

Introduction:

LEA: Ripon Unified School District **Contact (Name, Title, Email, Phone Number):** Kathy Coleman, Director of Curriculum and Categorical Programs, kcoleman@sjcoe.net, 209-599-2131 **LCAP Year:** 2015/2016

Local Control and Accountability Plan and Annual Update Template

This plan has been prepared to address all of our schools and student groups.

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

draft 4

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 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, and 47606.5, 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?

Involvement Process	Impact on LCAP
In August 2014, the LCFF funding snapshot was provided at the board meeting. Committee members for the PAC and the DELAC were selected.	Common knowledge and understanding were brought to stakeholders. Members for legally required committees were solidified for the 2014-15 school year.
In September 2014, a detailed overview of the RTI model that had been established at all sites within the district (goal 2) was presented to stakeholders at the board meeting.	Common knowledge and understanding were brought to stakeholders.
In October 2014, an update of actions/services and review of district data was	Common knowledge and understanding were brought to stakeholders.

provided to stakeholders at the board meeting.

In November 2014, students completed an electronic LCAP survey.

In December 2014, student survey results were shared at the board meeting with all stakeholder groups.

On December 16th, the District English Learner Advisory Committee (DELAC) met.

On February 5th, the Parent Advisory Committee (PAC) met.

On March 5th, a community meeting was held that included stakeholders from parents, RUDTA, CSEA, a board member, PALS representatives, administrators and community members.

On April 7th, the DELAC met and reviewed data in detail.

On April 7th, the PAC met and reviewed data in detail.

On April 13th, the board and stakeholders were told that an LCAP draft will be posted on April 17th with an email link for input.

As of April 15th, input had also been taken from all stakeholders at 22 other ELAC, SSC, PFC, staff and booster meetings.

On April 17th, the LCAP draft was posted to <http://www.riponusd.net> with an email link for stakeholder input.

On May 4th, the DELAC discussed and made recommendations for actions and services.

On May 12th, the PAC ...

On May 18th, an LCAP preview ...

On June 8th, a public hearing...

Students top interests reflected STEAM, foreign languages/Spanish (all schools), CTE, and better instruction/connections with teachers (at Ripon High School).

Focus remains on STEAM options and building positive campus cultures.

Parents reiterated the desire for classes that provide career explorations. This reinforces the student's interest in STEAM.

Parents expressed desires for STEAM, art and technology. Funds are being allocated to elementary sites for STEAM and 2 high school teachers are being added for additional electives/sections at the high school.

Most interest was shown towards a HS dean, adding teachers to eliminate singletons and retaining high quality teachers. 3 teachers are being added to bring class sizes down in kindergarten and 1st grade, eliminating 3 singletons.

Needs, annual measurable objectives and metrics not mandated as per state metrics were removed. A concern was expressed about the EL graduation rate and therefore, this metric will be left in the plan. Remove duplicates in metrics. See the change sections in the annual update.

Needs, annual measurable objectives and metrics not mandated as per state metrics were removed. The math curriculum action has been achieved and therefore, removed. Remove duplicates in metrics. Goal 5 was reworded to drop special education as this program is already covered under support services and also, in the other goals. See the change sections in the annual update.

Stakeholders are continually encouraged to give feedback.

Cumulative data from these meetings was shared at the above stakeholder meetings, including DELAC, PAC and community, throughout the year.

As of May 8th, there have been no responses to the posted drafts.

The DELAC approved the LCAP.

On June 15th, a board meeting is set for adoption...

Annual Update:

In August 2014, the LCFF funding snapshot was provided at the board meeting. Committee members for the PAC and the DELAC were selected.

In September 2014, a detailed overview of the RTI model that had been established at all sites within the district (goal 2) was presented to stakeholders at the board meeting.

In October 2014, an update of actions/services and review of district data, both in the annual update, was provided to stakeholders at the board meeting.

In November 2014, students completed an electronic LCAP survey.

In December 2014, student survey results were shared at the board meeting with all stakeholder groups.

On December 16th, the District English Learner Advisory Committee (DELAC) met.

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On April 7th, the DELAC met and reviewed data in detail for the annual update.

On April 7th, the PAC met and reviewed data in detail for the annual update.

Annual Update:

Common knowledge and understanding were brought to stakeholders. Members for legally required committees were solidified for the 2014-15 school year.

Common knowledge and understanding were brought to stakeholders.

Common knowledge and understanding were brought to stakeholders in attendance at the board meeting, including parents, students, school personnel, union and community members.

Students top interests reflected STEAM, foreign languages/Spanish (all schools), CTE, and better instruction/connections with teachers (at Ripon High School).

Focus remains on STEAM options and building positive campus cultures.

Parents reiterated the desire for classes that provide career explorations. This reinforces the student's interest in STEAM.

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Stakeholders are continually encouraged to give feedback.

Cumulative data from these meetings was shared at the above stakeholder meetings, including DELAC, PAC and community, throughout the year.

As of May 8th, there have been no responses to the posted drafts.

The DELAC approved the LCAP.

draft 4

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 subgroups 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 schoolsites?
- 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 schoolsites, 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?

<p>GOAL 1:</p>	<p>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.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>A. Provide professional development for the CCSS, EL alignment to the CCSS 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.</p> <p>B. Expand elective/course options. Student survey results, required committees, and community groups have expressed a need for STEAM and more options.</p> <p>C. Increase grades 6-12 articulation. 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 more communication between grade levels.</p> <p>D. Increase the number of students scoring proficient in mathematics on standardized tests. Previous high school math scores in RUSD have been low. Being that the standardized testing process has changed, we will acquire new baseline data and seek to improve every year. Stakeholders support establishing baseline data and seeking annual improvement.</p> <p>E. Percent of students college and career ready will increase as indicated by the EAP and/or completion of CTE/ROP pathways. Being that the standardized testing process has changed for the EAP, we will be acquiring new baseline data and seek to improve annually. Refer to Priority 4:C, on page 21 to see CTE/ROP data. Stakeholders support establishing baseline data and seeking annual improvement.</p> <p>F. Percent of students passing AP exams with a 3 or higher will increase. Refer to Priority 4:F, on page 21 for AP data. Stakeholders support seeking annual improvement.</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL</p> <p>Applicable Pupil Subgroups:</p>	<p>ALL</p>

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes: Priority 2: A. California Common Core State Standards (CCSS) 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. Initial CCSS focus has been on math, which will continue but will also extend to highlight ELA/ELD and NGSS.

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 ELD. 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 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 including initially, expanded options with online courses through California Connections.

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 and continued access to all courses.

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.

Analyzing the master schedule has shown that students' placement in support classes may prevent them from accessing four other courses. It is expected that the small number of conflicts will remain the same or be reduced.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1.1 Teachers 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, math, Next Generation Science Standards, Higher order thinking skills, 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.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Conferences/workshops 5000-5999: Services And Other Operating Expenditures Base 125,000</p> <hr/> <p>Conferences/workshops 5000-5999: Services And Other Operating Expenditures Supplemental 50,000</p>
<p>Action 1.2 Expand Electives (HS) and RHS online courses. Provide extended learning opportunities K-12 including enrichment programs at elementary sites. These programs may include STEAM opportunities and will be included in the Single Plans for Student Achievement.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>Class equipment/materials</p> <hr/> <p>4000-4999: Books And Supplies Base 12,500</p> <hr/> <p>4000-4999: Books And Supplies Other 12,500</p> <hr/> <p>2 HS teachers 1000-1999: Certificated Personnel Salaries</p>

		English proficient _ Other Subgroups: (Specify)	Base 123,120 3000-3999: Employee Benefits Base 38,000
Action 1.3 Begin review of English Language Arts including writing materials and consider adoption.	ALL	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Included in Action 1.1.
Action 1.4 Create a rollout plan for 1:1 technology. Include support personnel. Year 1 is a planning year.	ALL	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost
Action 1.5 Complete CCSS math adoptions with the purchase of high school math curriculum. Consider ELA adoption.	ALL	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Math/ELA textbooks 4000-4999: Books And Supplies Base 300,000

LCAP Year 2: 2016/2017

Expected Annual Measurable Outcomes: Priority 2: A. California Common Core State Standards (CCSS) 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, each year, as measured by teacher observation and professional development. Initial CCSS focus has been on math, which will continue but will also extend to highlight ELA/ELD and NGSS.

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 ELD. 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 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 including initially, expanded options with online courses through California Connections.

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1.1 Teachers 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, math, Next Generation Science Standards, Higher order thinking skills, 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.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Conferences/workshops 5000-5999: Services And Other Operating Expenditures Base 125,000 5000-5999: Services And Other Operating Expenditures Supplemental 50,000</p>
<p>Action 1.2 Expand Electives (HS) and RHS online courses. Provide extended learning opportunities K-12 including enrichment programs at elementary sites. These programs may include STEAM opportunities and will be included in the Single Plans for Student Achievement.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>Class equipment/materials 4000-4999: Books And Supplies Base 12,500 4000-4999: Books And Supplies Other 12,500 maintain 2 high school teachers 1000-1999: Certificated Personnel Salaries Base 123,120 3000-3999: Employee Benefits Base 38,000</p>

		(Specify)	
<p>Action 1.3 Adopt English Language Arts including writing materials, if not completed in year 1. Begin review of History/Social Science materials.</p>	ALL	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELA/Social Studies textbooks 4000-4999: Books And Supplies Base 300,000</p>
<p>Action 1.4 Explore 1:1 devices as per year 1 plan as funding allows. Ensure educational technology support.</p>	ALL	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1:1 Devices as funding allows 4000-4999: Books And Supplies Other</p>
<p>Action 1.5 Implementation of Next Generation Science Standards</p>	ALL	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Refer to professional learning in Action 1.1.</p>

LCAP Year 3: 2017/2018

Expected Annual Measurable Outcomes: Priority 2: A. California Common Core State Standards (CCSS) 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, each year, as measured by teacher observation and professional development. Initial CCSS focus has been on math, which will continue but will also extend to highlight ELA/ELD and NGSS.

