows English Learners increasing their ELA scores by 17 points and math by 5.2 |

points, district-wide. Socioeconomically disadvantaged students increased ELA scores by 15.8 points and math by 7.8 points, district-wide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences occur when items/services are not available, when strategies changed to provide the service, when costs change due to inflation, sales, etc., and identifiable student needs may shift. More was allocated for online assessment programs and curriculum, than was spent. Resources were reallocated and aligned, therefore the estimated actual services is much less than the budgeted allocation. In action 2.5, certificated salaries were moved to action 4.1. Turnover in bilingual paraprofessionals accounted for the differences in estimated actuals. No supplies were paid for from 2.7.
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.	Based on stakeholder input and in order to clarify the intent of the goal, verbiage has been changed to ...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 subgroups in all areas. Verbiage was modified in the following actions and services...2.2 Add and grow model MTSS sites. 2.3 Change RTI to MTSS and remove 15/16. Change four teachers to three and a half. 2.4 Add Include college visitation(s) and LULAC conference transportation. 2.8 NEW ACTION- 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. 2.9 NEW ACTION- Provide after school homework help for English Learners.

Annual Update   LCAP Year Reviewed: 2016-17

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Priority 3: A. Students benefit from parent involvement and training. Parents' input is sought after for both the district and site levels. Parents are notified of meetings and events by mailings, phone calls, postings, letters sent home with students, email, FaceBook postings, newspaper ads and more. More English Learner parent involvement is needed. In 15/16, 44 EL parents participated districtwide at all the ELAC/DELAC meetings. This number will increase next year.	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 January 2017, 48 EL parents participated districtwide at all the ELAC/DELAC meetings. This information was verified from sign-in sheets.
Priority 3: B. 33% of parents of all students have accessed the Parent Portal in AERIES 11 or more times. 40% of the parents of English Learners students have accessed the Parent Portal in Aeries 11 or more times. 32.3% of the parents of low income students have accessed the Parent Portal in Aeries 11 or more times. The percentage of parents of unduplicated students accessing Aeries 11 or more times for a 30-day period will increase by 2% each year.	Priority 3: B. As of January 4, 41.3% of parents of English Learners accessed the Parent Portal in Aeries 11 more times. 26% of parents of socio economically disadvantaged students accessed the Parent Portal in Aeries 11 more times. These numbers were verified in Aeries.
Priority 3: C. 33% of parents of all students have accessed the Parent Portal in AERIES 11 or more times. 33.3% of the parents of special education students have accessed the Parent Portal in Aeries 11 or more times. 28.6% of the parents of 504 plan students have accessed the Parent Portal in Aeries 11 or more times. The percentage of parents of special education and 504 students accessing Aeries 11 or more times for a 30-day period will increase by 2% each year.	Priority 3: C. As of January 4, 30.7% of parents of special ed students accessed the Parent Portal in Aeries 11 more times. 34.8% of parents of students with 504 plans accessed the Parent Portal in Aeries 11 more times. These numbers were verified in Aeries.
Priority 5: A. Ripon USD will continue to have good attendance rates above 96%. Our 14/15 attendance rate was 96.943%.	Priority 5: A. A report from Aeries shows the districtwide 15/16 attendance rate was

Priority 5: B. Chronic absenteeism is defined at 10% absences or more of total school days. Ripon students will keep chronic absences below 5% annually. Chronic absences for 12/13 were 6.3% and 13/14 were only 5.8%. 14/15 results were 3.1%. Ripon students continue to improve with chronic absenteeism.

Priority 5: C. Ripon will work to maintain 0 dropouts at the 8th grade level. The 8th grade dropout rate has been maintained at 0% for 13/14 as well as 12/13.

Priority 5: D. Ripon high will work to keep the dropout rate below 5%. The HS drop out rate was 4.2% for the year 13/14. That is a decrease from 6.7% that we had in 12/13.

Priority 5: E. RHS will work to improve the graduation rate by 1%. The HS graduation rate was 92.96% in 13/14. That is an increase from 90.2% that we had in 12/13.

Priority 6: A. RUSD will strive to keep the low suspension rate from increasing above 5%. The suspension rate in 14/15 has decreased to 3.98%. This is in comparison to 5.96% from 13/14. (Please note that the numbers where reversed in 13/14 from 5.96% to 9.5%)

Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. The expulsion rate was 0.05% in 14/15. That is a decrease from 13/14's 0.2%.

Priority 6: C. The 15/16 CHKS reports that 79% of 7th graders, 74% of 9th graders and 71% of 11th graders perceived school as very safe or safe. The biannual CHKS survey will show a 2% improvement for 11th graders at the next survey.

96.69.

Priority 5: B. Chronic absenteeism was calculated using data from Aeries, which includes cumulative enrollment, days enrolled and days present. 14/15 chronic absenteeism was 7.0%. 15/16 status was 6.0%.

Priority 5: C.
Dataquest showed the 8th grade dropout rate continues to be 0% for 14/15, like it was in 13/14 and 12/13.

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

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

Priority 6: A.
The suspension rate from 15/16 has not yet been released in Dataquest. 14/15 decreased to 3.98% in comparison to 5.96% from 13/14. Suspension rates were reported from Dataquest. CALPADS EOY 7.3 (discipline actions count) and an Aeries query shows the 15/16 rate for suspensions is likely to increase. This is subject to change when released by Dataquest, as formulas often vary.

Priority 6: B.
RUSD will continue to strive to keep a low expulsion rate. The expulsion rate in 15/16 was 0%. The previous expulsion rate was 0.05% in 14/15. Expulsion rates are verified from Dataquest.

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 and 86% of 4th and 5th graders.

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

Actions/Services

PLANNED	ACTUAL
Action 3.1 Parent Outreach Activities such as Family Literacy Nights, PIQE, Family Math Nights, Family Science Night, Title I, ELAC/DELAC, Parent Meetings, Computer Literacy, Parent Institute	Action 3.1 Parent Outreach Activities occurred including Family Literacy Nights,Title I meetings, ELAC/DELAC, Parent Advisory Committee Meetings, Computer Literacy training, English Learner Family Night, Parent ESL program

Expenditures

BUDGETED	ESTIMATED ACTUAL
5000-5999: Services And Other Operating Expenditures Base 750	5000-5999: Services And Other Operating Expenditures Base 60
5000-5999: Services And Other Operating Expenditures Supplemental 1,250	5000-5999: Services And Other Operating Expenditures Supplemental 281
supplies 4000-4999: Books And Supplies Base 1,000	supplies 4000-4999: Books And Supplies Base 933
4000-4999: Books And Supplies Supplemental 6,385	4000-4999: Books And Supplies Supplemental 1,817
classified support 2000-2999: Classified Personnel Salaries Supplemental 500	classified support 1000-1999: Certificated Personnel Salaries Supplemental 1200
classified support 3000-3999: Employee Benefits Supplemental 108	classified support 3000-3999: Employee Benefits Supplemental 190

Action 2

Actions/Services

PLANNED	ACTUAL
Action 3.2 Maintain School Facilities - Please refer to the Facilities Master Plan. Bleachers	Action 3.2 Many Ripona and high school classrooms were recarpeted. Roofs at Ripon El, Ripona and Ripon HS had repairs done. Bleacher project was submitted to DSA and awaiting approval to start construction.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Maintain School Facilities 4000-4999: Books And Supplies Other 102,000	Maintain School Facilities 4000-4999: Books And Supplies Other 53,441
5000-5999: Services And Other Operating Expenditures Other 227,750	5000-5999: Services And Other Operating Expenditures Other 150,819
6000-6999: Capital Outlay Other 128,000	6000-6999: Capital Outlay Other 98,811
Bleachers 6000-6999: Capital Outlay Other 500,000	Bleachers (Project is Work In Progress) 6000-6999: Capital Outlay Other WIP

Action 3

Actions/Services

PLANNED	ACTUAL

Action 3.3
Positive School Culture
Develop a tiered model at every school site that includes culture building programs such as Positive Behavior Interventions and Supports (PBIS), Love and Logic, Fish!, Second Step, etc. Develop alternative justice programs at the high school level.

