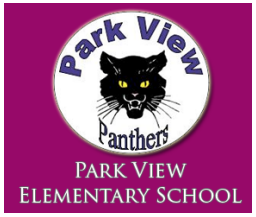
Ripon
UNIFIED SCHOOL DISTRICT

LOCAL CONTROL & ACCOUNTABILITY PLAN
LCAP: 2016-2019
Strategic Plan



We Believe:

- Students are our first priority.
- All students are capable of learning.
- All people have a right to an environment that feels safe and accepting both physically and emotionally.
- Individuals are entitled to the support and opportunity needed to realize their own unique potential.
- That like skills, as well as academics, are critical for a successful future.
- That integrity, honesty, problem solving and decision-making are the core of our success.
- That our supportive community is essential to our high quality schools.

Our Vision

The Ripon Unified School District is committed to offering the highest quality education in the San Joaquin Valley. We provide a safe, positive, and stimulating environment where students are our first priority. Our district has state-of-the-art facilities that exemplify pride of ownership. Technology is cutting edge and abundant in all areas of the curriculum. It is accessible to students and staff both at school and at home, keeping the district competitive. We recognize that mutually beneficial relationships are essential between the district and community. Our children enjoy coming to school.

Our Mission

The Ripon Unified School District is committed to working together with parents and the community to provide a high quality education. The district will create a safe learning environment characterized by trust and respect. We ensure that each student will be a contributing citizen in an ever-changing diverse and global society.

Ripon UNIFIED SCHOOL DISTRICT

Linking the Lines of Learning

We Model **R**esponsibility
We are **U**nited to Engage/Empower
We Expect **S**uccess for All
We are **D**edicated to Education

Mission
"WE EXPECT EXCELLENCE"

LCAP Goals

- 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.
- Build a thorough Response to Intervention (RTI) program that is consistent across the district and Accelerate the growth of all students, including underperforming subgroups in all areas.
- Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.
- Provide an educational program with support services, including staffing and operations.

History/Our Schools

Ripon Education

"Education was a vital ingredient in building a good individual. The citizens of Dent and Castoria Township, which was to become Ripon, demonstrated this early on in the development of the public school districts. Zinc House School was the first step in this process; being formed in 1852. The schools needed to be accessible to students by horse or by foot. This was the reason for a high number of schools in the Ripon area. By 1890 Ripon had 4 schools, with a daily attendance of 108 students: River School 14, Zinc School 33, San Joaquin School 32, and Ripon School 29."

Ripon Union High School

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

Resource: CityofRipon.org

Present

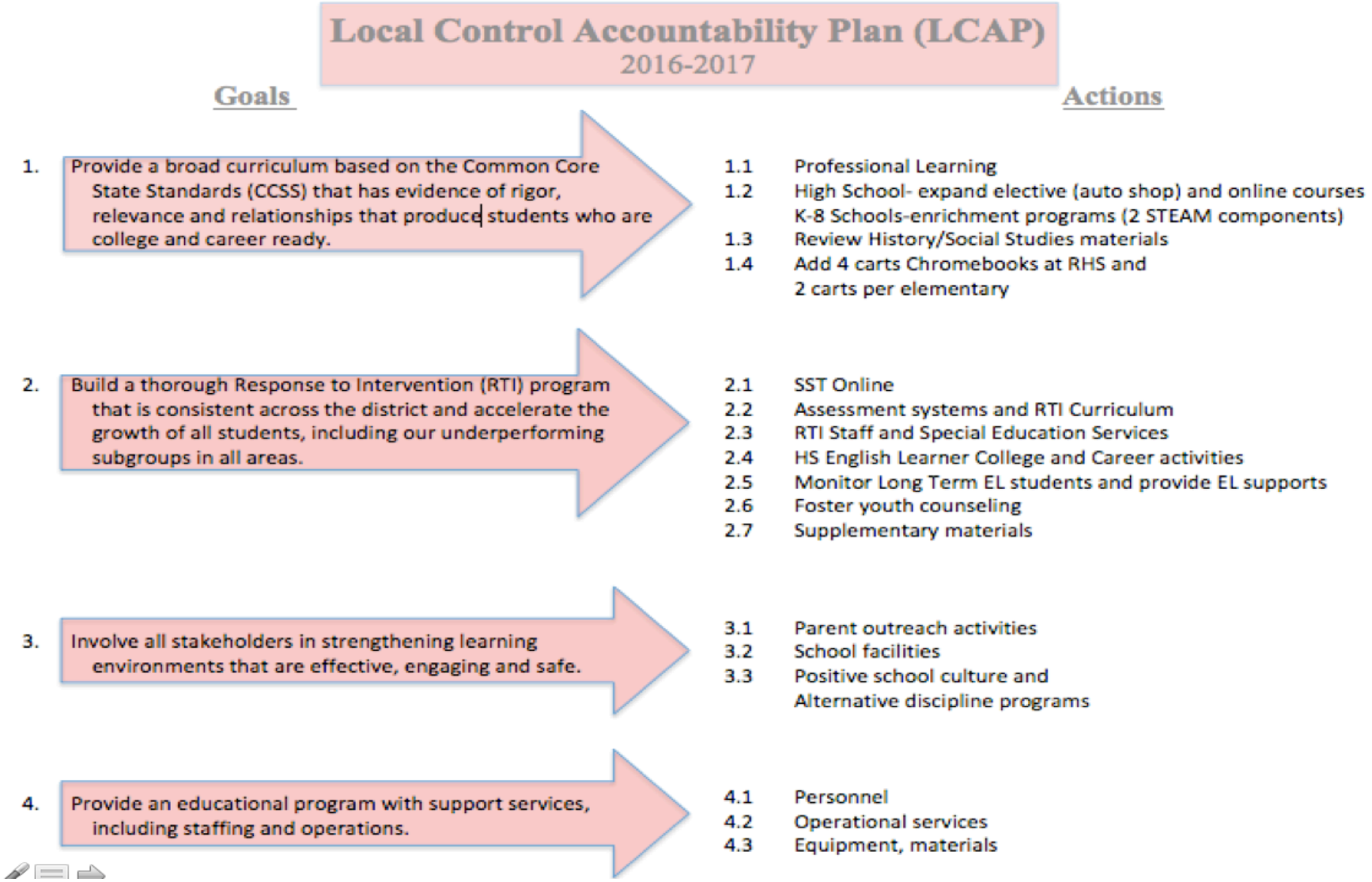
Currently, our District houses 5 elementary sites and two high schools: Ripon Elementary, Ripona Elementary, Weston Elementary, Colony Oak Elementary, Park View Elementary, Ripon High School and Harvest High School. All of our elementary sites service students from grades Kinder through 8th, with the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