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 ELD. 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 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 including initially, expanded options with online courses through California Connections.

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1.1 Teachers 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, math, Next Generation Science Standards, Higher order thinking skills, 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.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Conferences/workshops 5000-5999: Services And Other Operating Expenditures Base 125,000 5000-5999: Services And Other Operating Expenditures Supplemental 50,000</p>
<p>Action 1.2 Expand Electives (HS) and RHS online courses. Provide extended learning opportunities K-12 including enrichment programs at elementary sites. These programs may include STEAM opportunities and will be included in the Single Plans for Student Achievement.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>Class equipment/materials 4000-4999: Books And Supplies Base 12,500 4000-4999: Books And Supplies Other 12,500 maintain 2 high school teachers 1000-1999: Certificated Personnel Salaries Base 123,120 3000-3999: Employee Benefits Base 38,000</p>

		(Specify)	
Action 1.3 Adopt History/Social Science materials if deemed appropriate. Begin review of NGSS materials.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Social Science or Science Adoptions 4000-4999: Books And Supplies Base 300,000
Action 1.4 Rollout 1:1 devices as planned and as funding allows. Ensure educational technology support.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1:1 Devices as funding allows 4000-4999: Books And Supplies Other
Action 1.5 Continued implementation of Next Generation Science Standards	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See action 1.1.

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	2. Build a thorough Response to Intervention (RTI) program that is consistent across the district.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> X COE only: 9 _ 10 _ Local : Specify
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Identified Need : Identify and and implement a math intervention program within RTI. The Learning Centers were revamped in 2014-2015 in conjunction with a district-wide RTI program. Year one included successful screening programs and implementation of ELA interventions. District-wide math intervention is the next step. Stakeholders support growing the RTI program with research based math intervention.

Goal Applies to: Schools: ALL
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes: Priority 8: A. Before the Learning Center/RTI program in 13/14, we did 31 initial IEPs and 9 students did not qualify. 71% of these students began to receive special education services. So far in 14/15, we have done 19 initials and 16 of those students did not qualify. Only 16% of the students tested have qualified to receive services because most students are responding to the interventions provided in the Learning Center. The Learning Center/RTI program will show a decrease in the K-12 % of students qualifying for special education services.

RUSD is using Renaissance Learning/STAR Math for district benchmarks. Student growth percentile (SGP) indicates how much growth students have made relative to their academic peers nationwide. Academic peers are students in the same grade with a similar starting score. As of March, schools show the following growth for 14/15; Ripon Elementary 42 SGP, Weston Elementary 47 SGP, Ripona Elementary 48 SGP, Colony Oak 49 SGP and Park View Elementary 61 SGP. By 15/16. elementary students will score 50 SGP and Park View will maintain at 61 SGP. For high school students, in 13/14 89% of Ripon high school's 10th grade students passed the CAHSEE. This is a 1% improvement over 12/13, when 88% of Ripon high school's 10th grade students passed the CAHSEE. 14/15 will also show a 1% gain.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1 Continued use of SST Online, a documentation system for SSTs and 504.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SST Online 5000-5999: Services And Other Operating Expenditures Base 4,000

<p>Action 2.2 Continued use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Annual Licenses-STAR, AIMSweb 5000-5999: Services And Other Operating Expenditures Base 30,000</p>
<p>Action 2.3 Continued and expanding RTI curriculum; READ 180 and math intervention. Add West Ed Literacy Apprenticeship for high school level.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintenance of READ 180 and RTI curriculum, and add math intervention, West Ed Literacy Apprenticeship 5000-5999: Services And Other Operating Expenditures Other 70,000 5000-5999: Services And Other Operating Expenditures Base 70,000</p>
<p>Action 2.4 Increase RTI Staff. Add so all sites will have two Learning Center teachers. Includes 1 new for Weston, 1 new for Colony Oak and .5 Learning Center/.5 English for high school.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.5 FTE New Education Specialist Teachers 1000-1999: Certificated Personnel Salaries Supplemental 153,900 .5 English Teacher HS 1000-1999: Certificated Personnel Salaries Supplemental 30,780 2.5 FTE New Education Specialist Teachers 3000-3999: Employee Benefits Supplemental 47,500 .5 English Teacher HS 3000-3999: Employee Benefits Supplemental 9,500</p>
<p>Action 2.5 Continue Student Data Review Team</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Substitutes 1000-1999: Certificated Personnel Salaries Base 1,500 3000-3999: Employee Benefits Base 225</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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LCAP Year 2: 2016/2017

Expected Annual Measurable Outcomes:	Priority 8: A. The Learning Center/RTI program will show a decrease in the K-12 % of students qualifying for special education services. RUSD is using Renaissance Learning/STAR Math and ELA for district benchmarks. Student growth percentile (SGP) indicates how much growth students have made relative to their academic peers nationwide. Academic peers are students in the same grade with a similar starting score. SGP will be used to show growth compared to academic peers nationwide. In 16/17, base scores will be received from CAASPP which will let us set new goals for 17/18. For high school students, 16/17 will also show a 1% gain in the percentage of students passing the CAHSEE.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1 Continued use of SST Online, a documentation system for SSTs and 504.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SST online license 5000-5999: Services And Other Operating Expenditures Base 4,000
Action 2.2 Continued use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Annual Licenses 5000-5999: Services And Other Operating Expenditures Base 30,000
Action 2.3 Continued RTI curriculum	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	READ 180 and RTI Curriculum 5000-5999: Services And Other Operating Expenditures

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Other 70,000 5000-5999: Services And Other Operating Expenditures Base 70,000
Action 2.4 Maintain RTI Staff	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No planned staffing changes from year 1 2.5 Education Specialist Teachers 1000-1999: Certificated Personnel Salaries Supplemental 153,900 .5 English Teacher HS 1000-1999: Certificated Personnel Salaries Supplemental 30,780 2.5 Education Specialist Teachers 3000-3999: Employee Benefits Supplemental 47,500 .5 English Teacher HS 3000-3999: Employee Benefits Supplemental 9,500
Action 2.5 Continue Student Data Review Team	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Substitutes 1000-1999: Certificated Personnel Salaries Base 1,500 3000-3999: Employee Benefits Base 225

LCAP Year 3: 2017/2018

Expected Annual Measurable Outcomes: Priority 8: A. The Learning Center/RTI program will show a decrease in the K-12 % of students qualifying for special education services. RUSD is using Renaissance Learning/STAR Math and ELA for district benchmarks. Student growth percentile (SGP) indicates how much growth students have made relative to their academic peers nationwide. Academic peers are students in the same grade with a similar starting score. In 16/17, base scores will be received from CAASPP which will let us set new goals for 17/18.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1 Continued use of SST Online, a documentation system for SSTs and 504	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	SST Online 5000-5999: Services And Other Operating Expenditures Base 4,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action 2.2 Continued use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Annual Licenses 5000-5999: Services And Other Operating Expenditures Base 30,000
Action 2.3 Continued RTI curriculum	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	RTI Curriculum 5000-5999: Services And Other Operating Expenditures Other 70,000 5000-5999: Services And Other Operating Expenditures Base 70,000
Action 2.4 Maintain RTI Staff	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No planned staffing changes 2.5 FTE Education Specialist Teachers 1000-1999: Certificated Personnel Salaries Supplemental 153,900 .5 English Teacher HS 1000-1999: Certificated Personnel Salaries Supplemental 30,780 2.5 FTE Education Specialist Teachers 3000-3999: Employee Benefits Supplemental 47,500 .5 English Teacher HS 3000-3999: Employee Benefits Supplemental 9,500
Action 2.5 Continue Student Data Review Team	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Substitutes 1000-1999: Certificated Personnel Salaries Base 1,500 3000-3999: Employee Benefits Base 225

		English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

draft 4

<p>GOAL 3:</p>	<p>3. Accelerate the growth of our under performing subgroups in all areas.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>A. Expand PLC practices with focus on closing the achievement gap. Historically, standardized testing shows that most of RUSD's unduplicated students perform below the school-wide average. Stakeholders support more communication between grade levels. B. Increase English Learner (EL) graduation rate. The English Learner graduation rate in 11/12 was 88.2% and in 12/13 it was 66.7%. Stakeholders agree that the gap between the all students' graduation rate and English Learners' graduation rate should become smaller each year. C. Increase access to all courses for all student groups. Students have access to all courses, with the exception of students with exceptional needs. Analyzing the HS master schedule has shown that students' placement in support classes may prevent access to four course options. Stakeholders agree that administration has done a good job minimizing scheduling conflicts and asks that the number of conflicts either remains the same, or decreases. D. Maintain state goal for proficiency on the CELDT. Refer to priority 4: D, on page 25. Stakeholders agree that Ripon students should continue to meet or exceed these state goals. E. Decrease long term EL numbers. Refer to priority 4: E, on page 25. Stakeholders agree that the number of long term English Learners should decrease annually.</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL Applicable Pupil Subgroups:</p>	<p>English Learners, RFEP low-income pupils Students with Disabilities Foster Youth</p>

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes: Priority 4: A. CAASPP base scores will not be available until Fall of 2016. The science CSTs have continued, so we will refer to 5th, 8th and 10th grade science scores. 62% of 5th grade students scored proficient/advanced in 13/14 compared to 53% in 12/13. 75% of 8th grade students scored proficient/advanced in 13/14 compared to 65% in 12/13. 55% of 10th grade life science students scored proficient/advanced in 13/14 compared to 53% in 12/13. Science scores will continue to improve by 2% annually.