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

Action 3.3
The Director of Student Services has merged the current RTI and PBIS programs further developing a Multi-tiered Support System with model schools.

The suspension rate for 14/15 was 3.98%, below the >5% target. 15/16 expulsions were 0%. 14/15 8th grade dropout rate was also 0%, and the senior cohort rate was 2.3% (down from 4.2%). 15/16 attendance rate was 96.69, very close to our 97% target.

Expenditures

BUDGETED
School Resource Officer
Drug Dogs
 5000-5999: Services And Other Operating Expenditures Other 43,200

Marriage Family Therapist/psychologist 1000-1999: Certificated Personnel Salaries Other 81,793

 Base 14,434

 3000-3999: Employee Benefits Other 27,761

 Field trips, supplies HS PBIS 4000-5999 Other 2,000

ADA incentives 4000-5999 Base 21,000

 3000-3999: Employee Benefits Base 2,358

ESTIMATED ACTUAL
School Resource Officer
Canine Detection Services
 5000-5999: Services And Other Operating Expenditures Other 30,000

Marriage Family Therapist/psychologist 1000-1999: Certificated Personnel Salaries Other 38,554

Marriage Family Therapist/psychologist 1000-1999: Certificated Personnel Salaries Base 57,832

Marriage Family Therapist/psychologist 3000-3999: Employee Benefits Other 6,182

 Field trips, supplies HS PBIS (expenditure included in site budgets) 4000-5999: Supplies and Service Other site budgets

ADA incentives (sites made goals at end of year; budgeted for next year) 4000-5999: Supplies and Service Base 0

Marriage Family Therapist/psychologist 3000-3999: Employee Benefits Base 9,273

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 many items were completed from the board's priority list concerning facilities. Other successes include additional parent outreach activities, including an English as a Second Language program, and growth of PBIS and MTSS practices. Limited funds present the biggest challenges. Adding sections to meet the needs of a variety of levels would have made the parent outreach program even more successful.

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

The California dashboard reflects blue for our graduation rate and yellow for suspension. This means that our suspension rate declined significantly and the graduation rate improved significantly. The Multi-Tiered System of Supports includes training in Positive Behavioral Interventions and Supports, which has proven to be effective and contributed to the successes of Ripon Unified.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences occur when items/services are not available, when strategies changed to provide the service, when costs change due to inflation, sales, etc., and identifiable student needs may shift. The bleacher project is a work in progress. Funds have not yet been expended. Support services were reorganized. PBIS expenditures and ADA incentives were provided for in site budgets.

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.

Developing the English language was added to action 3.1. 3.2 was changed from Facilities Master Plan to Routine Restricted Maintenance Budget. Develop a tiered model was changed to grow the MTSS model...and in subsequent years, maintain the MTSS model for action 3.3.

Annual Update   LCAP Year Reviewed: 2016-17

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE   ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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. 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 and are made available. Priority 1: C. Review of the Board's priority needs list is ongoing. We expect to reevaluate this maintenance plan annually to assure that we are meeting the facility and other needs of our learning community.	Priority 1: A. Highly qualified requirements have sunsetted with NCLB. In 2016-2017, Ripon USD continued to recruit and hire highly qualified teachers that are credentialed and authorized to teach their subject matter according to the California Teacher Credential (CTC) requirements. 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. Priority 1: C. In 2016-2017, many Ripona and high school classrooms were recarpeted. Roofs at Ripon El, Ripona and Ripon HS had repairs done. These items are noted in maintenance records and board reports.

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

Actions/Services

PLANNED	ACTUAL
Action 4.1 Provide the schools personnel that has 100% of teachers and classroom aides who are Highly Qualified and fully credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF.	Action 4.1 "Highly qualified" requirements sunsetted with NCLB. In 2016-2017, all teachers were appropriately credentialed and aides continued to be hired with 48+ units, a basic skills test certificate, or an AA degree. Elementary sites have maintained CSR requirements for primary classes as required in LCFF.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries Base 9,028,097	1000-1999: Certificated Personnel Salaries Base 8,346,000
2000-2999: Classified Personnel Salaries Base 206,405	2000-2999: Classified Personnel Salaries Base 339,000
3000-3999: Employee Benefits Base 2,455,429	3000-3999: Employee Benefits Base 1,418,000
1000-1999: Certificated Personnel Salaries Supplemental 118,216	1000-1999: Certificated Personnel Salaries Supplemental 253,000
3000-3999: Employee Benefits Supplemental 30,112	3000-3999: Employee Benefits Supplemental 58,000
	2000-2999: Classified Personnel Salaries Supplemental 75,000

Action 2

Actions/Services

PLANNED	ACTUAL
Action 4.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.	Action 4.2 Operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Certificated Staff not included in Action 4.1 1000-1999: Certificated Personnel Salaries Base 1,666,758	Certificated Staff not included in Action 4.1 1000-1999: Certificated Personnel Salaries Base 1,256,000
Classified Staff not included in Action 4.1 2000-2999: Classified Personnel Salaries Base 2,680,506	Classified Staff not included in Action 4.1 2000-2999: Classified Personnel Salaries Base 2,294,000
Benefits not included in Action 4.1 3000-3999: Employee Benefits Base 1,103,588	Benefits not included in Action 4.1 3000-3999: Employee Benefits Base 741,000
Books and Supplies 4000-4999: Books And Supplies Base 523,905	Books and Supplies 4000-4999: Books And Supplies Base 337,335
Services 5000-5999: Services And Other Operating Expenditures Base 2,178,484	Services 5000-5999: Services And Other Operating Expenditures Base 1,657,673
Capital Outlay 6000-6999: Capital Outlay Base 172,960	Capital Outlay 6000-6999: Capital Outlay Base 616,905
Other Outgo 7000-7439: Other Outgo Base 752,000	Other Outgo 7000-7439: Other Outgo Base 300,000
Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Supplemental 28,789	Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Supplemental incl in 4.1

| 3000-3999: Employee Benefits Supplemental 4,703 | 3000-3999: Employee Benefits Supplemental incl. in 4.1 |

Action 3

Actions/Services	**PLANNED** Action 4.3 Support school and staff with needed technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budgets)	**ACTUAL** Action 4.3 Supported school and staff with needed technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budgets)
Expenditures	**BUDGETED** Supplies and equipment 4000-4999: Books And Supplies Other 266,559 5000-5999: Services And Other Operating Expenditures Other 107,000	**ESTIMATED ACTUAL** Supplies and equipment 4000-4999: Books And Supplies Other 331,680 5000-5999: Services And Other Operating Expenditures Other 35,778

Action 4

Actions/Services	**PLANNED**	**ACTUAL**

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.	Successes include all teachers being appropriately credentialed and aides continuing 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. Operational services have been provided including: transportation, maintenance, support staff, school and district administration and substitutes. Technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support have been provided through the LCAP, including site budgets. Challenges in this area are 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. Reaching green is the goal and blue is the highest achievement. At the district level, we place green in English language arts (ELA) and mathematics, and we placed blue in the area of graduation. English Learners and the suspension rate show as yellow. This means the suspension rate declined significantly. Academic testing scores increased in ELA and math, and the graduation rate increased significantly. The learning center/Multi-Tiered System of Supports (MTSS) is attributed with much of the academic success for struggling students, who are often from the unduplicated groups. 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 are not available, when strategies changed to provide the service, when costs change due to inflation, sales, etc., and identifiable student needs may shift. Salaries of hired staff was less than those who retired or left. TOSA included in action 4.1.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Due to highly qualified requirements being in transition, verbiage was changed to qualified and appropriately credentialed for action 4.1.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

1. On August 8, 2016, the District Professional Learning Plan was presented to the governing board, and was in alignment with the 16/17 LCAP.