Demographics

Female	Male	Socio-Economic Disadvantaged	White	Hispanic	EL
48.6%	51.4%	34.7%	55.5%	35%	11.5%

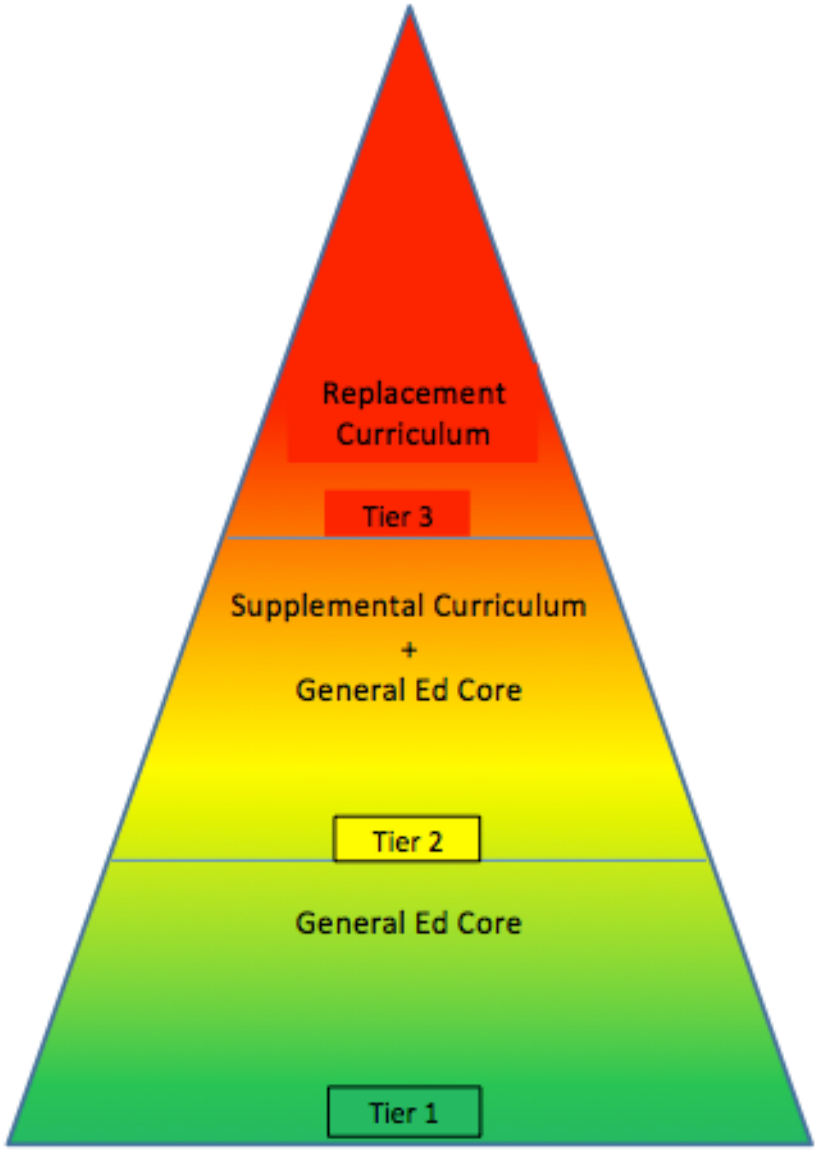
LCAP Summary

Below is a snapshot of our LCAP. This provides a clear picture of our Goals and our Actions for each Goal.



Response to Intervention

Our district has recently implemented a strong Response to Intervention model in grades K-12. This model has several components that allow us, as educators, to measure our students' growth as well as monitor their areas of need.



Tier 2 Interventions

- Horizons
- Academic Literacy
- Think Through Math

Tier 3 Interventions

- Reading Intensive
- READ 180/System 44
- MATH 180

K-8th Grades

- 4 x yearly
- TK-2nd grades AIMSweb Assessments
- 3-8th grades STAR Assessments

9th-12th Grades

- 8th grade Benchmarks
- Grades & Teacher

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:** 2016/2017

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.

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
On August 10, 2015, the District Professional Learning Plan was presented to the governing board and based on the 15/16 LCAP.	Common knowledge and understanding were brought to stakeholders. Stakeholders saw how Professional Learning plans tied directly to the LCAP goals.
In September 2015, LCAP surveys were provided to students, parents and staff members. LCAP approval letters were shared at the September 14 board meeting.	All three stakeholders groups heavily supported more efforts geared towards STEAM for all sites.
At the October 12th board meeting, travel and conference policies BP3350 and	Stakeholders were shown that a common thread is running through all district