Priority 4: B. N/A

Priority 4: C. The percentage of graduates completing UC/CSU required courses was 38.5% in 12/13. 20% of Ripon HS students were capstone completers of Career Tech Education (CTE)/Regional Occupational Pathways (ROP) in 12/13. Overall, these percentages will increase by 2% annually. (Use strategies to improve learning opportunities for all students, especially English Learners.)

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 22.8% in 13/14 and our students scored 30.0% proficient. Ripon students will continue to perform better than the state goal on the CELDT.

Priority 4: E. The number of EL students in the cohort 5 years or more (LTEL) will decrease. In 13/14 Ripon had 207 LTEL students in the 5 year or more cohort, we expect this number to decrease by 2%.

Priority 4: F. In 13/14, 61% of RHS students passed AP exams with a 3, 4 or 5. This is 18% higher than the 43% of students who passed with a 3, 4 or 5 in 12/13. The passing percentage will increase by 2% on an annual basis.

Priority 4: G. The percentage of graduates completing UC/CSU (a-g requirements) was 38.5% in 12/13. We expect that this percentage will increase by 2% annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 3.1 RTI program Add an additional high school section for tier 3 and West Ed Literacy Apprenticeship (program) for tier 2.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>see action 2.3</p>
<p>Action 3.2 Special Education services</p>	<p>ALL</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) special education</p>	<p>Maintain 14-15 budget allocations</p>

<p>Action 3.3 Provide English Learners basic supports enabling them to access the core curriculum.</p>	<p>ALL</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide a bilingual paraprofessional at each school site, a second aide at Title 1 schools and HS and Coordinator of EL Services</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental 73,585</p> <hr/> <p>2000-2999: Classified Personnel Salaries Supplemental 171,760</p> <hr/> <p>3000-3999: Employee Benefits Supplemental 48,000</p>
<p>Action 3.4 Monitor RFEP students and long term English Learners and provide academic intervention as needed.</p>	<p>ALL</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>see action 3.3</p>
<p>Action 3.5 Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.</p>	<p>ALL</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional costs</p>
<p>Action 3.6 Fund Learning Center teachers at schools with 35%+ low socio economic status. Fund 35% Coordinator of Instructional Improvement to focus on RTI and subgroups.</p>	<p>ALL</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.0 FTE Teachers 35% Coordinator of Instructional Improvement</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental 189,815</p> <hr/> <p>3000-3999: Employee Benefits Supplemental 46,337</p>
<p>Action 3.7 Provide supplementary materials as needed</p>	<p>ALL</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Intervention Curriculum, Instructional Materials and supplies</p> <hr/> <p>4000-4999: Books And Supplies Supplemental 64,053</p>

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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LCAP Year 2: 2016/2017

Expected Annual Measurable Outcomes:	Priority 4: A. CAASPP base scores will not be available until Fall of 2016. Goals for 17/18 will be set at that time. The science CSTs have continued, so we will refer to 5th, 8th and 10th grade science scores. Science scores will continue to improve by 2% annually. Priority 4: B. N/A Priority 4: C. The percentage of graduates completing UC/CSU required courses was 38.5% in 12/13. 20% of Ripon HS students were capstone completers of Career Tech Education (CTE)/Regional Occupational Pathways (ROP) in 12/13. Overall, these percentages will increase by 2% annually. (Use strategies to improve learning opportunities for all students, especially English Learners.) 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 22.8% in 13/14 and our students scored 30.0% proficient. Ripon students will continue to perform better than the state goal on the CELDT. Priority 4: E. The number of EL students in the cohort 5 years or more (LTEL) will decrease. In 13/14 Ripon had 207 LTEL students in the 5 year or more cohort. Each year, we expect this number to decrease by 2%. Priority 4: F. In 13/14, 61% of RHS students passed AP exams with a 3, 4 or 5. This is 18% higher than the 43% of students who passed with a 3, 4 or 5 in 12/13. The passing percentage will increase by 2% on an annual basis. Priority 4: G. N/A
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 3.1 RTI program	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	see action 2.3
Action 3.2 Special Education services	ALL	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Maintain 14-15 budget allocations

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) special education	
Action 3.3 Provide English Learners basic supports enabling them to access the core curriculum.	ALL	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide a bilingual paraprofessional at each school site, a second aide at Title 1 schools and HS and Coordinator of EL Services 1000-1999: Certificated Personnel Salaries Supplemental 73,585 2000-2999: Classified Personnel Salaries Supplemental 171,760 3000-3999: Employee Benefits Supplemental 48,000
Action 3.4 Monitor RFEP students and long term English Learners and provide academic intervention as needed.	ALL	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	see action 3.3
Action 3.5 Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no additional costs
Action 3.6 Fund Learning Center teachers at schools with 35%+ low socio economic status Fund 35% Coordinator of Instructional Improvement to focus on RTI and subgroups	ALL	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.0 FTE Teachers 35% Coordinator of Instructional Improvement 1000-1999: Certificated Personnel Salaries Supplemental 189,815 3000-3999: Employee Benefits Supplemental 46,337

<p>Action 3.7 Provide supplementary materials as needed</p>	<p>ALL</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intervention Curriculum, Instructional Materials and supplies 4000-4999: Books And Supplies Supplemental 64,053</p>
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LCAP Year 3: 2017/2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4: A. CAASPP base scores will not be available until Fall of 2016. Goals for 17/18 will be set at that time. The science CSTs have continued, so we will refer to 5th, 8th and 10th grade science scores. Science scores will continue to improve by 2% annually. Priority 4: B. N/A Priority 4: C. The percentage of graduates completing UC/CSU required courses was 38.5% in 12/13. 20% of Ripon HS students were capstone completers of Career Tech Education (CTE)/Regional Occupational Pathways (ROP) in 12/13. Overall, these percentages will increase by 2% annually. (Use strategies to improve learning opportunities for all students, especially English Learners.) 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 22.8% in 13/14 and our students scored 30.0% proficient. Ripon students will continue to perform better than the state goal on the CELDT. Priority 4: E. The number of EL students in the cohort 5 years or more (LTEL) will decrease. In 13/14 Ripon had 207 LTEL students in the 5 year or more cohort. Each year, we expect this number to decrease by 2%. Priority 4: F. In 13/14, 61% of RHS students passed AP exams with a 3, 4 or 5. This is 18% higher than the 43% of students who passed with a 3, 4 or 5 in 12/13. The passing percentage will increase by 2% on an annual basis. Priority 4: G. N/A</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 3.1 RTI program</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>see action 2.3</p>
<p>Action 3.2 Special Education services</p>	<p>ALL</p>	<p><input type="checkbox"/> All ----- OR:</p>	<p>Maintain 14-15 budget allocations</p>

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) special education	
Action 3.3 Provide English Learners basic supports enabling them to access the core curriculum.	ALL	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide a bilingual paraprofessional at each school site, a second aide at Title 1 schools and HS and Coordinator of EL Services 1000-1999: Certificated Personnel Salaries Supplemental 73,585 2000-2999: Classified Personnel Salaries Supplemental 171,760 3000-3999: Employee Benefits Supplemental 48,000
Action 3.4 Monitor RFEP students and long term English Learners and provide academic intervention as needed.	ALL	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	see action 3.3
Action 3.5 Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.	ALL	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	no additional costs
Action 3.6 Fund Learning Center teachers at school with 35%+ low socio economic status. Fund 35% Coordinator of Instructional Improvement to focus on RTI and subgroups.	ALL	_ All OR: X Low Income pupils X English Learners X Foster Youth	3.0 FTE Teachers 35% Coordinator of Instructional Improvement 1000-1999: Certificated Personnel Salaries Supplemental 189,815

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3000-3999: Employee Benefits Supplemental 46,337
Action 3.7 Provide supplementary materials as needed	ALL	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Intervention Curriculum, Instructional Materials and supplies 4000-4999: Books And Supplies Supplemental 64,053

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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GOAL 4:	4. Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	A. Increase parent outreach activities. Over 158 parent activities were held this year just including SSC, PFC, Title I, ELAC, DELAC, PAC, Community Meetings and Parent Universities. Stakeholders agree to maintain or increase the number of parent involvement opportunities. B. Maintain our low 8th grade and high school dropout rates. Refer to priorities 5: C and 5: D on page 33. Stakeholders are in agreement. C. Maintain good school attendance rates at or above 95 percent and continue to diminish chronic absenteeism. Refer to priority 5: A on page 33. Stakeholders are in agreement. D. Monitor suspension and expulsion rates. Refer to priorities 6: A and 6: B on page 33. Stakeholders are in agreement. E. Monitor school safety perceptions through the California Healthy Kids' Survey. Refer to priority 6: C on page 33. Stakeholders are in agreement.	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL

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LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:

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. (Over 158 parent meetings were held in 14/15 including SSC, PFC, Title I, ELAC, DELAC, PAC, Community Meetings and Parent Universities; 15/16 will be similar based on student, parent, and site needs).