2. At the September 12, 2016, board meeting, the LCAP surveys that had been distributed to students, parents and staff members were announced open until September 30th. They were accessed at school by students, and sent through email to staff and parents. The surveys were also available on the website.

3. At the October 10 board meeting, the results of the surveys were shared and posted on the district website.
- 213 Parents/Community members responded
- 641 Students responded
- 118 Teachers and Staff members responded

4. On October 14, a DELAC meeting was held. An overview of the 16/17 goals and actions were provided. The wording of goal 2 was discussed. Parents expressed a desire for ESL support.

5. On November 3, the Parent Advisory Committee met. The 16/17 LCAP goals and actions were reviewed and discussed. Dr. Robeson emphasized improving attendance by tightening up on unexcused absences. Mrs. Coleman discussed the new template and rubric changes that are occurring this year. Survey results were shared and data was reported for priorities 4A, 4D, 4F, 4G and 8. New language was shared for goal 2. Input from a parent included that a tech cadre member requested that collaboration days stay in the LCAP.

6. At the November 14 board meeting, reports on professional learning activities were shared including work of the Technology Cadre and math trainings.

7. On December 9, the DELAC met. There was discussion about the amount of bilingual support at each site being reviewed annually through the LCAP process. All LCAP materials were provided in Español and attendees were reminded that all documents were also on the website. The changes in the template were shared as well as the upcoming rubrics. New language was shared for goal 2. Survey results were reviewed. Parents asked for paper surveys next year. Summer school opportunities were shared (replacing SES services). Plans for the upcoming EL Family Dinner Night were shared (action 3.1).

8. At the December 12 board meeting, an update on the status of the 16/17 LCAP actions was provided.

9. Meetings have been held in Ripon USD with SJCOE LCAP experts for guidance, planning and review. (9/20, 11/9, 12/5, 2/1, 3/1, 4/5, ...5/5 (draft due), 5/9 (draft review)

10. 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 and booster meetings. The LCAP is a regularly listed agenda item. Principals guide discussions and take note of parents' suggestions. Agendas and minutes are sent to the district office for consolidation and sharing out at stakeholder meetings.

11. At the January 9 board meeting, a presentation was given updating the board and audience about the upcoming rubrics and accountability system.

12. On January 17, the Superintendent's Student Cabinet met.

13. On February 2, the Parent Advisory Committee met.

14. On February 3, the DELAC met.

15. At the February 20 board meeting, Action 1.1 received a great deal of review as a detailed recap was given of the January 9th, staff development day, as well as the January technology conference, which was attended by the tech cadre.

16. On March 2, a community meeting was held to review and discuss the LCAP.

17. On March 13, the librarians had a meeting. Also, at the March 13 board meeting, two LCAP related documents were presented.

18. On April 6, the Parent Advisory Committee met to review and discuss the LCAP.

19. At the April 10 board meeting, district level California dashboard data was shared.

20. On April 18th, the Superintendent's Student Council met. Mrs. Coleman reviewed the LCAP goals, actions and services, and answered students' questions.

21. On May 11, the Parent Advisory Committee met

22. On May 12, the DELAC met

23. On June 19, a public hearing was held at the regular board meeting.

24. On June 26, the governing board approved the LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

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

1. Common knowledge and understanding were brought to stakeholders. Stakeholders saw how Professional Learning plans tied directly to the LCAP goals.

2. More stakeholders accessed the surveys.

3. Surveys show that students feel safe at school, and most people believe there is enough technology. There is desire for continued focus on math and NGSS, and parents want ESL support. Technology, math and NGSS continue to be areas of focus in the LCAP. A parent ESL program will be provided through RUSD parent outreach (action 3.1, and Title I - 1%.

4. The wording of goal 2 was changed. A parent ESL program will be provided through RUSD parent outreach (action 3.1, and Title I - 1%.

5. Stakeholders reviewed the current LCAP. Collaboration days are a part of the professional learning action 1.1 and will stay in the LCAP.

6. Board and community members were brought current on the efforts geared towards math and technology training for teachers.

7. Bilingual paraprofessional hours per site will be reviewed through the LCAP process. Parents will be given the opportunity to complete paper surveys during the next LCAP cycle.

8. No changes occurred due to the presentation. Stakeholders saw that follow-through has occurred for all actions.

9. Guidance is provided for compliance, completion and timelines. Base and supplemental funding sources now show as LCFF due to a change in state requirements. We must demonstrate increased and/or improved services for unduplicated students, which is summarized in the "Demonstration of Increased or Improved Services for Unduplicated Pupils" section.

10. Parent groups have continued to ask for an ESL program to help them better communicate at the schools. Two, eight-week sessions in English have been provided. Continuing to fund additional technology is a common theme at meetings. Parents have asked for trainings in the areas of bullying, Internet safety, college readiness, etc. Topics are being considered for evening events next year. The English Learner family dinner was a big hit and is scheduled again for 17/18. Teaching staff requests cadre work continue and a day to reflect on the NGSS 5th and 8th grade test. These dates are being scheduled.

11. No changes were made due to the presentation.

12. Students expressed a need for new social studies materials. Providing materials as they are state adopted and when funding allows, is included in action 1.3. LCAP has been added to all student cabinet agendas.

13. Data and changes to the LCAP were reviewed. No new changes were suggested.

14. DELAC reviewed the new template in detail, focusing on data and change sections. Parents expressed appreciation for the Parent Outreach - ESL program. They also asked about having a dual immersion program. Year 2 of a summer, Spanish STEAM program is being put in place for 1st-6th graders.

15. No changes were made to the LCAP.

16. Many areas of interest were shared at the community meeting. More 1:1 devices are desired. (action 1.4) More staff is wanted in the learning centers to support MTSS. (action 2.3) There was a discussion about analyzing programs and sharing effective strategies. Parents want more music in the schools. This year, instruments were added, and elementary students participated in a recorder program. There is a need for chemistry and science equipment at the high school. This is currently being addressed. Teachers suggested that RUSD pay for BTSA for new teachers. This would be discussed in negotiations. There were additional requests for primary classroom aides, as well as printers in the classrooms. There is not funding to add primary aides at this time. Printers have been added in learning center classrooms for special education purposes. This is expected to be an ongoing conversation. The athletic field is a priority for some and is currently being worked on.

17. On March 13, at the librarians' meeting, it was discussed that books needed updating in the libraries. An item has been added to action 1.3. LCAP is being added as a regular agenda item to secretaries and librarians' meeting agendas. Also, the 17/18 LCAP goals and actions summary sheet was presented to the board. Also, self-reflection data representing priorities 1, 2, 3 and 6 was shared and questions were answered.