AR 3350 were modified to reflect LCAP goals and reviewed.	work and tied to LCAP goals.
On October 23, a DELAC meeting was held.	State priorities, district goals and actions and survey results were reviewed.
On November 5, the Parent Advisory Committee met.	State priorities, district goals and actions and survey results were reviewed. The most significant item was that all groups want movement towards STEAM schools.
At the November 9th board meeting, the LCAP survey results were shared. At the November 9th board meeting, travel and conference policies BP3350 and AR 3350 were approved.	All three stakeholders groups heavily supported more efforts geared towards STEAM for all sites.
On December 11, the DELAC met.	Parents expressed desires for STEAM, art and technology. Parents continue to express an interest in parent workshops, which are included in action 3.1.
At the December 14th board meeting, a status update was provided concerning the 15/16 LCAP actions.	No changes occurred due to the presentation.
On January 13, the LCAP process and a summary was shared with the District-wide Parent Faculty Club.	The requested priorities for the LCAP included 1)technology, 2) enrichment and 3)arts/science.
On January 25, LCAP board policy and AR 0460 was reviewed.	No changes occurred due to the presentation.
On February 4, the Parent Advisory Committee met.	Stakeholders desired to change STEM to STEAM and add cadres and classified staff to action 1.1. In action 1.2 elementary sites will be required to have at least two STEAM components in their enrichment program. Action 1.4 will be updated with the tech cadres' RUSD tech standards and a rollout of 1:1 technology for all 3 years. Goal 2 will include math intervention for all students and goals 2 and 3 will be combined. A STEAM TOSA was added in action 4.2.
On February 8, LCAP board policy and AR 0460 was adopted.	The board directed an auto shop elective be added at RHS and put in the LCAP.
On February 19, the DELAC met.	The DELAC stakeholders were in support of all the suggested changes made at the February 4 PAC. Parents continue to express an interest in parent workshops, which are included in action 3.1.
On March 3, an LCAP community meeting was held.	Stakeholders supported the shifts, the emphasis of STEAM and addition of a TOSA.
At the March 14th board meeting, LCAP goals and actions were revisited for 15/16 and shifts were presented for 16/17.	No changes occurred due to the presentation.
On April 7, the Parent Advisory Committee met.	Data was reviewed in detail and adjustments were made to more appropriate metrics.
Input has continually been taken from all stakeholders, including parents, pupils, school personnel, representatives from the local bargaining units and others across the district through ELAC, SSC, PFC, staff and booster meetings.	Cumulative data from these meetings is shared at the above stakeholder meetings, including DELAC, PAC and community, throughout the year.

The LCAP is a regularly listed agenda item. Principals guide discussions and take note of parents' suggestions. Agendas and minutes are sent to the district office for consolidation and sharing out at stakeholder meetings.	
On May 5, the Parent Advisory Committee met.	The LCAP was approved to move forward to the DELAC and governing board.
At the May 9th board meeting, the LCAP timeline was presented.	The LCAP timeline was reviewed as well as how input has been collected through 2015-2016.
On May 13, the DELAC met.	The LCAP was approved to move forward to the governing board.
On June 13, a public hearing was held at the regular board meeting.	On June 13, a public hearing was held at the regular board meeting.
On June 27, the governing board approved the LCAP.	
Annual Update:	**Annual Update:**
On August 10, 2015, the District Professional Learning Plan was presented to the governing board and based on the 15/16 LCAP.	Common knowledge and understanding were brought to stakeholders. Stakeholders saw how Professional Learning plans tied directly to the LCAP goals.
In September 2015, LCAP surveys were provided to students, parents and staff members. LCAP approval letters were shared at the September 14 board meeting.	All three stakeholders groups heavily supported more efforts geared towards STEAM for all sites.
At the October 12th board meeting, travel and conference policies BP3350 and AR 3350 were modified to reflect LCAP goals and reviewed.	Stakeholders were shown that a common thread is running through all district work and tied to LCAP goals.
On October 23, a DELAC meeting was held.	State priorities, district goals and actions and survey results were reviewed.
On November 5, the Parent Advisory Committee met.	State priorities, district goals and actions and survey results were reviewed. The most significant item was that all groups want movement towards STEAM schools.
At the November 9th board meeting, the LCAP survey results were shared. At the November 9th board meeting, travel and conference policies BP3350 and AR 3350 were approved.	All three stakeholders groups heavily supported more efforts geared towards STEAM for all sites.
On December 11, the DELAC met.	Parents expressed desires for STEAM, art and technology. Parents continue to express an interest in parent workshops, which are included in action 3.1.
At the December 14th board meeting, a status update was provided concerning the 15/16 LCAP actions.	No changes occurred due to the presentation.
On January 13, the LCAP process and a summary was shared with the District-wide Parent Faculty Club.	The requested priorities for the LCAP included 1)technology, 2) enrichment and 3)arts/science.
On January 25, LCAP board policy and AR 0460 was reviewed.	No changes occurred due to the presentation.
On February 4, the Parent Advisory Committee met.	For goal 1-The District English Learners' Advisory Committee (DELAC) and

	Parent Advisory Committee (PAC) have supported adding to Action 1.1 to include STEAM, the cadres and a need to include classified staff. Stakeholders asked that for Action 2.2 schools be required to include at least two STEAM components in each elementary site's enrichment program. Wording was changed from may to will. Action 1.3 and 1.5 were combined. Action 1.3 now reflects social studies curriculum based on state adoptions, and year 2 reflects NGSS. Health curriculum would be considered in year 3. Stakeholders support these changes. For Action 1.4 stakeholders supported adding the tech standards created by the cadre and the addition of devices as funding allows. (See appendix A.) The governing board added an auto shop class to Action 1.2 at the February board meeting. For goal 2-Stakeholders recommended that Goals two and three be combined, since they overlap in multiple areas. Also, Action 2.4 was added to provide high school English Learners college and career activities. Actions 3.3 and 3.4 were rolled together to make Action 2.5. Because of title changes, Coordinator of English Learner Services was changed to District Administrator that focuses on Professional Learning and Student Equity. Moving forward expected AMOS will focus on our low-socio economic subgroup that is being serviced in RTI, looking at lexile STAR reading scores to measure growth in grades 3-8. For goal 3-Stakeholders recommended combining goals two and three. Please refer to the changes discussed in goal two. Stakeholders agree that for priority 4F, our data will come from the College Board website. For goal 4-Stakeholders supported adding Parent Institute to Action 4.1. Also, Safety kits are being added as well as supplies for PBIS to Action 4.3. Actions 4.4 and 4.3 have been combined and are now Action 3.3. Stakeholders also agree that ELAC parent participation should be increased. Therefore, priority 3A will be adjusted for next year. For goal 5-Stakeholders suggested that Action 5.2 (now 4.2) is where a Teacher on Special Assignment could be added to support STEAM. In Action 5.3 (now 4.3), conferences was removed because they are in Action 1.1.
On February 8, LCAP board policy and AR 0460 was adopted. On February 19, the DELAC met.	The board directed an auto shop elective be added at RHS and put in the LCAP. The DELAC stakeholders were in support of all the suggested changes made at