Priority 3: B. Parents of unduplicated students are notified of the above and additional programs for their own students including Title I meetings, English Learner support and more. An appropriate number of meetings will be held (37 meetings were held in 14/15, 15/16 will be similar based on student, parent, and site needs).

Priority 3: C. Parents of exceptional needs students are notified of the above and additional programs for their own students including IEPs and more. (508 meetings were held in 14/15, 15/16 numbers will vary based on the number of students actually referred to/participating in SST, and special education).

Priority 5: A. The 12/13 attendance rate was 96.45 and 13/14 was 96.71. Ripon USD will continue to have good attendance rates above 95%.

Priority 5: B. Chronic absenteeism is defined as 10% absences or more of total school days. Chronic absences for 12/13 were 6.3% and 13/14 were only 5.8%. Ripon students will keep chronic absences below 7% annually.

Priority 5: C. The Ripon USD 8th grade dropout rate was maintained at 0% in both 12/13 and 11/12. Ripon will work to maintain 0 dropouts at the 8th grade level.

Priority 5: D. The HS dropout rate in 12/13 was 6.7%, a .7% improvement over 11/12, when it was 7.4%. Ripon high will work to keep the dropout rate below 7%.

Priority 5: E. The HS graduation rate in 12/13 was 90.2%, a 2.2% increase over the 11/12 graduation rate of 88%. RHS will work to improve the graduation rate by 1%.

Priority 6: A. The Ripon USD suspension rate was 8.9% in 12/13 and 9.5% in 13/14. RUSD will strive to keep the low suspension rate from increasing.

Priority 6: B. The Ripon USD expulsion rate was .5% in 12/13 and .2% in 13/14. RUSD will continue to strive to keep the low expulsion rate.

Priority 6: C. The 13/14 California Healthy Kids' Survey (CHKS) reports that 78% of 7th graders, 71% of 9th graders and 81% of 11th graders perceived school as very safe or safe. The biannual CHKS survey will show a 2% improvement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 4.1 Parent Outreach Activities	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Family Literacy Nights/PIQE Family Math Nights Title I, ELAC/DELAC Parent Meetings Computer Literacy Family Science Night 5000-5999: Services And Other Operating Expenditures Supplemental 5,250 Base 1,750
Action 4.2 Update School Facilities Weston Elementary returns to new campus	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Roof and flooring replacement 6000-6999: Capital Outlay Other 392,500

<p>Plan for modernizing Colony Oak Elementary</p>		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Action 4.3 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.</p>	<p>ALL</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Materials School Resource Officer Drug Dogs</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Other 43,200</p> <hr/> <p>MFT 1000-1999: Certificated Personnel Salaries Other 92,880</p> <hr/> <p>3000-3999: Employee Benefits Other 31,000</p>
<p>Action 4.4 Develop alternative discipline programs at high school level in order to reduce suspension/expulsion, decrease dropout rates and increase attendance.</p>	<p>ALL</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>current staff. No additional costs</p>

LCAP Year 2: 2016/2017

Expected Annual Measurable Outcomes:

- 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. (x meetings were held in 14/15, 15/16 will be similar based on student, parent, and site needs).
- Priority 3: B. Parents of unduplicated students are notified of the above and additional programs for their own students including Title I meetings, English Learner support and more.
- Priority 3: C. Parents of exceptional needs students are notified of the above and additional programs for their own students including IEPs and more.
- Priority 5: A. Ripon USD will continue to have good attendance rates above 95%.
- Priority 5: B. Chronic absenteeism is defined at 10% absences or more of total school days. Ripon students will keep chronic absences below 7% annually.
- Priority 5: C. Ripon will work to maintain 0 dropouts at the 8th grade level.
- Priority 5: D. Ripon high will work to keep the dropout rate below 7%.
- Priority 5: E. RHS will work to improve the graduation rate by 1%.
- Priority 6: A. RUSD will strive to keep the low suspension rate from increasing above 10%.
- Priority 6: B. RUSD will continue to strive to keep the low expulsion rate.
- Priority 6: C. The 13/14 CHKS reports that 78% of 7th graders, 71% of 9th graders and 81% of 11th graders perceived school as very safe or safe. The biannual CHKS survey will show a 2% improvement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 4.1 Parent Outreach Activities	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Family Literacy Nights, PIQE Family Math Nights Family Science Night Title I, ELAC/DELAC Parent Meetings Computer Literacy <hr/> 5000-5999: Services And Other Operating Expenditures Base 1,750 <hr/> 5000-5999: Services And Other Operating Expenditures Supplemental 5,250
Action 4.2 Update School Facilities	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Tear down and modernize Colony Oak Elementary Bond Proceeds <hr/> Other Plan for modernization of Ripona Elementary <hr/> 5000-5999: Services And Other Operating Expenditures Other <hr/> Roof and flooring replacement 6000-6999: Capital Outlay

			Other 392,500
<p>Action 4.3 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.</p>	ALL	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials as needed School Resource Officer Drug Dogs</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Other 43,200</p> <hr/> <p>MFT 1000-1999: Certificated Personnel Salaries Other 92,880</p> <hr/> <p>3000-3999: Employee Benefits Other 31,000</p>
<p>Action 4.4 Develop restorative justice programs at high school level in order to reduce suspension/expulsion, decrease dropout rates and increase attendance.</p>	Ask LC	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	current staff. No additional costs

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LCAP Year 3: 2017/2018

Expected Annual Measurable Outcomes:

- 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. (x meetings were held in 14/15, 15/16 will be similar based on student, parent, and site needs).
- Priority 3: B. Parents of unduplicated students are notified of the above and additional programs for their own students including Title I meetings, English Learner support and more.
- Priority 3: C. Parents of exceptional needs students are notified of the above and additional programs for their own students including IEPs and more.
- Priority 5: A. Ripon USD will continue to have good attendance rates above 95%.
- Priority 5: B. Chronic absenteeism is defined at 10% absences or more of total school days. Ripon students will keep chronic absences below 7% annually.
- Priority 5: C. Ripon will work to maintain 0 dropouts at the 8th grade level.
- Priority 5: D. Ripon high will work to keep the dropout rate below 7%.
- Priority 5: E. RHS will work to improve the graduation rate by 1%.
- Priority 6: A. RUSD will strive to keep the low suspension rate from increasing above 10%.
- Priority 6: B. RUSD will continue to strive to keep the low expulsion rate.
- Priority 6: C. The 13/14 CHKS reports that 78% of 7th graders, 71% of 9th graders and 81% of 11th graders perceived school as very safe or safe. The biannual CHKS survey will show a 2% improvement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 4.1 Parent Outreach Activities	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Family Literacy Nights, PIQE Family Math Nights Family Science Night Title I, ELAC/DELAC Parent Meetings Computer Literacy 5000-5999: Services And Other Operating Expenditures Other 5,250 <hr/> Base 1,750
Action 4.2 Update School Facilities	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Roofs/flooring as needed 6000-6999: Capital Outlay Other 392,500

<p>Action 4.3 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.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Materials School Resource Officer Drug Dogs 5000-5999: Services And Other Operating Expenditures Other 43,200 ----- MFT 1000-1999: Certificated Personnel Salaries Other 92,880 ----- 3000-3999: Employee Benefits Other 31,000</p>
<p>Action 4.4 Develop restorative justice programs at high school level in order to reduce suspension/expulsion, decrease dropout rates and increase attendance.</p>	<p>Ask LC</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>current staff. No additional costs</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	5. Provide an educational program with support services, including staffing and operations.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	A. Provide a school system with employees and teachers who are fully credentialed and highly qualified, as verified by the William's report. Refer to Priority 1: A below. Stakeholders are in agreement. B. Provide services to support schools. Supporting data will include the LCAP, budget and Single Plans for Student Achievement. Refer to Priorities 1: A, 1: B and 1:C below. Stakeholders are in agreement.
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Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	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 as verified by the William's report. 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. FIT reports will show that sites will remain at "fair" condition or better and will continue to improve. A preliminary five year plan for maintenance has been developed to assure that schools are brought back to/maintained in good repair. We expect to reevaluate this maintenance plan annually to assure that we are meeting the facility needs of our learning community.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 5.1 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.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2 FTE HS Teachers see action 1.2 3 FTE Elementary Teachers 1000-1999: Certificated Personnel Salaries Base 61,560 3000-3999: Employee Benefits Base 19,000 1000-1999: Certificated Personnel Salaries Supplemental 123,120 3000-3999: Employee Benefits Supplemental 38,000
Action 5.2 Support school with operational services which includes:	ALL	<input checked="" type="checkbox"/> All OR:	1.0 FTE Librarian 1.0 FTE Secretary

<p>transportation, maintenance, support staff, school and district administration and substitutes.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Base 77,760 3000-3999: Employee Benefits Base 38,000</p>
<p>Action 5.3 Support school and staff with needed technology, furniture, textbooks and equipment.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies and equipment 4000-4999: Books And Supplies Other 125,000 5000-5999: Services And Other Operating Expenditures Other 125,000</p>
<p>Action 5.4 Restore staff days and student days back to 180 days.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No increase Other</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 2: 2016/2017