18. The board dashboard report was discussed and the PAC committee looked at the live California dashboard.

19. No changes were made to the LCAP.

20. No changes were made to the LCAP.

21. No changes were made to the LCAP.

22. No changes were made to the LCAP. Members were ready to send the LCAP forward to the governing board.

23. No changes were made to the LCAP.

24. 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.

☐ New	☐ Modified	☒ Unchanged

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 ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL
Identified Need	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. 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 CAASPP scores show 30% of 11th graders met or exceeded standards. Our yellow elementary site has 37% 3rd-8th grade students who met or exceeded standards in math. Stakeholders support maintaining green and seeking annual improvement at the other sites.. 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 red. 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	Priority 2: A. In 2016-2017, intensive professional development has occurred for	Priority 2: A. California Common Core State Standards (CCSS) were adopted by the board on	Priority 2: A. California Common Core State Standards (CCSS) focus continues on math,	Priority 2: A. California Common Core State Standards (CCSS) focus continues on math,

by the state board.	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 day. The technology cadre worked for two full days, took a field trip to a Maker Space and held additional after school meetings to push technology forward at the sites. Math success will be measured by the California dashboard and CAASPP scores. Four out of five elementary sites rated green in math on the dashboard. High school math scores are not reported on the dashboard, but the 2016 CAASPP scores show 30% of 11th graders met or exceeded standards. Also, our yellow elementary site has 37% 3rd-8th grade students who met or exceeded standards in math.	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.	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. 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 2018 CAASPP scores will show 34% of 11th graders meet or exceed standards. Our yellow elementary site will show 41% 3rd-8th grade students meet or exceed standards in 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. 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 2019 CAASPP scores will show 36% of 11th graders meet or exceed standards. Our yellow elementary site will show 43% 3rd-8th grade students meet or exceed standards in math.
Priority 2: B. How programs/services enable English Learners to access the California Standards and ELD standards.	Priority 2: B. In 2016-2017, English Learners received a minimum of 30 minutes a day focused on Designated ELD. The screening used for our students was part of our district's MTSS program. The assessments were STAR 360	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.

	and AIMSWeb for our general education population. Students in our Learning Centers have taken the Scholastic Reading Inventory (SRI) as well. Currently in our district we service 394 English Learners. Our RTI model allowed for our ELs to receive additional language support through intervention. We currently service 113 EL students in our READ 180 classrooms in grades 4 - 11. Through our RTI model, we continued to support English Learners in allowing them to access rigorous curriculum. This information was verified by class rosters and master schedules.			
Priority 7: A. Broad Course of Study	Priority 7: A. All elementary sites have at least two areas of STEAM that they included in their enrichment programs. RHS added International Math 2 Honors & Math 3, Auto Shop, Gaming Programming, Digital Art, Adv. Computer Programming, Vet Science, Spanish Heritage, AP Environmental Science, World Geography, and AP Human Geography, in 2016-2017, as verified by the master schedule. All students were offered access to a broad course of study, as verified by CALPADS.	Priority 7: A. Continue to offer all students access to a broad course of study, as verified by CALPADS. Include STEAM enrichment programs at the elementary and elective opportunities at the high school.	Priority 7: A. Continue to offer all students access to a broad course of study, as verified by CALPADS. Include STEAM enrichment programs at the elementary and elective opportunities at the high school.	Priority 7: A. Continue to offer all students access to a broad course of study, as verified by CALPADS. Include STEAM enrichment programs at the elementary and elective opportunities at the high school.
Priority 7: B. Programs/services developed and provided to unduplicated pupils	Priority 7: B. In 2016-2017, unduplicated students received the broad course of study discussed in Priority 7:A, and were screened for gaps in knowledge and received intervention services when	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	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	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

	needed to address such gaps. Our unduplicated students continued to receive services through our RTI program. Our students were screened with STAR 360 and STAR Math. When our students were serviced in the learning center classrooms, they were also screened with Horizons and SRI. Our current programs are helping to close the achievement gap. 12% more economically disadvantaged students grew to meet or exceed standards on the ELA CAASPP test in 2016, versus only 6% more of all students. The percentage of unduplicated Ripon High graduates completing UC/CSU requirements in 14/15 was 7.1% for English Learners and 25% for socioeconomically disadvantaged students. (verified by Dataquest:12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance- subgroup reports)	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)	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. 16% of economically disadvantaged students will meet or exceed standards on the ELA CAASPP test in 2018. The percentage of unduplicated Ripon High graduates completing UC/CSU requirements in 16/17 will be 11.1% for English Learners and 29% for socioeconomically disadvantaged students. (verified by Dataquest:12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance- subgroup reports)	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. 18% of economically disadvantaged students will meet or exceed standards on the ELA CAASPP test in 2019. 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 Entrance- subgroup reports)
Priority 7: C. Programs/services developed and provided to individuals with exceptional needs	Priority 7: C. In 2016-2017, students with exceptional needs received a broad course of study and received appropriate services in the learning centers when needed to address learning gaps. A Multi-tiered System of Support has been fully implemented at all school sites. Tiered research-based academic and behavioral interventions are in place. Our percentage of students receiving Special	Priority 7: C. Students with exceptional needs will receive a broad course of study and receive appropriate services in the learning centers when needed to address learning gaps. Percentage of students receiving Special Education services will be reported. (verified by P1 enrollment/ December Casemis report)	Priority 7: C. Students with exceptional needs will receive a broad course of study and receive appropriate services in the learning centers when needed to address learning gaps. Percentage of students receiving Special Education services will be reported. (verified by P1 enrollment/ December Casemis report)	Priority 7: C. Students with exceptional needs will receive a broad course of study and receive appropriate services in the learning centers when needed to address learning gaps. Percentage of students receiving Special Education services will be reported. (verified by P1 enrollment/ December Casemis report)

	Education services decreased from 10.51% to 10.23% this school year. (verified by P1 enrollment/ December Casemis report)			

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 ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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,	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,	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.

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.

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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	125,000	Amount	125,000	Amount	125,000
Source	Other	Source	Other	Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences/workshops	Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences/workshops	Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences/workshops
Amount	45,000	Amount	45,000	Amount	45,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	5,000	Amount	5,000	Amount	5,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies supplies	Budget Reference	4000-4999: Books And Supplies supplies	Budget Reference	4000-4999: Books And Supplies supplies

Action 2

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 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 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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	25,000	Amount	25,000	Amount	25,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies Class equipment/materials	Budget Reference	4000-4999: Books And Supplies Class equipment/materials	Budget Reference	4000-4999: Books And Supplies Class equipment/materials
Amount	20,000	Amount	20,000	Amount	20,000
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	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	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
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.	Action 1.3 Adopt History/Social Science textbooks, if appropriate and funds allow. Begin to review NGSS textbooks and materials if adopted by the state. Purchase growth materials, textbooks and workbooks as needed. Provide books for libraries, if funding allows.	Action 1.3 Adopt NGSS textbooks, if appropriate and funds allow. Purchase growth materials, textbooks and workbooks as needed. Provide books for libraries, if funding allows.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	290,000	Amount	290,000	Amount	290,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget	4000-4999: Books And Supplies	Budget	4000-4999: Books And Supplies	Budget	4000-4999: Books And Supplies

Reference	Social Science or NGSS Adoptions	Reference	Science or Health Adoptions	Reference	textbook adoption
Budget Reference	Other Texts and workbooks	Budget Reference	Other textbooks and workbooks	Budget Reference	Other textbooks and workbooks
Amount	10,000	Amount	10,000	Amount	10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies NGSS supplies and equipment	Budget Reference	4000-4999: Books And Supplies NGSS supplies and equipment	Budget Reference	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 ☒ All   ☐ Students with Disabilities   ☐

Location(s) ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	Action 1.4 Add 1:1 devices if possible - See Technology plan. Place 2 carts at RHS and 1 per elementary site (or equivalent devices). Add additional if funding allows. Ensure educational technology support.	Action 1.4 Add 1:1 devices if possible - See Technology plan. Place 2 carts at RHS and 1 per elementary site (or equivalent devices). Add additional if funding allows. Ensure educational technology support.