	the February 4 PAC. Parents continue to express an interest in parent workshops, which are included in action 3.1.
On March 3, an LCAP community meeting was held.	Stakeholders supported the shifts, the emphasis of STEAM and addition of a TOSA.
On March 14, LCAP goals and actions were revisited for 15/16 and shifts were presented for 16/17.	No changes occurred due to the presentation.
On April 7, the Parent Advisory Committee met.	Data was reviewed in detail and adjustments were made to more appropriate metrics.
Input has continually been taken from all stakeholders, including parents, pupils, school personnel, representatives from the local bargaining units and others across the district through ELAC, SSC, PFC, staff and booster meetings. The LCAP is a regularly listed agenda item. Principals guide discussions and take note of parents' suggestions. Agendas and minutes are sent to the district office for consolidation and sharing out at stakeholder meetings.	Cumulative data from these meetings is shared at the above stakeholder meetings, including DELAC, PAC and community, throughout the year.
On May 5, the Parent Advisory Committee met.	The LCAP was approved to move forward to the DELAC and governing board.
At the May 9th board meeting, the LCAP timeline was presented.	The LCAP timeline was reviewed as well as how input has been collected through 2015-2016.
On May 13, the DELAC met.	The LCAP was approved to move forward to the governing board.
On June 13, a public hearing was held at the regular board meeting.	On June 13, a public hearing was held at the regular board meeting.
On June 27, the governing board approved the LCAP.	

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?

GOAL 1:	1. Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships which produces students who are college and career ready.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	A. Provide ongoing professional development for the CCSS, EL alignment to the CCSS, ELA/ELD, NGSS and math curriculum. Due to the adoption of the CCSS by the State of California and the school board of Ripon Unified School District, stakeholders believe ongoing professional learning is a necessity to support the shifts in instruction and learning. B. Expand elective/course options. Student survey results, required committees, and community groups have expressed a need for STEAM and more options. 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. 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. 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. Stakeholders support establishing baseline data and seeking annual improvement. F. Percent of students passing AP exams with a 3 or higher will increase. Stakeholders support seeking annual improvement.	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 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, as measured by teacher observation and professional development. CCSS focus has been on math, ELA/ELD and NGSS which will continue, but will also extend to highlight technology integrated throughout the curriculum. Priority 2: B. English Learners receive a broad course of study that includes all of the subject areas described in Section 51210 (grades 1-6) and Section 51220(a) to (i) (grades 7-12). In addition, a minimum of 30 minutes a day is focused on designated ELD. Teachers used integrated ELD all day. All students, including EL students are screened for gaps in knowledge and receive additional intervention services when appropriate. We expect that the language support provided to EL students will allow them to access rigorous curriculum. Priority 7: A. A broad course of study that includes all of the subject areas described in Section 51210 (grades 1-6) and Section 51220(a) to (i) (grades 7-12) is provided for Ripon USD students. We expect to see more students at all five elementary schools having greater enrichment opportunities in the areas of STEAM education including arts education. We also expect additional course options at RHS. Priority 7: B. Unduplicated students receive the broad course of study discussed in Priority 7: A, and are all screened for gaps in knowledge and receive Intervention services when needed to address such gaps. We expect to continue to provide students with the academic language support that they need to be able to access a broad course of study. Priority 7: C. Students with exceptional needs receive the broad course of study discussed in Priority 7: A, and receive appropriate services in the learning centers when needed to address learning gaps. As learning centers become more established, we expect to see fewer students needing extended support over time and we expect that some students will exit special education because gaps have been addressed.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1.1 Teachers and classified staff will participate in ongoing Professional Learning for Common Core and other topics in order to improve learning for students including, but not limited to... ELA/ELD, STEAM, Higher order thinking skills (including but not limited to relationships and other common instructional practices), Special education, Intervention programs (RTI), Professional Learning Communities, 6-12 CC articulation, grade level and vertical articulation, Instructional Rounds, software and technology, Positive Behavior Interventions and Supports, Restorative Justice Training and more. Content area cadres will also participate in trainings and share knowledge out to school site staffs.	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Conferences/workshops 5000-5999: Services And Other Operating Expenditures Other 52,000 5000-5999: Services And Other Operating Expenditures Supplemental 45,000 supplies 4000-4999: Books And Supplies Supplemental 5,000
Action 1.2 Expand Electives and maintain ROP courses, including	ALL	X All OR:	Class equipment/materials 4000-4999: Books And Supplies Other 25,000

auto shop (HS) and RHS online courses. Provide extended learning opportunities K-12 including enrichment programs at elementary sites. These programs will include STEAM opportunities and will be included in the Single Plans for Student Achievement. Enrichment programs will contain at least two STEAM components.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Auto Shop 1000-1999: Certificated Personnel Salaries Other 25,000 Auto Shop 3000-3999: Employee Benefits Other 4,084 Auto Shop 4000-4999: Books And Supplies Other 45,000 maintain 2 high school teachers 1000-1999: Certificated Personnel Salaries Base 124,712 maintain 2 high school teachers 3000-3999: Employee Benefits Base 34,773
Action 1.3 Adopt English Language Arts/English Language Development textbooks, if not completed in 2015-2016. Consider adoption of History/Social Science materials. Purchase textbooks and workbooks as needed.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELA/Social Studies textbooks 4000-4999: Books And Supplies Base 415,000 NGSS supplies and equipment for TOSA 4000-5999 Base 10,000
Action 1.4 Add 1:1 devices as possible. - See Technology plan. Short term goal includes 4 carts at RHS and 2 per elementary site. Ensure educational technology support.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1:1 Devices. 4000-4999: Books And Supplies Other 200,000