Expected Annual Measurable Outcomes: 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 preliminary plan continues to be ongoing. We expect to reevaluate this maintenance plan annually to assure that we are meeting the facility needs of our learning community.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 5.1 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.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain 2 FTE HS Teachers see action 1.2 3 FTE Elementary Teachers</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Base 61,560 3000-3999: Employee Benefits Base 19,000</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental 123,120 3000-3999: Employee Benefits Supplemental 38,000</p>
<p>Action 5.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Consider high school dean/counselor Consider Primary PE Specialists</p> <p>Base</p>
<p>Action 5.3 Support schools and district staff with needed technology, furniture, textbooks and equipment.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies and equipment 4000-4999: Books And Supplies Other 125,000</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Other 125,000</p>
		<p><input type="checkbox"/> All</p>	

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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LCAP Year 3: 2017/2018

Expected Annual Measurable Outcomes:	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 preliminary plan continues to be ongoing. We expect to reevaluate this maintenance plan annually to assure that we are meeting the facility needs of our learning community.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 5.1 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.	ALL	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain 2 FTE HS Teachers see action 1.2 3 FTE Elementary Teachers 1000-1999: Certificated Personnel Salaries Base 61,560 3000-3999: Employee Benefits Base 19,000 1000-1999: Certificated Personnel Salaries Supplemental 123,120 3000-3999: Employee Benefits Supplemental 38,000
Action 5.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.	ALL	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 5.3 Support school and staff with needed technology,	ALL	<input checked="" type="checkbox"/> All OR:	Supplies and equipment 4000-4999: Books And Supplies Other 125,000

furniture, textbooks and equipment.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Other 125,000
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	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.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	ALL
Expected Annual Measurable Outcomes:	<p>A. All students will have current math textbooks.</p> <p>B. The rigor of math lessons will increase.</p> <p>C. Students will have access to online courses through California Connections.</p> <p>D. Increase the number of students scoring proficient in mathematics on standardized tests.</p> <p>E. Percent of students college and career ready will increase as indicated by the EAP and/or completion of CTE/ROP pathways.</p> <p>F. Percent of students passing AP exams with a 3 or higher will increase.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>A. TK-8 text purchases completed and High School piloting</p> <p>B. Establishing baseline for rigor of math lessons using mathematical practices rubric</p> <p>C. Online courses are accessible</p> <p>D. RUSD is using Renaissance Learning/STAR Math for district benchmarks. Student growth percentile (SGP) indicates how much growth students have made relative to their academic peers nationwide. Academic peers are students in the same grade with a similar starting score. As of March, schools show the following growth for 14/15; Ripon Elementary 42 SGP, Weston Elementary 47 SGP, Ripona Elementary 48 SGP, Colony Oak 49 SGP and Park View Elementary 61 SGP. For high school students, in 13/14 89% of Ripon high school's 10th grade students passed the (math) CAHSEE. This is a 1% improvement over 12/13, when 88% of Ripon high school's 10th grade students passed the (math) CAHSEE.</p> <p>E. EAP = N/A, In 13/14, 17% of Ripon HS students were capstone completers of CTE/ROP pathways. In 12/13, 20% of Ripon HS students were capstone completers of CTE/ROP pathways.</p> <p>F. in 13/14, 61% of RHS students passed AP exams with a 3, 4 or 5. This is 18% higher than the 43% of students who passed with a 3, 4 or 5 in 12/13.</p> <p>As evident above, the actions for goal #1 are effective in providing a broad curriculum based on the Common Core State Standards (CCSS) that have evidence of rigor, relevance and relationships and also produce students who are college and career ready.</p>

Priority 2: A. California Common Core State Standards (CCSS) were adopted by the board on November 4, 2013. Implementation of the academic content and performance standards has occurred and will continue to improve each year, as measured by teacher observation and professional learning. Initial CCSS focus has been on math, which will continue but will also extend to highlight ELA/ELD and NGSS.

Priority 2: B. All teachers have received several days of CCSS professional learning including making connections with the ELD standards. 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 ELD. All students, including EL students are screened for gaps in knowledge and receive additional intervention services when appropriate.

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. A pilot program providing greater enrichment opportunities in the areas of STEAM education, including arts education, has been run at Ripona Elementary. Students have demonstrated high levels of engagement in these enrichment courses. We will continue to offer such enrichment opportunities at Ripona and look at expanding engaging options to other Ripon USD sites. RHS has offered expanded opportunities for students via online courses through California Connections.

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 these gaps. Scheduling allows for access to all courses.

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. We have seen fewer students qualify for Special Education this year. Analyzing the master schedule has shown that students' placement in support classes may prevent access to four other course options.

LCAP Year: 2014/2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 1.1	My Math for grades K-2 (8 years)	All students TK-8 are being taught	McGraw Hill, Houghton Mifflin, FedEx

<p>Purchase CCSS Math Curriculum</p>	<p>Math in Focus for grades 3-8 HS Math Adoption Object: 4xxx Other 424,400</p>	<p>using new state adopted curriculum for math. High school students are piloting Common Core math materials. The actions have been effective and a high school recommendation has been made.</p>	<p>for MVP 4000-4999: Books And Supplies Other 420,000</p>
<p>Scope of Service All</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.2 Professional Development for Math Curriculum and International Pathway</p>	<p>TK-2, My Math 3-8, Math in Focus High School- SJCOE contracted professional development Object: 5xxx Other 45,000</p>	<p>All staff who teach mathematics received four professional learning days with their new CCSS math curriculum, mathematical practices, and conceptual learning. Emphasis was placed on instructional strategies to support English Learners, such as concrete and pictorial representations of math processes and building math vocabulary. In addition some high school math teachers received training in the instruction of integrated math at conferences specific to the curriculum that each would pilot. 6-12 teachers met to improve articulation and cohesiveness of programs. Professional Learning for math has been effective and will continue.</p>	<p>Houghton Mifflin, SJCOE Professional Learning 5000-5999: Services And Other Operating Expenditures Other 40,000</p>
<p>Scope of Service All</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p>Scope of Service All</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.3 Professional Development for Common Core- ELD Standards and Next Generation Science Standards (NGSS)</p>	<p>Conferences/workshops Great Valley Writing Project Object: 5xxx Base 6,000</p>	<p>Professional learning was provided for all TK-12 teachers, administrators, and bilingual paraprofessionals in CA CC ELD standards.</p> <p>A team of teachers is participating in the Secondary Integration of Modeling in Math and Science (SIMMS) programs. In addition, two other teams of teachers and administrators have been trained by SJCOE on the transition to NGSS, and next steps. Professional Learning has been effective and will continue.</p>	<p>GVWP, SJCOE 5000-5999: Services And Other Operating Expenditures Other 6,000</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.4 Advertise RHS on-line courses</p>	<p>No Expenditures</p>	<p>On-line courses are advertised in the Ripon High School course catalog. The action has been completed, yet it is unknown at this time, if an increase in participation will occur.</p>	
<p>Scope of Service Ripon High School</p> <hr/> <p><input type="checkbox"/> All OR:</p>		<p>Scope of Service Ripon High School</p> <hr/> <p><input type="checkbox"/> All OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) High School Students 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) High School Students 	
<p>Action 1.5 Grow 6-12 articulation for math</p>	<p>Substitutes Objects: 1xxx, 3xx1 Base 3,000</p>	<p>6-12 math teachers have begun holding meetings of great value to both elementary and high school teachers. Additional meetings are scheduled.</p>	
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The District English Learners' Advisory Committee (DELAC) and Parent Advisory Committee (PAC) have reevaluated state priorities for this goal and determined that state priority #2 (academic standards) and state priority #7 (course access) are most appropriate for this goal. Priority #1 (basic services) is best addressed in goal 5 and priority #8 (other pupil outcomes) is best addressed in goal 2. Stakeholders also helped to determine that all Professional Learning should be listed under one action in goal #1. So, all Professional Learning (actions) will be moved to action 1.1. Student surveys and stakeholder meetings have lead us to create a plan for rolling out 1:1 technology, including support personnel (new action 1.4) and further enrichment opportunities (action 1.2). The DELAC and PAC requested that we remove Need A. Acquire a math curriculum aligned to the CCSS, as this has been completed. Also, they want A, B and C removed from the Expected Annual Measurable Outcomes (AMO) as these items are covered in other sections. However, the comment of rigor from A. is to be added to Priority 2: A.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	2. Build a thorough Response to Intervention (RTI) program that is consistent across the district.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	A. Students will receive consistent classroom interventions.	Actual Annual Measurable Outcomes: Learning Centers have been created across the district with consistent programs for assessment and interventions. The RTI program is well on its way and the actions have been quite effective. In 13/14, we did 31 initial IEPs and 9 students did not qualify. 71% began to receive special education services. So far in 14/15, we have done 19 initials and 16 students have not qualified. Only 16% of the students tested have qualified to receive services. We believe this is due to that fact that the students we are testing are already in intervention and they are making good progress in those programs.	
LCAP Year: 2014/2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 2.1 Documentation system for SSTs and 504 to begin gathering information for intervention	SST Online Object: 5xxx Base 5,000	SST Online was purchased and staff at all sites received training. Teachers are using it effectively and levels of usage will increase with additional training and support.	SST Online 5000-5999: Services And Other Operating Expenditures Base 5,000
Scope of Service	All	Scope of Service	All
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.2 Universal Screening Tools to find students' gaps in knowledge of the standards they've already been taught</p>	<p>AIMSweb K-3 STAR Enterprise 3-8 or similar systems Object: 5xxx Base 25,000</p>	<p>AIMSweb and STAR Enterprise are being used at all elementary sites to find student's gaps in learning and determine who needs extra support. Scholastic Reading Inventory is used at grades 3-12 for students in intervention. This program has been extremely effective and will continue.</p>	<p>Assessment programs 5000-5999: Services And Other Operating Expenditures Base 25,000</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.3 Intervention program to support students who struggle in the regular curriculum</p>	<p>READ 180 Professional Development Math Object: 5xxx Other 260,000</p>	<p>READ 180 is being used to support struggling students at all sites and is extremely effective. Further math intervention needs to be explored.</p>	<p>READ 180 5000-5999: Services And Other Operating Expenditures Other 260,000</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Action 2.4 Staff</p>	<p>3.0 FTE Education Specialists Objects: 1xxx, 3xx1 Other 223,370</p>	<p>Learning Center teachers were added to provide two per site. This program has been very effective.</p>	<p>3 Teachers 1000-1999: Certificated Personnel Salaries Other 223,000</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.5 Student Data Review Team- This team will be trained and will meet at regular intervals to monitor student progress</p>	<p>Substitutes Objects: 1xxx, 3xx1 Base 3,600</p>	<p>Student Data Review Teams meet regularly at the elementary sites. This practice has provided a great deal of professional growth and will continue.</p>	<p>substitutes 1000-1999: Certificated Personnel Salaries Base 3,000</p>
<p>Scope of Service: K-8 Sites</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: K-8 Sites</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>All Elementary Schools</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The DELAC and PAC reevaluated the priorities for this goal and have determined that state priority #8 (other pupil outcomes) is most appropriate for this goal. Priority #2 (academic standards) is best addressed in goal 1 and priority #4 (pupil achievement) is best addressed in goal 3. All Professional Learning actions are being moved to action 1.1. There is a need to further develop intervention strategies/materials for math. The DELAC and PAC requested that we remove Needs A, B and C and restate the need as identifying and implementing a math intervention program as a part of RTI. Also, the committees want the Expected AMOs to drop A and B, as these items are covered in other areas of the plan.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	3. Accelerate the growth of our under performing subgroups in all areas.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	English Learners, RFEP low-income pupils Students with Disabilities Foster Youth	
Expected Annual Measurable Outcomes:	<p>A. Students will receive consistent classroom interventions.</p> <p>B. GLAD strategies improve learning opportunities for all students, especially English Learners.</p> <p>C. Increase English Learner (EL) graduation rate.</p> <p>D. Maintain state goal for proficiency on the CELDT.</p> <p>E. Decrease long term EL numbers</p>		<p>Actual Annual Measurable Outcomes:</p> <p>A. Programs have been created at all schools with assessments for all students and interventions for those who need it.</p> <p>B. Some teachers are using GLAD strategies. Currently, GLAD is being considered only one of many strategies to be used pushing students towards language acquisition and Higher Order Thinking skills.</p> <p>C. The English Learner graduation rate in 11/12 was 88.2% and in 12/13 it was 66.7%. This was a 21.5% decrease.</p> <p>D. Ripon USD English Learners continue to perform above the state goal for proficiency on the CELDT. The goal for EL students in the cohort less than 5 years was 22.8% in 13/14 and our students scored 30.0%.</p> <p>E. The goal for EL students in the cohort 5 years or more was 49.0% in 13/14 and our students scored 68.1%.</p> <p>F. Due to the states' decision to use local measures for reclassification, there has been an increase in our district's rate of reclassification for 14/15 (12.4%), compared to previous years (4.3% in 13/14). Teachers have been trained in strategies that support ELs, so this contributed to the increase as well.</p> <p>Students in subgroups are benefitting from the actions listed in goal 3, as shown above.</p> <p>Priority 4: A. Students in grades 3-8 and grade 11 participated in CAASPP testing this spring. These scores will be used to establish baseline data to be initially reported in Fall of 2016. The science CSTs have continued, so we will refer to 5th, 8th</p>