BUDGETED EXPENDITURES

2017-18

Amount	200,000
Source	Other
Budget Reference	4000-4999: Books And Supplies 1:1 Devices if funding allows

2018-19

Amount	200,000
Source	Other
Budget Reference	4000-4999: Books And Supplies 1:1 Devices if funding allows

2019-20

Amount	200,000
Source	Other
Budget Reference	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.

☐ New	☒ Modified	☐ Unchanged

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 subgroups in all areas.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

A. Stakeholders support continuing the RTI program with research-based math and ELA intervention and helping teachers meet the needs of all students. Expand the program to become a model Multi-Tiered Support System (MTSS) site.

B. Offer supplemental educational services (SES) to qualifying students during the transition to the Every Student Succeeds Act (ESSA).

C. Increase English Learner (EL) graduation rate. Stakeholders agree that the gap between the all students' graduation rate and English Learners' graduation rate should become smaller each year.

D. Decrease long term EL numbers. Stakeholders agree that the number of long term English Learners should decrease annually.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: A. Statewide Assessments (Academic Indicator)	Priority 4: A. Please see the 2016 baseline scores below. Five out of six schools rated green or blue in English language arts on the dashboard and five out of six schools rated green in mathematics. The remaining school showed yellow in both ELA and math. English Learner (EL) and socioeconomically	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%	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 51%, math 41%	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 53%, math 43%

disadvantaged students reflected yellow at the LEA level as well.

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

LEA-wide, 20% of EL students have met or exceeded standards in ELA and 10% in math. LEA-wide, 45% of socioeconomically disadvantaged (SED) students have met or exceeded standards in ELA and 29% in math.

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

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

% = students who met or exceeded standards

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

% = students who met or exceeded standards

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

% = students who are proficient

- 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).

- District EL: ELA 24%, math 14%
- District SED: ELA 49%, math 33%

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

- District EL: ELA 26%, math 16%
- District SED: ELA 51%, math 35%

The new NGSS test-California Science Test (CAST) will occur. Baseline scores will be available.

Priority 4: B. Academic Performance Index (API)	Priority 4: B. The API was suspended. Evaluation is now summarized on the California Dashboard.	Priority 4: B. N/A	Priority 4: B. N/A	Priority 4: B. N/A
Priority 4: C. Percentage of pupils that have successfully completed A-G requirements for entrance to UC/CSU or CTE programs	Priority 4: C. 	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.
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.
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 this rate until the EL group moves to green on the California dashboard.	Priority 4: E. We will maintain or improve this 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. 	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. The passing percentage will reach 68.6% by 2018.	Priority 4: F. Data will come from the College Board website. The passing percentage will reach 70.6% by 2019.
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	Priority 4: G. 2017 CAASPP results will show that our 11th grade students tested will maintain or improve this	Priority 4: G. 2018 CAASPP results will show that our 11th grade students tested will maintain or improve this	Priority 4: G. 2019 CAASPP results will show that our 11th grade students tested will maintain or improve this

	exams. Students should be at a level 3 "Standard Met" or better on both ELA and mathematics assessments. 2016 CAASPP results show that 70% of our 11th grade students meet this goal in ELA and 29% in mathematics.	percentage in ELA and gain at least 2% in mathematics. (31%)	percentage in ELA and gain at least 2% in mathematics. (33%)	percentage in ELA and gain at least 2% in mathematics. (35%)
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)	The EL cohort graduation rate will increase 1% each year until reaching the rate for all students. 17/18 will reach 95.6%. (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	☒ All	☐ Students with Disabilities	☐	
Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners	☐ Foster Youth ☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 2.1 Continue use of SST Online, a documentation system for SSTs and 504. Continue Student Data Review Team.	Action 2.1 Continue use of SST Online, a documentation system for SSTs and 504. Continue Student Data Review Team	Action 2.1 Continue use of SST Online, a documentation system for SSTs and 504. Continue Student Data Review Team

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	4,000	Amount	4,000	Amount	4,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures SST Online	Budget Reference	5000-5999: Services And Other Operating Expenditures SST Online	Budget Reference	5000-5999: Services And Other Operating Expenditures SST Online
Amount	1,500	Amount	1,500	Amount	1,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes	Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes	Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes
Amount	225	Amount	245	Amount	245
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	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	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	Action 2.2 Continue use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems. Continue and expand MTSS curriculum to continue model program.	Action 2.2 Continue use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems. Continue and expand MTSS curriculum to continue model program

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	30,000	Amount	30,000	Amount	30,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

	Annual Assessment Licenses		Annual Licenses		Annual Licenses
Amount	150,000	Amount	150,000	Amount	150,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures READ 180, Math 180 and other RTI Curriculu	Budget Reference	5000-5999: Services And Other Operating Expenditures READ 180, Math 180 and other RTI Curriculum	Budget Reference	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   ☐ All   ☐ Students with Disabilities   ☐

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	Action 2.3 Maintain MTSS staff (learning center teachers) at current level, with two teachers at non-Title I sites, three at Title I sites and three and a half teachers at Ripon High.

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

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	190,540	Amount	190,540	Amount	190,540
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	46,397	Amount	46,397	Amount	46,397
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	239,781	Amount	239,781	Amount	239,781
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	70,658	Amount	70,658	Amount	70,658
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	1,496,829	Amount	1,496,829	Amount	1,496,829
Source	Other	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	424,137	Amount	424,137	Amount	424,137
Source	Other	Source	Other	Source	Other

Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	32,582	Amount	32,582	Amount	32,582
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	459,155	Amount	459,155	Amount	459,155
Source	Other	Source	Other	Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	11,300	Amount	11,300	Amount	11,300
Source	Other	Source	Other	Source	Other
Budget Reference	7000-7439: Other Outgo	Budget Reference	7000-7439: Other Outgo	Budget Reference	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	☐ All ☐ Students with Disabilities ☒ English Learners
Location(s)	☒ All Schools ☐ Specific 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	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 2.4 Provide high school English Learners college and career readiness and support. Include college visitation(s) and LULAC conference transportation.	Action 2.4 Provide high school English Learners college and career readiness and support. Include college visitation(s) and LULAC conference transportation.	Action 2.4 Provide high school English Learners college and career readiness and support. Include college visitation(s) and LULAC conference transportation.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	500	Amount	500	Amount	500
Source	Title III	Source	Title III	Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures Field trip and related costs	Budget Reference	5000-5999: Services And Other Operating Expenditures Field trip and related costs	Budget Reference	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	☐ All	☐ Students with Disabilities	☐	
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
	Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income	
	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☒ Limited to Unduplicated Student Group(s)

	Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

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

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☒ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☒ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.	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

	2017-18		**2018-19**		**2019-20**
Amount	1,300	Amount	1,300	Amount	1,300
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Existing staff	Budget Reference	2000-2999: Classified Personnel Salaries Existing staff	Budget Reference	2000-2999: Classified Personnel Salaries Existing staff
Amount	281	Amount	281	Amount	281
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	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	☐ All ☐ Students with Disabilities ☐
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 2.7 Provide supplementary materials as needed.	Action 2.7 Provide supplementary materials as needed.	Action 2.7 Provide supplementary materials as needed.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	31,640	Amount	31,640	Amount	31,640
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Intervention Curriculum, Instructional materials and supplies	Budget Reference	4000-4999: Books And Supplies Intervention Curriculum, Instructional Materials and supplies	Budget Reference	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	☐ All	☐ Students with Disabilities	☒ <u>varies with program</u>