LCAP Year 2: 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, as measured by teacher observation and professional development. CCSS focus has been on math, ELA/ELD and NGSS which will continue, but will also extend to highlight technology integrated throughout the curriculum. Priority 2: B. English Learners receive a broad course of study that includes all of the subject areas described in Section 51210 (grades 1-6) and Section 51220(a) to (i) (grades 7-12). In addition, a minimum of 30 minutes a day is focused on designated ELD. 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. 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
Action 1.1 Teachers and classified staff will participate in ongoing Professional Learning for Common Core and other topics in order to improve learning for students including, but not limited to... ELA/ELD, STEAM, Higher order thinking skills (including but not limited to relationships and other common instructional practices), Special education, Intervention programs (RTI), Professional Learning Communities, 6-12 CC articulation, grade level and vertical articulation, Instructional Rounds, software and technology, Positive Behavior Interventions and Supports, Restorative Justice Training and more. Content area cadres will also participate in trainings and share knowledge out to school site staffs.	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Conferences/workshops 5000-5999: Services And Other Operating Expenditures Base 125,000 5000-5999: Services And Other Operating Expenditures Supplemental 45,000 supplies 4000-4999: Books And Supplies Supplemental 5,000
Action 1.2 Expand Electives and maintain ROP courses, including	ALL	X All OR:	Class equipment/materials 4000-4999: Books And Supplies Other 25,000

auto shop (HS) and RHS online courses. Provide extended learning opportunities K-12 including enrichment programs at elementary sites. These programs will include STEAM opportunities and will be included in the Single Plans for Student Achievement. Enrichment programs will contain at least two STEAM components.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Auto Shop 1000-1999: Certificated Personnel Salaries Other 25,000 3000-3999: Employee Benefits Base 4,084 4000-4999: Books And Supplies Base 45,000 maintain 2 high school teachers 1000-1999: Certificated Personnel Salaries Base 124,712 maintain 2 high school teachers 3000-3999: Employee Benefits Base 34,773
Action 1.3 Adopt History/Social Science textbooks, if not completed in 2016-2017. Consider adoption of NGSS materials. Purchase textbooks and workbooks as needed.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Social Science or NGSS Adoptions 4000-4999: Books And Supplies Base 290,000 Other Texts and workbooks NGSS supplies and equipment for TOSA 4000-4999: Books And Supplies Base 10,000
Action 1.4 Add 1:1 devices as possible. - See Technology plan. Short term goal includes 2 carts at RHS and 1 per elementary site. Ensure educational technology support.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1:1 Devices as funding allows 4000-4999: Books And Supplies Other 100,000

LCAP Year 3: 2018-19

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. CCSS focus has been on math, ELA/ELD and NGSS which will continue, but will also extend to highlight technology integrated throughout the curriculum. Priority 2: B. English Learners receive a broad course of study that includes all of the subject areas described in Section 51210 (grades 1-6) and Section 51220(a) to (i) (grades 7-12). In addition, a minimum of 30 minutes a day is focused on designated ELD. 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. 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
Action 1.1 Teachers and classified staff will participate in ongoing Professional Learning for Common Core and other topics in order to improve learning for students including, but not limited to... ELA/ELD, STEAM, Higher order thinking skills (including but not limited to relationships and other common instructional practices), Special education, Intervention programs (RTI), Professional Learning Communities, 6-12 CC articulation, grade level and vertical articulation, Instructional Rounds, software and technology, Positive Behavior Interventions and Supports, Restorative Justice Training and more. Content area cadres will also participate in trainings and share knowledge out to school site staffs.	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Conferences/workshops 5000-5999: Services And Other Operating Expenditures Base 125,000 5000-5999: Services And Other Operating Expenditures Supplemental 45,000 supplies 4000-4999: Books And Supplies Supplemental 5,000
Action 1.2 Expand Electives and maintain ROP classes, including	ALL	X All OR:	Class equipment/materials 4000-4999: Books And Supplies Other 25,000

auto shop (HS) and RHS online courses. Provide extended learning opportunities K-12 including enrichment programs at elementary sites. These programs will include STEAM opportunities and will be included in the Single Plans for Student Achievement. Enrichment programs will contain at least two STEAM components.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Auto Shop 1000-1999: Certificated Personnel Salaries Other 25,000 Auto Shop 3000-3999: Employee Benefits Other 4,084 Auto Shop 4000-4999: Books And Supplies Other 45,000 maintain 2 high school teachers 1000-1999: Certificated Personnel Salaries Base 124,712 maintain 2 high school teachers 3000-3999: Employee Benefits Base 34,773
Action 1.3 Adopt NGSS textbooks, if not completed in prior year. Explore possibilities of health texts or other resources. Purchase textbooks and workbooks as needed.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Science or Health Adoptions 4000-4999: Books And Supplies Base 290,000 Other textbooks and workbooks NGSS supplies and equipment 4000-4999: Books And Supplies Base 10,000
Action 1.4 Add 1:1 devices as possible - See Technology plan. Short term goal includes 2 carts at RHS and 1 per elementary site. Ensure educational technology support.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1:1 Devices as funding allows 4000-4999: Books And Supplies Other 100,000