		<p>and 10th grade science scores. 62% of 5th grade students scored proficient/advanced in 13/14 compared to 53% in 12/13. 75% of 8th grade students scored proficient/advanced in 13/14 compared to 65% in 12/13. 55% of 10th grade life science students scored proficient/advanced in 13/14 compared to 53% in 12/13.</p> <p>Priority 4: B. N/A</p> <p>Priority 4: C. The percentage of graduates completing UC/CSU required courses (A-G requirements) was 38.5% in 12/13. 20% of Ripon HS students were capstone completers of CTE/ROP pathways in 12/13.</p> <p>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 22.8% in 13/14 and our students scored 30.0% proficient.</p> <p>Priority 4: E. Due to the states' decision to use local measures for reclassification, there has been an increase in our district's rate of reclassification for 14/15 (12.4%), compared to previous years (4.3% in 13/14). The number of EL students in the cohort 5 years or more (LTEL) for the 13/14 school year was 207 LTEL students in the 5 year or more cohort.</p> <p>Priority 4: F. In 13/14, 61% of RHS students passed AP exams with a 3, 4 or 5. This is 18% higher than the 43% of students who passed with a 3, 4 or 5 in 12/13.</p> <p>Priority 4: G. The percentage of graduates completing UC/CSU required courses (A-G requirements) was 38.5% in 12/13.</p>
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LCAP Year: 2014/2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 3.1 Professional Development for Common Core Math Programs/International Pathway	see 1.2 above Object: 5xxx Other 45,000	All staff who teach mathematics received four professional learning days with their new CCSS math curriculum, mathematical practices, and conceptual learning. In addition, some high school math teachers received training in the instruction of integrated math at conferences specific to the curriculum that each would pilot. 6-12 teachers meet to improve articulation and cohesiveness of programs. Professional Learning has been effective and will continue.	Professional Learning 5000-5999: Services And Other Operating Expenditures Other 40,000

<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 3.2 Professional Development on Integrating Common Core ELA and ELD Standards</p>	<p>Conferences/workshops Object: 5xxx Supplemental 10,000</p>	<p>Professional learning on the integration of CC ELA and ELD standards has been presented for all staff. Groups of teachers have attended additional trainings at the county focused on Close Reading strategies for English Learners. Professional Learning has been effective and will continue.</p>	
<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 3.3 RTI Program</p>	<p>Inclusive of staff, programs, materials, professional development Total of Goal 2 Objects: 1xxx, 3xxx, 5xxx Other 516,970</p>	<p>Learning Centers have been created across the district with consistent programs for assessment and interventions. AIMSweb and STAR Enterprise are being used to assess all elementary students and high school students deemed at risk, to find student's gaps in learning and determine who needs extra support. Scholastic Reading Inventory is used at grades 3-12. The research-based</p>	<p>previously included in goal 2</p>

		program, READ 180, is being used to support struggling students at all sites. This program has been extremely effective and will continue.					
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<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Action 3.4 Professional Learning Communities	No expenditures	PLCs occur at a minimum, on a monthly basis for K-8 sites. Topics include data analysis, tier one intervention plans, ELA/ELD CCSS and more. The high school has collaboration time every week within departments and has focused on WASC accreditation and literacy across the curriculum. Professional Learning has been effective and will continue.					
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Action 3.5 Expand special education services	Add staff as needed. See 2.4 above Objects: 1xxx, 3xx1 Professional Development for teachers and instructional aides	Learning Centers were expanded to service general education as well as special education students and provide support to all who need it. The					

	Object: 5xxx Other 228,370	revamped program has been effective and will continue.	
Scope of Service All <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service All <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Goal 3.1 Provide English Learners basic supports enabling them to access the core curriculum.	Provide CCSS ELD curriculum Provide a bilingual paraprofessional at each school site, a second aide at Title 1 schools and HS and Coordinator of EL services Objects: 1xxx-4xxx Supplemental 465,049	Bilingual paraprofessionals have been placed at every site, two at Title 1 sites and Ripon High School. The paraprofessionals at RHS are also monitoring English learners at Harvest High School. A Coordinator of English Learner Services has been hired and is overseeing the support of all English Learners.	1000-1999: Certificated Personnel Salaries Supplemental 50,000 2000-2999: Classified Personnel Salaries Supplemental 171,000 3000-3999: Employee Benefits Supplemental 48,000
Scope of Service All <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service All <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) IFFP, LTEL	
Goal 3.2 Professional Development for Common Core- ELD Standards	Conferences/workshops GLAD Strategies Object: 5xxx Supplemental 25,000	All instructional staff has been trained on the Common Core- ELD Standards, and basic scaffolding strategies have been modeled for teachers.	Professional Learning 5000-5999: Services And Other Operating Expenditures Supplemental 10,000
Scope of Service All		Scope of Service All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Goal 3.3</p> <p>Monitor RFEP students and long term English Learners and provide academic intervention as needed.</p>	<p>Staff</p> <p>Objects: 2xxx-3xxx</p> <p>Supplemental 19,000</p>	<p>RFEP students are being monitored by teachers and support staff. The Coordinator of English Learner Services is developing a monitoring system and intervention path for long-term English Learners.</p>	<p>no additional costs</p>
<p>Scope of Service</p> <p>All</p>		<p>Scope of Service</p> <p>All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>LTEL</u></p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>LTEL</u></p>	
<p>Goal 3.4</p> <p>Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.</p>	<p>Staff</p> <p>Objects: 2xxx-3xxx</p> <p>Other 700</p>	<p>Attendance Liaison provides individualized counseling, support, and follow up to ensure that Foster Youth have equal access to a broad course of study.</p>	<p>no additional costs</p>
<p>Scope of Service</p> <p>All</p>		<p>Scope of Service</p> <p>All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)									
Goal 3.5 Title I schools will continue to provide services to low-income and other qualified students.	Teachers, aides, materials, Conferences Objects: 1xxx-5xxx Other 486,735	Title 1 Schools are providing additional services and/or more services to students that are not meeting expected outcomes.	Other 450,000								
<table border="1"> <tr> <td data-bbox="100 423 243 488">Scope of Service</td> <td data-bbox="243 423 569 488">Title I Schools</td> </tr> <tr> <td colspan="2" data-bbox="100 488 569 797"> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Title I Schools	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 423 1182 488">Scope of Service</td> <td data-bbox="1182 423 1514 488">Title 1 Schools</td> </tr> <tr> <td colspan="2" data-bbox="1031 488 1514 797"> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Title 1 Schools	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	Title I Schools										
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	Title 1 Schools										
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The DELAC and PAC have reevaluated the state priorities for this goal and have determined that priority #4 (pupil achievement) is most appropriate for this goal. Priorities #2 and #7 are best addressed in goal 1. Priority #8 is best addressed in goal 2. The committees agree that RTI/Intervention/EL services need to be strengthened at the Title I sites, as these sites have approximately double the number of unduplicated students as the other schools. All professional Learning will be moved to action 1.1. Therefore, actions 3.1, 3.2, 3.4, goal 3.2 and all other Professional Learning will be consolidated to 1.1. Goal 3.5 will be removed because Title I programs do not need to be included in the LCAP. Additional sections of RTI and materials are needed at the high school (action 3.1), and a learning center teacher will need to be added for Weston Elementary (action 3.1). DELAC and PAC also decided to delete A and B from the Expected AMOs because these items are covered in other sections and C moved to Priority 4: C, after changing "GLAD" to "Use".										