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 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 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

	2017-18		2018-19		2019-20
Amount	13,865	Amount	13,865	Amount	13,865
Source	Other	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	1,941	Amount	1,941	Amount	1,941

Source	Other	Source	Other	Source	Other
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	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 ☐ All ☐ Students with Disabilities ☒ <u>English Learners</u>

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 2.9 Provide after school homework help for English Learners.	Action 2.9 Provide after school homework help for English Learners.	Action 2.9 Provide after school homework help for English Learners.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	11,322	Amount	11,322	Amount	11,322
Source	Other	Source	Other	Source	Other

Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	2,583	Amount	2,583	Amount	2,583
Source	Other	Source	Other	Source	Other
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

Action   10

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

Students to be Served

☐ All   ☐ Students with Disabilities   ☐

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services

☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

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.

☐ New	☐ Modified	☒ Unchanged

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 ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

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	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	Priority 3: A. EL parent participation will be monitored in ELAC/DELAC, SSC, PAC and other input and outreach committees and programs. Participation will increase by 2% each year. 17/18 will include 14% participation. (verified by sign-in sheets)	Priority 3: A. EL parent participation will be monitored in ELAC/DELAC, SSC, PAC and other input and outreach committees and programs. Participation will increase by 2% each year. 18/19 will include 16% participation. (verified by sign-in sheets)	Priority 3: A. EL parent participation will be monitored in ELAC/DELAC, SSC, PAC and other input and outreach committees and programs. Participation will increase by 2% each year. 19/20 will include 18% participation. (verified by sign-in sheets)

	parents/394 EL students in 16/17 = 12%. (verified by sign-in sheets)			
Priority 3: B. Promoting parental participation in programs for unduplicated pupils	Priority 3: B. As of March, 2017, 79% of all families have emails through which they receive school and district information. As of March, 2017, 49% of parents of English Learners have emails through which they receive school and district information. As of March, 2017, 66% of parents of socioeconomically disadvantaged students have emails through which they receive school and district information. (verified by Aeries)	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)	Priority 3: B. The % of parents of English Learners having emails in the student information system will increase 2% (53%) 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% (70%) every year until reaching the "all students" percentage. (verified by Aeries)	Priority 3: B. The % of parents of English Learners having emails in the student information system will increase 2% (55%) 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% (72%) every year until reaching the "all students" percentage. (verified by Aeries)
Priority 3: C. Promoting parental participation in programs for individuals with exceptional needs	Priority 3: C. As of March, 2017, 79% of all families have emails through which they receive school and district information. As of March, 2017, 74% of parents of special education students have emails through which they receive school and district information. As of March, 2017, 70% of parents of students with 504 plans have emails through which they receive school and district information. (verified by Aeries)	Priority 3: C. The % of parents of special education students having emails in the student information system will increase every year until reaching the "all students" percentage. The % of parents of students with 504 plans having emails in the student information system will increase 2% every year until reaching the "all students" percentage. (verified by Aeries)	Priority 3: C. The % of parents of special education students having emails in the student information system will increase every year until reaching the "all students" percentage. The % of parents of students with 504 plans having emails in the student information system will increase 2% every year until reaching the "all students" percentage. (verified by Aeries)	Priority 3: C. The % of parents of special education students having emails in the student information system will increase every year until reaching the "all students" percentage. The % of parents of students with 504 plans having emails in the student information system will increase 2% every year until reaching the "all students" percentage. (verified by Aeries)
Priority 5: A. School attendance	Priority 5: A. The districtwide 15/16 attendance rate was 96.69. (verified by Aeries)	Priority 5: A. Ripon USD will continue to have good attendance rates above 96%. (verified by Aeries)	Priority 5: A. Ripon USD will continue to have good attendance rates above 96%. (verified by Aeries)	Priority 5: A. Ripon USD will continue to have good attendance rates above 96%. (verified by Aeries)

Priority 5: B. Chronic absenteeism	Priority 5: B. Chronic absenteeism is defined at 10% absences or more of total school days. 15/16 chronic absenteeism status was 6.0%. (verified by Aeries)	Priority 5: B. Ripon USD will maintain or improve upon the 15/16 chronic absenteeism rate. (verified by Aeries)	Priority 5: B. Ripon USD will maintain or improve upon the 15/16 chronic absenteeism rate. (verified by Aeries)	Priority 5: B. Ripon USD will maintain or improve upon the 15/16 chronic absenteeism rate. (verified by Aeries)
Priority 5: C. Middle school dropout rate	Priority 5: C. The 8th grade dropout rate continues to be 0% for 14/15, like it was in 13/14 and 12/13. (verified by Dataquest)	Priority 5: C. Ripon will work to maintain 0 dropouts at the 8th grade level. (verified by Dataquest)	Priority 5: C. Ripon will work to maintain 0 dropouts at the 8th grade level. (verified by Dataquest)	Priority 5: C. Ripon will work to maintain 0 dropouts at the 8th grade level. (verified by Dataquest)
Priority 5: D. High school dropout rate	Priority 5: D. The Ripon Unified Cohort dropout rate was 2.3% in 14/15. We continue to improve from 4.2% for the year 13/14 and 6.7% that we had in 12/13. (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: D. Ripon high will work to keep the dropout rate below 5%. (verified by Dataquest)
Priority 5: E. High school graduation rate	Priority 5: E. The districtwide cohort graduation rate was 96.7 in 14/15, which is an improvement over 93.00% in 13/14. The previous rate was 90.2% in 12/13. (verified by Dataquest)	Priority 5: E. RHS will work to improve the graduation rate by 1%. (verified by Dataquest)	Priority 5: E. RHS will work to improve the graduation rate by 1%. (verified by Dataquest)	Priority 5: E. RHS will work to improve the graduation rate by 1%. (verified by Dataquest)
Priority 6: A. Pupil suspension rate	Priority 6: A. RUSD will strive to maintain the low suspension rate from increasing above 5%. The suspension rate for 15/16 is not yet available. 14/15 decreased to 3.98% in comparison to 5.96% from 13/14. (verified by Dataquest) CALPADS EOY 7.3 (discipline actions count) and an Aeries	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)

	query shows the 15/16 rate for suspensions is likely to increase. This is subject to change when released by Dataquest, as formulas often vary.			
Priority 6: B. Pupil expulsions rate	Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. The expulsion rate in 15/16 was 0%. The expulsion rate was 0.05% in 14/15. That is a decrease from 13/14's 0.2%. (verified by Dataquest)	Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. (verified by Dataquest)	Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. (verified by Dataquest)	Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. (verified by Dataquest)
Priority 6: C. Other local measures, including surveys on safety and school connectedness	Priority 6: C. The CHKS survey is given every other year. However, our survey results (Survey Monkey) are available for the past two years. In 2015, 58.34% of RUSD 11th graders felt very safe or extremely safe at school. In 2016, this number rose to 77.27% of 11th graders. At the same time, 84% of 7th and 8th graders felt safe at school. In February, 2017, 4th and 5th graders were surveyed and 86% of them felt safe at school. (verfied by LCAP surveys)	Priority 6: C. The percent of students feeling safe at school will remain the same or improve each year. (verfied by LCAP surveys)	Priority 6: C. The percent of students feeling safe at school will remain the same or improve each year. (verfied by LCAP surveys)	Priority 6: C. The percent of students feeling safe at school will remain the same or improve each year. (verfied 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	☐ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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	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	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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	1,250	Amount	1,250	Amount	1,250
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	750	Amount	750	Amount	750
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	1,000	Amount	1,000	Amount	1,000
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies supplies	Budget Reference	4000-4999: Books And Supplies supplies	Budget Reference	4000-4999: Books And Supplies supplies
Amount	6,385	Amount	6,385	Amount	6,385
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	500	Amount	500	Amount	500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries classified support	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	108	Amount	108	Amount	108
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits	Budget Reference	4000-4999: Books And Supplies	Budget Reference	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	☒ All ☐ Students with Disabilities ☐	
Location(s)	☒ All Schools ☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	

Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
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.	Action 3.2 Maintain School Facilities - Please refer to the Routine Restricted Maintenance Budget. Continue roofing repairs as needed district-wide.	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

	2017-18		2018-19		2019-20
Amount	124,762	Amount	124,762	Amount	124,762
Source	Other	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies Maintain School Facilities	Budget Reference	4000-4999: Books And Supplies Maintain School Facilities	Budget Reference	4000-4999: Books And Supplies Maintain School Facilities
Amount	282,507	Amount	282,507	Amount	282,507
Source	Other	Source	Other	Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	213,288	Amount	213,288	Amount	213,288
Source	Other	Source	Other	Source	Other
Budget Reference	6000-6999: Capital Outlay	Budget Reference	6000-6999: Capital Outlay	Budget Reference	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	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
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. Reduce suspension/expulsion, decrease dropout rates and increase districtwide attendance.	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. Reduce suspension/expulsion, decrease dropout rates and increase districtwide attendance.	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. Reduce suspension/expulsion, decrease dropout rates and increase districtwide attendance.

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Amount 43,200	Amount 43,200	Amount 43,200

Source	Other	Source	Other	Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures School Resource Officer Canine Detection Services	Budget Reference	5000-5999: Services And Other Operating Expenditures School Resource Officer Canine Detection Services	Budget Reference	5000-5999: Services And Other Operating Expenditures School Resource Officer Canine Detection Services
Amount	4,500	Amount	4,500	Amount	4,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-5999: Supplies and Service Attendance incentive	Budget Reference	4000-5999: Supplies and Service Attendance incentive	Budget Reference	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.

☐ New	☐ Modified	☒ Unchanged

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

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL
Identified Need	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 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)	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.	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.	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.
Priority 1: B. Sufficient access to	Priority 1: B. RUSD has stayed	Priority 1: B. All students have	Priority 1: B. All students have	Priority 1: B. All students have

standards-aligned instructional materials	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)	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.	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.	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 ☐ All   ☐ Students with Disabilities   ☐
Location(s) ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☒ English Learners   ☒ Foster Youth   ☒ Low Income
Scope of Services ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s) ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 4.1 Provide the schools personnel that has 100% of teachers and classroom aides who are qualified and appropriately credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF.	Action 4.1 Provide the schools personnel that has 100% of teachers and classroom aides who are qualified and appropriately credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF.	Action 4.1 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

	2017-18		**2018-19**		**2019-20**
Amount	9,313,772	Amount	9,313,772	Amount	9,313,772
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	35,351	Amount	35,351	Amount	35,351
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	2,758,377	Amount	2,758,377	Amount	2,758,377
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	90,337	Amount	90,337	Amount	90,337
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Amount	334,304		Amount	334,304		Amount	334,304
Source	Other		Source	Other		Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries		Budget Reference	1000-3000: Salaries & Benefits		Budget Reference	1000-3000: Salaries & Benefits
Amount	85,232		Amount	85,232		Amount	85,232
Source	Other		Source	Other		Source	Other
Budget Reference	3000-3999: Employee Benefits		Budget Reference	3000-3999: Employee Benefits		Budget Reference	3000-3999: Employee Benefits
Amount	26,494		Amount	26,494		Amount	26,494
Source	Supplemental		Source	Supplemental		Source	Supplemental
Budget Reference	3000-3999: Employee Benefits		Budget Reference	3000-3999: Employee Benefits		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 ☒ All ☐ Students with Disabilities ☐

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action 4.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.	Action 4.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.	Action 4.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.

BUDGETED EXPENDITURES

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

Reference	Operating Expenditures Services	Reference	Expenditures Services	Reference	Operating Expenditures Services
Amount	368,618	Amount	368,618	Amount	368,618
Source	Other	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	241,351	Amount	241,351	Amount	241,351
Source	Other	Source	Other	Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	201,102	Amount	201,102	Amount	201,102
Source	Other	Source	Other	Source	Other
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits
Amount	70,052	Amount	70,052	Amount	70,052
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	16,792	Amount	16,792	Amount	16,792
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	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	☒ All	☐ Students with Disabilities	☐

| Location(s) | ☒ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

OR

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

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |

| Scope of Services | ☐ LEA-wide | ☐ Schoolwide | **OR** ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 Support school and staff with needed technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budgets)	Action 4.3 Support school and staff with needed technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budgets)

BUDGETED EXPENDITURES

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $1,270,754   Percentage to Increase or Improve Services: 5.18%

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

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

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

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

- 2.5 RTI staff is being maintained in order to provide adequate intervention services at all sites. All students may be assessed to determine if support is necessary and therefore, this action is considered district-wide. District-wide is justified because low income, foster youth, English learner and other students are most at risk and therefore benefit from from having these fully implemented programs in place. District-wide is the most effective use of funds to meet the goals for unduplicated pupils as has been demonstrated with the unduplicated students showing the most growth from participating in these programs. Our Director of Student Services previously worked in a district with a successful RTI program and based Ripon's Learning Centers on that model. These services are principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. (Action 2.3)

- A .5 English teacher is being maintained at the high school to provide additional sections of support for English Learners. This is considered district-wide and is the most effective use of funds because this teacher is included in the action above and justified with the added 2.5 RTI staff. However, this teacher primarily adds EL support sections at the high school. These services are principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. Program analysis and EL student monitoring discovered EL students are being underserved at the high school level and there is no acceptable option besides maintaining the added sections. (Action 2.3)

- A variety of parent information and activity nights are being implemented. This is justified district-wide because both base and supplemental funds are being provided based on the activity put in place and expanding parental involvement is encouraged. District-wide is the most effective use of funds because students' learning improves when their parents are involved. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priority three, Parental Involvement. Southwest Educational Development Laboratory states, "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." (Action 3.1)

- Maintaining the two added kindergarten classes will lower class sizes (district-wide) in kindergarten. 2017-2018 will be year 3 of providing and rolling forward 2 kindergarten classes per elementary site. Due to having lower class sizes, it is expected that certificated and support staff will be able to better implement differentiated instruction, which will help address the needs of English language learners and low income students. This is an effective and justified use of funds because after a comprehensive review of 112 papers, David Zyngier reports, "Findings suggest that smaller class sizes in the first four years of school can have an important and lasting impact on student achievement, especially for children from culturally, linguistically and economically disenfranchised communities." District-wide is the most effective use of funds and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. (Action 4.1)

- Supplemental funds are being used to provide bilingual paraprofessionals at all sites, a second bilingual paraprofessional at elementary sites with significantly larger EL populations and Ripon High School, as well as a district administrator to oversee services and provide guidance for programs for our English Learners. This action is principally directed and effective towards meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement, state priority five, Pupil Engagement and state priority seven, Course Access. (Action 2.5)