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 and accelerate the growth of all students, including our underperforming subgroups in all areas.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	A. Expand 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 and helping math teachers meet the needs of all students. B. 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. C. Increase English Learner (EL) graduation rate. Stakeholders agree that the gap between the all students' graduation rate and English Learners' graduation rate should become smaller each year. D. 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. E. Maintain state goal for proficiency on the CELDT. Stakeholders agree that Ripon students should continue to meet or exceed these state goals. F. Decrease long term EL numbers. Stakeholders agree that the number of long term English Learners should decrease annually.
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	All, primarily focused on... English Learners low-income pupils Students with Disabilities Foster Youth

LCAP Year 1: 2016/2017

Expected Annual Measurable Outcomes:	Priority 4: A. CAASPP base scores have been received. In English language arts, 54% of all students met or exceeded standards. In mathematics, 41% of all students met or exceeded standards. English language arts and mathematics scores will improve by 2% districtwide, each year. The science CSTs have continued, so we will refer to 5th, 8th and 10th grade science scores. 49% of 5th graders, 74% of 8th graders and 56% of 11th graders received scores of proficient or advanced. Science scores will continue to improve by 2% annually. Priority 4: B. N/A Priority 4: C. CALPADS report 1.9 shows that 31% of Ripon High graduates met UC/CSU requirements in 2012, 39% in 2013 and 39.9% in 2014. This rate will increase at least 1% each year. Priority 4: D. RUSD English Learners continue to perform above the state goal for proficiency on the CELDT. The state proficiency goal for EL students in the cohort less than 5 years was 24.2% in 13/14 and our students scored 30.5% proficient. Ripon students will continue to perform better than the state goal on the CELDT. Priority 4: E. The 15/16 reclassification rate was 12.9%. We will maintain this rate. Priority 4: F. Data will come from the College Board website. They state that in 2014, 41.7% of our students passed AP exams with a 3, 4, or 5. The passing rate was 56.9% in 2014 and 61.5% in 2015. The passing percentage will increase by 2% on an annual basis. Priority 4: G. 14/15 EAP testing is now part of the 11th grade CAASPP assessment . Students who perform at Achievement Level 4 on the CAASPP exams are determined to be ready for college-level courses upon enrollment. 2015 CAASPP results show that 29% of our 11th grade students tested are ready in ELA and 8% are ready in mathematics. College readiness will improve by 2% each year. Priority 8: A. In grades 3-8, our low income subgroup being serviced in RTI will demonstrate growth of lexile scores through the STAR reading benchmarks. In 14/15, all 3rd-8th grade students showed a growth of 92 lexile points. At the same time, low income students in RTI showed a growth of 274 lexile points. Low income students will continue to show growth that exceeds the growth of the all 3rd-8th grade students, districtwide. The English Learner graduation rate in 11/12 was 88.2% and in 12/13 it was 66.7%. The 13/14 EL graduation rate was 83.3. The percentage of English Learners graduating will continue to increase each year.

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. Continue Student Data Review Team	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	SST online license 5000-5999: Services And Other Operating Expenditures Base 4,000 Substitutes 1000-1999: Certificated Personnel Salaries Base 1,500 Substitutes 3000-3999: Employee Benefits Base 245

		(Specify)	
Action 2.2 Continued use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems Continued and expanding RTI curriculum, specifically to improve math intervention.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Annual Assessment Licenses 5000-5999: Services And Other Operating Expenditures Base 30,000 READ 180, Math 180 and other RTI Curriculum 5000-5999: Services And Other Operating Expenditures Base 150,000
Action 2.3 Maintain RTI Staff at current levels, with two teachers at non-Title I sites, three at 15/16 Title I sites and four at Ripon High. Special Education services	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.5 Education Specialist Teacher 1000-1999: Certificated Personnel Salaries Supplemental 165,459 3000-3999: Employee Benefits Supplemental 45,029 .5 English Teacher 1000-1999: Certificated Personnel Salaries Supplemental 31,178 .5 English Teacher 3000-3999: Employee Benefits Supplemental 8,693 Special education support 1000-1999: Certificated Personnel Salaries Other 1,371,766 2000-2999: Classified Personnel Salaries Other 444,711 3000-3999: Employee Benefits Other 154,564 4000-4999: Books And Supplies Other 22,274 5000-5999: Services And Other Operating Expenditures Other 440,250 7000-7439: Other Outgo Other 3,300
Action 2.4 Provide high school English Learners college and career readiness and support.	All	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Field trip and related costs 5000-5999: Services And Other Operating Expenditures Title III 750
Action 2.5 Monitor long term English Learners and provide academic intervention as needed. Provide English	All	_ All OR: _ Low Income pupils	Bilingual paraprofessional for each school site, a second aide at Title I schools and a district administrator focused on English Learners' needs.

Learners basic supports enabling them to access the core curriculum.		X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 81,857 2000-2999: Classified Personnel Salaries Supplemental 158,067 3000-3999: Employee Benefits Supplemental 62,961
Action 2.6 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) special education	Existing staff 2000-2999: Classified Personnel Salaries Supplemental 1,300 3000-3999: Employee Benefits Supplemental 281
Action 2.7 Provide supplementary materials as needed	ALL	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention Curriculum, Instructional Materials and supplies 4000-4999: Books And Supplies Supplemental 31,640