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	4. Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	<p>A. Students benefit from parent involvement and training.</p> <p>B. Students will have a new and safe facility.</p> <p>C. Students' opportunities to learn increase with good attendance.</p> <p>D. Monitor suspension and expulsion rates.</p> <p>E. Monitor school safety perceptions through the California Healthy Kids' Survey (CHKS).</p> <p>F. Maintain good school attendance rates at or above 95 percent and continue to diminish chronic absenteeism.</p> <p>G. Maintain our low 8th grade and high school dropout rates and keep RUSD students in Ripon for high school.</p>		<p>Actual Annual Measurable Outcomes:</p> <p>A. Parents were provided with opportunities to develop an understanding of the shifts in CC Mathematics and were shown ways to support their students with homework. Parents also continued to be involved in providing feedback and input as to what is working for students and families and what needs additional attention.</p> <p>B. Weston Elementary has been torn down and is in the process of being rebuilt. The new school will be safe with modern facilities and technology.</p> <p>C. Ripon USD students continue to have good attendance rates over 95%.</p> <p>D. The Ripon USD suspension rate was 8.9% in 12/13 and 9.5% in 13/14. The Ripon USD expulsion rate was .5% in 12/13 and .2% in 13/14.</p> <p>E. The 13/14 CHKS reports that 78% of 7th graders, 71% of 9th graders and 81% of 11th graders perceived school as very safe or safe.</p> <p>F. Ripon USD continues to have good attendance rates above 95%. The 12/13 attendance rate was 96.45 and 13/14 was 96.71. Chronic absenteeism is defined at 10% absences or more of total school days. Chronic absences for 12/13 were 6.3% and 13/14 were only 5.8%.</p> <p>G. The Ripon USD 8th grade dropout rate was maintained at 0% in 12/13, as it was also 0% in 11/12. The HS dropout rate in 12/13 was 6.7%, a 0.7% improvement over 11/12, when it was 7.4%. In 2013, 8th grade promotion numbers were 246 and the initial 9th grade class was 216 (a difference of 30 and 88%). In 2014, 8th grade promotion numbers were 254 and the initial 9th grade class was 230 (a difference of 24 and 91%). This shows a 3% improvement.</p>

All Ripon USD sites continue to build their site cultures and grow parent participation. The included actions have been effective.

Priority 3: A. Parents' input has been sought both at the district level and site level. District level meetings include -Parent Advisory Committee (PAC), community meetings, Parent University, and District English Learner Advisory Committee (DELAC) -11 meetings. Site level meetings- including School Site Council (SSC), Parent Faculty Club (PFC) , Title 1, and English Learner Advisory Committee (ELAC) - 109 meetings. Parents are notified of meetings and events by mailings, phone calls, postings, letters sent home with students, email, FaceBook postings, newspaper ads and more.

Priority 3: B. Parents of unduplicated students are notified of the above and additional programs for their own students including Title I meetings, English Learner support and more. Thirty-eight meetings were held specifically for unduplicated students' families.

Priority 3: C. Parents of exceptional needs students are notified of the above and additional programs for their own students including IEPs, SST's, 504's. Five-hundred-eight meetings were held across the district.

Priority 5: A. The 12/13 attendance rate was 96.45 and 13/14 was 96.71.

Priority 5: B. Chronic absenteeism is defined at 10% absences or more of total school days. Chronic absences for 12/13 were 6.3% and 13/14 were only 5.8%.

Priority 5: C. The Ripon USD 8th grade dropout rate was maintained at 0% in both 12/13 and 11/12.

Priority 5: D. The HS dropout rate in 12/13 was 6.7%, a .7% improvement over 11/12, when it was 7.4%.

Priority 5: E. The HS graduation rate in 12/13 was 90.2%, a 2.2% increase over the 11/12 graduation rate of 88%.

Priority 6: A. The Ripon USD suspension rate was 8.9% in 12/13 and 9.5% in 13/14.

Priority 6: B. The Ripon USD expulsion rate was .5% in 12/13 and .2% in 13/14.

Priority 6: C. The 13/14 CHKS reports that 78% of 7th graders, 71% of 9th graders and 81% of 11th graders perceived school as very safe or safe.

LCAP Year: 2014/2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 4.1 Parent Outreach Activities	Family Literacy Nights/PIQE Family Math Nights Title I, ELAC/DELAC Parent Meetings Computer Literacy Family Science Night Object: 5xxx Base 6,000	Parent outreach activities this year included Math Parent Universities, Title I, ELAC, DELAC, SSC, parent club and booster events. Some activities were postponed due to the deployment of Weston Elementary and the impact of space on all facilities. Parent outreach activities will continue.	
Scope of Service: ALL		Scope of Service: ALL	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 4.2 Update School Facilities	Tear down and modernize Weston Elementary Bond Proceeds Object: 6xxx Other 10,400,000 Preplanning for Colony Oak modernization Replace or repair carpets in 21 classrooms Object: 5xxx Other 74,000 Continue to fully invest with a deferred maintenance program. (3%) Object: 7xxx Other 105,000	Weston Elementary is being rebuilt this year and is on-track to reopen in 2015-2016.	

<p>Scope of Service ALL</p>		<p>Scope of Service ALL</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Action 4.3 Culture Building Program: Fish!, Love and Logic, or Positive Behavior Interventions and Supports (PBIS) at each site</p>	<p>Books and/or Materials School Resource Officer Drug Dogs Object: 4xxx-5xxx Base 52,500</p>	<p>Culture Building Programs are in place and growing at each school site. Ripon High School is using PBIS and Harvest High is using Why Try. Colony Oak is learning Second Step. Park View is practicing the F!sh Philosophy. Ripon Elementary, Weston and Ripona utilize Love and Logic. The amount of use and effectiveness varies by site. These programs will continue as will appropriate professional learning.</p>	<p>5000-5999: Services And Other Operating Expenditures Other 43,000</p>
<p>Scope of Service ALL</p>		<p>Scope of Service ALL</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Action 4.4 K-12 Articulation</p>	<p>Substitutes and PLCs Objects: 1xxx, 3xx1 Base 3,000</p>	<p>6-12 math teachers have begun holding meetings of great value to both elementary and high school teachers. Additional meetings are scheduled. Articulation has been deemed effective and will continue.</p>	<p>substitutes 1000-1999: Certificated Personnel Salaries Base 2,000</p>

<p>Scope of Service ALL</p>		<p>Scope of Service ALL</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>6-12 Grades</u></p>	
<p>Action 4.5 Instructional Rounds - This process will provide schools with information about which steps to take in order to improve instruction and meet the needs of students with the CCSS.</p>	<p>At RHS and at least one elementary site - Substitutes Objects: 1xxx, 3xx1 Base 2,000</p>	<p>Instructional Rounds have occurred at both Ripon High School and Ripona Elementary, and will be an ongoing process. Administrators and teachers from all sites participate. Value has been noted in this process, through WASC and others. Positive changes have been noted.</p>	<p>substitutes Base 2,000</p>
<p>Scope of Service All</p> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The DELAC and PAC have reevaluated the priorities for this goal and determined that state priorities #3 (parental involvement), #5 (pupil engagement) and #6 (school climate) are the most appropriate for this goal. Priority #4 (pupil achievement) is best addressed by goal 3 and priority #8 (other pupil outcomes) is best addressed by goal 2. All Professional Learning, actions 4.4 and 4.5 will be consolidated into action 1.1. Both committees want to remove part of Need B, keeping RUSD students in Ripon for high school because the numbers are not accurate, not required by the state and the changing educational landscape is beyond our control. They also request to delete Need F, as facilities are part of goal 5. Expected AMO A is to be moved to Priority 3: A and B and C are to be deleted as those items are covered in other priorities.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	5. Provide an educational program with support services, including staffing, operations and special education.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:		Schools: ALL	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	A. Morale will improve, benefiting the campus culture and relationships within the school community. B. Students will have strategic and focused interventions to fill gaps, so that they can participate at grade level.		Actual Annual Measurable Outcomes:	A. Relationships within the school community are being built through 6-12 articulation, grade level work with mathematical practices, Instructional Rounds, PLCs and high school collaboration. B. Universal screenings are being used at all sites to identify student gaps and provide needed and appropriate interventions. Students receiving interventions continue to receive ongoing progress monitoring to verify that interventions are supportive of students' needs. The educational program is becoming more cohesive and efficient for all students. Priority 1: A. Ripon Unified 100% highly qualified teaching staff. Priority 1: B. All students have state adopted curriculum for each course of study. Adoption of CCSS Math curriculum is being finalized. We will continue to add CCSS texts as they are adopted by CDE and made available. Priority 1: C. FIT reports state that 4 sites are in "fair" condition, 2 are "exemplary", and 1 is "poor". Weston Elementary (poor) is being rebuilt in 2014-15. A preliminary five year plan for maintenance has been developed to assure that schools are brought back to/maintained in good repair. We will be reevaluating this maintenance plan annually to assure that we are meeting the facility needs of our learning community.
LCAP Year: 2014/2015				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	