- An additional Learning Center teacher continues to be provided from supplemental funds to Title I sites due to the numbers of unduplicated students. District-wide is the most effective use of funds because these sites have more at risk students who need more services. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. All sites have been provided with the same base program and sites with more need and more unduplicated students struggle to meet the needs of all students, therefore need the extra support. (Action 2.3)

- Supplemental funds are being used to provide counseling services for foster youth. This action is principally directed and effective towards meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement and state priority seven, "ensure access to a broad course of study." (Action 2.6)

- Supplemental funds will also be used to provide intervention curriculum, materials and supplies. District-wide is the most effective use of funds as needs will arise for materials and this action is principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. Experience tells us that needs for individuals or groups of students will occur during the year that could not have been anticipated. (Action 2.7)

- The following services are contributing to increased or improved services for unduplicated students, but are funded with sources other than LCFF. (2.4 Providing high school English Learners college visitations and conferences; 2.8 Title I Summer School; 2.9 Other Summer School Programs; 2.10 After School Homework Help for English Learners)

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

Revised Local Control and Accountability Plan and Annual Update Template Instructions

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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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

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

Plan Summary

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

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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/fg/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. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services 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 checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, 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 indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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 selecting "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.

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 scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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 mark "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 selecting "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:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" 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.

- Check "Unchanged" 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 check "Unchanged" 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 *CCR* 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* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 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 for English Language Arts
      b. Mathematics – Common Core State Standards for Mathematics
      c. English Language Development
      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 UC or 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 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 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	26,679,194.00	21,966,379.18	26,611,357.00	26,611,377.00	26,611,377.00	79,834,111.00
Base	21,577,904.00	18,014,057.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	20,692,863.00	20,692,883.00	20,692,883.00	62,078,629.00
Other	4,274,012.00	3,137,807.00	5,067,637.00	5,067,637.00	5,067,637.00	15,202,911.00
Supplemental	826,528.00	814,315.18	850,357.00	850,357.00	850,357.00	2,551,071.00
Title III	750.00	200.00	500.00	500.00	500.00	1,500.00

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

Total Expenditures by Object Type

Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	26,679,194.00	21,966,379.18	26,611,357.00	26,611,377.00	26,611,377.00	79,834,111.00
	14,434.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	12,725,125.00	11,616,054.18	13,706,390.00	13,372,086.00	13,372,086.00	40,450,562.00
1000-3000: Salaries & Benefits	0.00	0.00	0.00	334,304.00	334,304.00	668,608.00
2000-2999: Classified Personnel Salaries	3,491,489.00	3,282,174.00	3,299,825.00	3,299,325.00	3,299,325.00	9,898,475.00
2000-3000: Salaries & Benefits	0.00	0.00	56,993.00	56,993.00	56,993.00	170,979.00
3000-3999: Employee Benefits	3,934,689.00	2,506,403.00	4,531,634.00	4,532,046.00	4,532,046.00	13,595,726.00
4000-4999: Books And Supplies	1,643,763.00	1,299,773.00	1,432,928.00	1,433,036.00	1,433,036.00	4,299,000.00
4000-5999	23,000.00	0.00	0.00	0.00	0.00	0.00
4000-5999: Supplies and Service	10,000.00	1,176.00	4,500.00	4,500.00	4,500.00	13,500.00
5000-5999: Services And Other Operating Expenditures	3,280,434.00	2,235,416.00	3,354,499.00	3,354,499.00	3,354,499.00	10,063,497.00
6000-6999: Capital Outlay	800,960.00	715,716.00	213,288.00	213,288.00	213,288.00	639,864.00
7000-7439: Other Outgo	755,300.00	309,667.00	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	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	26,679,194.00	21,966,379.18	26,611,357.00	26,611,377.00	26,611,377.00	79,834,111.00
	Base	14,434.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	10,821,067.00	9,786,044.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	11,092,604.00	11,092,604.00	11,092,604.00	33,277,812.00
1000-1999: Certificated Personnel Salaries	Other	1,478,559.00	1,410,320.00	2,213,616.00	1,879,312.00	1,879,312.00	5,972,240.00
1000-1999: Certificated Personnel Salaries	Supplemental	425,499.00	419,690.18	400,170.00	400,170.00	400,170.00	1,200,510.00
1000-3000: Salaries & Benefits	Other	0.00	0.00	0.00	334,304.00	334,304.00	668,608.00
2000-2999: Classified Personnel Salaries	Base	2,886,911.00	2,633,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	2,433,040.00	2,432,540.00	2,432,540.00	7,298,120.00
2000-2999: Classified Personnel Salaries	Other	444,711.00	444,711.00	676,810.00	676,810.00	676,810.00	2,030,430.00
2000-2999: Classified Personnel Salaries	Supplemental	159,867.00	204,463.00	189,975.00	189,975.00	189,975.00	569,925.00
2000-3000: Salaries & Benefits	Supplemental	0.00	0.00	56,993.00	56,993.00	56,993.00	170,979.00
3000-3999: Employee Benefits	Base	3,596,393.00	2,203,291.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF	0.00	0.00	4,126,832.00	4,127,244.00	4,127,244.00	12,381,320.00
3000-3999: Employee Benefits	Other	186,409.00	160,746.00	290,858.00	290,858.00	290,858.00	872,574.00
3000-3999: Employee Benefits	Supplemental	151,887.00	142,366.00	113,944.00	113,944.00	113,944.00	341,832.00
4000-4999: Books And Supplies	Base	939,905.00	679,695.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	745,000.00	745,108.00	745,108.00	2,235,216.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Other	660,833.00	617,563.00	644,903.00	644,903.00	644,903.00	1,934,709.00
4000-4999: Books And Supplies	Supplemental	43,025.00	2,515.00	43,025.00	43,025.00	43,025.00	129,075.00
4000-5999	Base	21,000.00	0.00	0.00	0.00	0.00	0.00
4000-5999	Other	2,000.00	0.00	0.00	0.00	0.00	0.00
4000-5999: Supplies and Service	Base	10,000.00	1,176.00	0.00	0.00	0.00	0.00
4000-5999: Supplies and Service	LCFF	0.00	0.00	4,500.00	4,500.00	4,500.00	13,500.00
5000-5999: Services And Other Operating Expenditures	Base	2,363,234.00	1,793,946.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	2,290,887.00	2,290,887.00	2,290,887.00	6,872,661.00
5000-5999: Services And Other Operating Expenditures	Other	870,200.00	395,989.00	1,016,862.00	1,016,862.00	1,016,862.00	3,050,586.00
5000-5999: Services And Other Operating Expenditures	Supplemental	46,250.00	45,281.00	46,250.00	46,250.00	46,250.00	138,750.00
5000-5999: Services And Other Operating Expenditures	Title III	750.00	200.00	500.00	500.00	500.00	1,500.00
6000-6999: Capital Outlay	Base	172,960.00	616,905.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	628,000.00	98,811.00	213,288.00	213,288.00	213,288.00	639,864.00
7000-7439: Other Outgo	Base	752,000.00	300,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Other	3,300.00	9,667.00	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	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	720,000.00	720,000.00	720,000.00	2,160,000.00
Goal 2	3,467,504.00	3,467,524.00	3,467,524.00	10,402,552.00
Goal 3	678,250.00	678,250.00	678,250.00	2,034,750.00
Goal 4	21,745,603.00	21,745,603.00	21,745,603.00	65,236,809.00
Goal 5		0.00	0.00	0.00

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