LCAP Year 2: 2017/2018

Expected Annual Measurable Outcomes:	Priority 4: A. CAASPP base scores have been received. In English language arts, 54% of all students met or exceeded standards. In mathematics, 41% of all students met or exceeded standards. English language arts and mathematics scores will improve by 2% districtwide, each year. The science CSTs have continued, so we will refer to 5th, 8th and 10th grade science scores. 49% of 5th graders, 74% of 8th graders and 56% of 11th graders received scores of proficient or advanced. Science scores will continue to improve by 2% annually. Priority 4: B. N/A Priority 4: C. CALPADS report 1.9 shows that 31% of Ripon High graduates met UC/CSU requirements in 2012, 39% in 2013 and 39.9% in 2014. This rate will increase at least 1% each year. Priority 4: D. RUSD English Learners continue to perform above the state goal for proficiency on the CELDT. The state proficiency goal for EL students in the cohort less than 5 years was 24.2% in 13/14 and our students scored 30.5% proficient. Ripon students will continue to perform better than the state goal on the CELDT. Priority 4: E. The 15/16 reclassification rate was 12.9%. We will maintain this rate. Priority 4: F. Data will come from the College Board website. They state that in 2014, 41.7% of our students passed AP exams with a 3, 4, or 5. The passing rate was 56.9% in 2014 and 61.5% in 2015. The passing percentage will increase by 2% on an annual basis. Priority 4: G. 14/15 EAP testing is now part of the 11th grade CAASPP assessment . Students who perform at Achievement Level 4 on the CAASPP exams are determined to be ready for college-level courses upon enrollment. 2015 CAASPP results show that 29% of our 11th grade students tested are ready in ELA and 8% are ready in mathematics. College readiness will improve by 2% each year. Priority 8: A. In grades 3-8, our low income subgroup being serviced in RTI will demonstrate growth of lexile scores through the STAR reading benchmarks. In 14/15, all 3rd-8th grade students showed a growth of 92 lexile points. At the same time, low income students in RTI showed a growth of 274 lexile points. Low income students will continue to show growth that exceeds the growth of the all 3rd-8th grade students, districtwide. The English Learner graduation rate in 11/12 was 88.2% and in 12/13 it was 66.7%. The 13/14 EL graduation rate was 83.3. The percentage of English Learners graduating will continue to increase each year.

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. Continue Student Data Review Team.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	SST Online 5000-5999: Services And Other Operating Expenditures Base 4,000 Substitutes 1000-1999: Certificated Personnel Salaries Base 1,500 3000-3999: Employee Benefits Base 225

		(Specify)	
Action 2.2 Continued use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems. Continued and expanding RTI curriculum, specifically to improve math intervention.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Annual Assessment Licenses 5000-5999: Services And Other Operating Expenditures Base 30,000 READ 180, Math 180 and other RTI Curriculum 5000-5999: Services And Other Operating Expenditures Base 150,000
Action 2.3 Maintain RTI staff at current level, with two teachers at non-Title I sites, three at 15/16 Title I sites and four at Ripon HIgh. Special Education services	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.5 Education Specialist Teachers 1000-1999: Certificated Personnel Salaries Supplemental 165,459 3000-3999: Employee Benefits Supplemental 45,029 .5 English Teacher 1000-1999: Certificated Personnel Salaries Supplemental 31,178 .5 English Teacher 3000-3999: Employee Benefits Supplemental 8,693 Special Education Support 1000-1999: Certificated Personnel Salaries Other 1,371,766 2000-2999: Classified Personnel Salaries Other 444,711 3000-3999: Employee Benefits Other 154,564 4000-4999: Books And Supplies Other 22,274 5000-5999: Services And Other Operating Expenditures Other 440,250 7000-7439: Other Outgo Other 3,300
Action 2.4 Provide high school English Learners college and career readiness and support.	ALL	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Field trip and related costs 5000-5999: Services And Other Operating Expenditures Title III 750
Action 2.5 Monitor long term English Learners and provide academic intervention as needed. Provide English	ALL	_ All OR: _ Low Income pupils	Bilingual paraprofessional for each school site, a second aide at 15/16 Title I schools and a district administrator focused on English Learners' needs. 1000-1999: Certificated Personnel

Learners basic supports enabling them to access the core curriculum.		X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries Supplemental 81,857 2000-2999: Classified Personnel Salaries Supplemental 158,067 3000-3999: Employee Benefits Supplemental 62,961
Action 2.6 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)	Existing staff 2000-2999: Classified Personnel Salaries Supplemental 1,300 3000-3999: Employee Benefits Supplemental 281
Action 2.7 Provide supplementary materials as needed.	ALL	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention Curriculum, Instructional materials and supplies 4000-4999: Books And Supplies Supplemental 31,640

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Priority 4: A. CAASPP base scores have been received. In English language arts, 54% of all students met or exceeded standards. In mathematics, 41% of all students met or exceeded standards. English language arts and mathematics scores will improve by 2% districtwide, each year. The science CSTs have continued, so we will refer to 5th, 8th and 10th grade science scores. 49% of 5th graders, 74% of 8th graders and 56% of 11th graders received scores of proficient or advanced. Science scores will continue to improve by 2% annually. Priority 4: B. N/A Priority 4: C. CALPADS report 1.9 shows that 31% of Ripon High graduates met UC/CSU requirements in 2012, 39% in 2013 and 39.9% in 2014. This rate will increase at least 1% each year. Priority 4: D. RUSD English Learners continue to perform above the state goal for proficiency on the CELDT. The state proficiency goal for EL students in the cohort less than 5 years was 24.2% in 13/14 and our students scored 30.5% proficient. Ripon students will continue to perform better than the state goal on the CELDT. Priority 4: E. The 15/16 reclassification rate was 12.9%. We will maintain this rate. Priority 4: F. Data will come from the College Board website. They state that in 2014, 41.7% of our students passed AP exams with a 3, 4, or 5. The passing rate was 56.9% in 2014 and 61.5% in 2015. The passing percentage will increase by 2% on an annual basis. Priority 4: G. 14/15 EAP testing is now part of the 11th grade CAASPP assessment . Students who perform at Achievement Level 4 on the CAASPP exams are determined to be ready for college-level courses upon enrollment. 2015 CAASPP results show that 29% of our 11th grade students tested are ready in ELA and 8% are ready in mathematics. College readiness will improve by 2% each year. Priority 8: A. In grades 3-8, our low income subgroup being serviced in RTI will demonstrate growth of lexile scores through the STAR reading benchmarks. In 14/15, all 3rd-8th grade students showed a growth of 92 lexile points. At the same time, low income students in RTI showed a growth of 274 lexile points. Low income students will continue to show growth that exceeds the growth of the all 3rd-8th grade students, districtwide. The English Learner graduation rate in 11/12 was 88.2% and in 12/13 it was 66.7%. The 13/14 EL graduation rate was 83.3. The percentage of English Learners graduating will continue to increase each year.