<p>Action 5.1 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.</p>	<p>4.0 FTE TK-3 CSR Teachers 0.2 FTE Music Teacher 1.0 HS English 1.6 HS Teachers Objects: 1xxx,3xx1 Base 480,400</p> <hr/> <p>Base Educational Program Costs Objects: 1xxx-3xxx 10,040,372</p>	<p>All personnel is highly qualified and fully credentialed, with the exception of two interns. All elementary sites have maintained a ratio (primary average) of 24:1 or better, all year long. We will continue to provide highly qualified staff.</p>	
<p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 5.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.</p>	<p>1.5 FTE Secretaries 1.25 FTE Librarians 1.0 FTE Maintenance 1.5 FTE Continuation Teacher .3 FTE Continuation Principal 1.0 FTE District Receptionist .75 FTE Female Campus Supervisor Objects: 1xxx-3xxx Base 313,533</p> <hr/> <p>4 Vans, 1 Auto and other transportation needs Object: 6xxx Base 125,000</p>	<p>Operational systems are in place. School teaching, support, and administrative positions are filled by qualified individuals. Ripon USD has effective staff and services.</p> <p>As is true of the entire state of California, Ripon has had difficulty securing an appropriate number of substitute teachers. This is an ongoing struggle that we will continue to work on.</p>	
<p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>Scope of Service ALL</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 5.3 Support schools and district staff with needed technology, furniture, textbooks and equipment.</p>	<p>Hardware, software and infrastructure Objects: 4xxx-5xxx Base 250,000</p>	<p>RUSD has provided new intervention materials, technology to support the intervention program, CCSS Mathematics materials, graphing calculators, PE equipment for primary grades (in process), and necessary furniture for new classrooms. We will continue to provide needed supplies.</p>	
<p>Scope of Service: ALL</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: ALL</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 5.4 Restore staff days and student days back to 177 days</p>	<p>Restore 7 furlough days Objects: 1xxx-3xxx Other 539,000</p>	<p>All teaching staff was returned to 184 days in 2014-2015. Students have 177 days and will be returned to 180 days in 2015-2016.</p>	
<p>Scope of Service: ALL</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: ALL</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, The DELAC and PAC have reevaluated this goal and determined that the state priority #1 (basic services) is most</p>			

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

appropriate for this goal. Priorities #2 (academic standards) and 7 (course access) are best addressed by goal 1. The committees want to remove special education from the goal, as it is covered under support services and also, in goal 2 with RTI. Also, the Expected AMOs A and B need to be removed as they are covered in other areas. Additional personnel needs to be added for CSR, including 1 teacher for elementary sites, and 1 high school for EL and special ed services, and 40% psychologist to provide elementary services. In 16/17, we should consider a Primary PE specialist and high school dean/counselor.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

draft 4

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$1,051,600
<ul style="list-style-type: none"> • A variety of professional learning opportunities will be provided for all staff. 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. Other professional learning will be provided from other sources. Students benefit from teacher growth. • 2.5 RTI staff is being added in order to provide adequate intervention services at all sites. Low income, foster youth, English learner and special education students are most at risk and therefore benefit from from having these fully implemented programs in place. Our Director of Student Services previously worked in a district with a successful RTI program and based Ripon's Learning Centers on that model. • A .5 English teacher is being added at the high school to provide additional sections of support for English Learners. • A variety of parent information and activity nights are being implemented. Both base and supplemental funds are being provided based on the activity put in place. • The addition of the two kindergarten classes will lower class sizes in kindergarten. 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. In 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." • Supplemental funds are being used to provide bilingual paraprofessionals at all sites, a second bilingual paraprofessional at the Title I sites and Ripon High School, as well as a Coordinator of English Learner Services to oversee services and provide guidance for programs for our English Learners. • An additional Learning Center teacher is being provided from supplemental funds to (3) sites that have 35% or more unduplicated (low income, English Learner, Foster, Redesignated Fluent English Proficient) students. These sites have more at risk students who need more services.- Also, 35% of the salary for the Coordinator of Instructional Improvement is being funded with supplemental funds as more than 35% of our students fall into these at risk groups and time shall be spent accordingly, focused on learning for these students. 	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.11	%
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The RTI program is well on its way and the actions have been quite effective. This progress is reflected through Lexile scores, which are used to monitor a reader's growth in reading ability over time. The initial STAR 360 test, which generated Lexile scores was done in August. A second test to measure growth was completed in December. The following scores are examples of the success of the programs put in place in 2014-2015. In fourth grade, all students show an average growth of 23L. Fourth grade English Learners show an average growth of 117L and low income students show a growth of 121L. In sixth grade, all students show an average growth of 26L. Sixth grade English Learners show an average growth of 61L and low income students show a growth of 124L. In 8th grade, all students show an average drop of -7.4L. 8th grade English Learners show an average growth of 151L and low income students show a growth of 276L.

These scores show that programs and services put in place for English Learners and low income students have been very effective.

draft

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	25,182,999.00	1,798,000.00	2,846,095.00	2,728,836.50	2,730,335.00	8,305,266.50
	10,040,372.00	0.00	0.00	0.00	0.00	0.00
Base	1,275,033.00	37,000.00	902,415.00	785,156.50	786,655.00	2,474,226.50
Other	13,348,545.00	1,482,000.00	892,080.00	892,080.00	897,330.00	2,681,490.00
Supplemental	519,049.00	279,000.00	1,051,600.00	1,051,600.00	1,046,350.00	3,149,550.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	23,575,959.00	1,346,000.00	2,846,095.00	2,728,836.50	2,728,585.00	8,303,516.50
	23,575,959.00	0.00	1,750.00	0.00	0.00	1,750.00
1000-1999: Certificated Personnel Salaries	0.00	278,000.00	850,260.00	848,761.50	850,260.00	2,549,281.50
2000-2999: Classified Personnel Salaries	0.00	171,000.00	249,520.00	171,760.00	171,760.00	593,040.00
3000-3999: Employee Benefits	0.00	48,000.00	315,562.00	277,562.00	277,562.00	870,686.00
4000-4999: Books And Supplies	0.00	420,000.00	514,053.00	514,053.00	514,053.00	1,542,159.00
5000-5999: Services And Other Operating Expenditures	0.00	429,000.00	522,450.00	524,200.00	522,450.00	1,569,100.00
6000-6999: Capital Outlay	0.00	0.00	392,500.00	392,500.00	392,500.00	1,177,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	23,575,959.00	1,346,000.00	2,846,095.00	2,728,836.50	2,728,585.00	8,303,516.50
		10,040,372.00	0.00	0.00	0.00	0.00	0.00
	Base	1,147,033.00	0.00	1,750.00	0.00	0.00	1,750.00
	Other	11,913,505.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	475,049.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	5,000.00	186,180.00	184,681.50	186,180.00	557,041.50
1000-1999: Certificated Personnel Salaries	Other	0.00	223,000.00	92,880.00	92,880.00	92,880.00	278,640.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	50,000.00	571,200.00	571,200.00	571,200.00	1,713,600.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	77,760.00	0.00	0.00	77,760.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	171,000.00	171,760.00	171,760.00	171,760.00	515,280.00
3000-3999: Employee Benefits	Base	0.00	0.00	95,225.00	57,225.00	57,225.00	209,675.00
3000-3999: Employee Benefits	Other	0.00	0.00	31,000.00	31,000.00	31,000.00	93,000.00
3000-3999: Employee Benefits	Supplemental	0.00	48,000.00	189,337.00	189,337.00	189,337.00	568,011.00
4000-4999: Books And Supplies	Base	0.00	0.00	312,500.00	312,500.00	312,500.00	937,500.00
4000-4999: Books And Supplies	Other	0.00	420,000.00	137,500.00	137,500.00	137,500.00	412,500.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	64,053.00	64,053.00	64,053.00	192,159.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	30,000.00	229,000.00	230,750.00	229,000.00	688,750.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	389,000.00	238,200.00	238,200.00	243,450.00	719,850.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	10,000.00	55,250.00	55,250.00	50,000.00	160,500.00
6000-6999: Capital Outlay	Other	0.00	0.00	392,500.00	392,500.00	392,500.00	1,177,500.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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).