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. Continue Student Data Review Team	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	SST Online 5000-5999: Services And Other Operating Expenditures Base 4,000 Substitutes 1000-1999: Certificated Personnel Salaries Base 1,500 3000-3999: Employee Benefits Base 245

		(Specify)	
Action 2.2 Continued use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems. Continued and expanding RTI curriculum, specifically to improve math intervention.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Annual Licenses 5000-5999: Services And Other Operating Expenditures Base 30,000 READ 180, Math 180 and other RTI Curriculum 5000-5999: Services And Other Operating Expenditures Base 150,000
Action 2.3 Maintain RTI Staff at current levels, with two teachers at non-Title I sites, three at 15/16 Title I sites and four at Ripon High. Special Education services	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.5 Education Specialist Teacher 1000-1999: Certificated Personnel Salaries Supplemental 165,459 3000-3999: Employee Benefits Supplemental 45,029 .5 English Teacher HS 1000-1999: Certificated Personnel Salaries Supplemental 31,178 .5 English Teacher HS 3000-3999: Employee Benefits Supplemental 8,693 Special Education Support 1000-1999: Certificated Personnel Salaries Other 1,371,766 2000-2999: Classified Personnel Salaries Other 444,711 3000-3999: Employee Benefits Other 154,564 4000-4999: Books And Supplies Other 22,274 5000-5999: Services And Other Operating Expenditures Other 440,250 7000-7439: Other Outgo Other 3,300
Action 2.4 Provide high school English Learners college and career readiness and support.	ALL	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Field trip and related costs 5000-5999: Services And Other Operating Expenditures Title III 750
Action 2.5 Monitor long term English Learners and provide academic intervention as needed. Provide English	ALL	_ All OR: _ Low Income pupils	Bilingual paraprofessional for each school site, a second aide at 15/16 Title I schools and a district administrator focused on English Learners' needs. 1000-1999: Certificated Personnel

Learners basic supports enabling them to access the core curriculum.		X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries Supplemental 81,857 2000-2999: Classified Personnel Salaries Supplemental 158,067 3000-3999: Employee Benefits Supplemental 62,961
Action 2.6 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)	Existing staff 2000-2999: Classified Personnel Salaries Supplemental 1,300 3000-3999: Employee Benefits Supplemental 281
Action 2.7 Provide supplementary materials as needed.	ALL	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention Curriculum, Instructional Materials and supplies 4000-4999: Books And Supplies Supplemental 31,640

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

GOAL 3:	3. 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. Stakeholders are in agreement. C. Maintain good school attendance rates at or above 96 percent and continue to diminish chronic absenteeism. Stakeholders are in agreement. D. Monitor suspension and expulsion rates. Stakeholders are in agreement. E. Monitor school safety perceptions through the California Healthy Kids' Survey. Stakeholders are in agreement.	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 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. More English Learner parent involvement is needed. In 15/16, 44 EL parents participated districtwide at all the ELAC/DELAC meetings. This number will increase next year. Priority 3: B. 33% of parents of all students have accessed the Parent Portal in AERIES 11 or more times. 40% of the parents of English Learners students have accessed the Parent Portal in Aeries 11 or more times. 32.3% of the parents of low income students have accessed the Parent Portal in Aeries 11 or more times. The percentage of parents of unduplicated students accessing Aeries 11 or more times for a 30-day period will increase by 2% each year. Priority 3: C. 33% of parents of all students have accessed the Parent Portal in AERIES 11 or more times. 33.3% of the parents of special education students have accessed the Parent Portal in Aeries 11 or more times. 28.6% of the parents of 504 plan students have accessed the Parent Portal in Aeries 11 or more times. The percentage of parents of special education and 504 students accessing Aeries 11 or more times for a 30-day period will increase by 2% each year. Priority 5: A. Ripon USD will continue to have good attendance rates above 96%. Our 14/15 attendance rate was 96.943%. Priority 5: B. Chronic absenteeism is defined at 10% absences or more of total school days. Ripon students will keep chronic absences below 5% annually. Chronic absences for 12/13 were 6.3% and 13/14 were only 5.8%. 14/15 results were 3.1%. Ripon students continue to improve with chronic absenteeism. Priority 5: C. Ripon will work to maintain 0 dropouts at the 8th grade level. The 8th grade dropout rate has been maintained at 0% for 13/14 as well as 12/13. Priority 5: D. Ripon high will work to keep the dropout rate below 5%. The HS drop out rate was 4.2% for the year 13/14. That is a decrease from 6.7% that we had in 12/13. Priority 5: E. RHS will work to improve the graduation rate by 1%. The HS graduation rate was 92.96% in 13/14. That is an increase from 90.2% that we had in 12/13. Priority 6: A. RUSD will strive to keep the low suspension rate from increasing above 5%. The suspension rate in 14/15 has decreased to 3.98%. This is in comparison to 5.96% from 13/14. (Please note that the numbers where reversed in 13/14 from 5.96% to 9.5%) Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. The expulsion rate was 0.05% in 14/15. That is a decrease from 13/14's 0.2%. Priority 6: C. The 15/16 CHKS reports that 79% of 7th graders, 74% of 9th graders and 71% of 11th graders perceived school as very safe or safe. The biannual CHKS survey will show a 2% improvement for 11th graders at the next survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Action 3.1 Parent Outreach Activities such as Family Literacy Nights, PIQE, Family Math Nights, Family Science Night, Title I, ELAC/DELAC, Parent Meetings, Computer Literacy, Parent Institute	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 750 5000-5999: Services And Other Operating Expenditures Supplemental 1,250 supplies 4000-4999: Books And Supplies Base 1,000 4000-4999: Books And Supplies Supplemental 6,385 classified support 2000-2999: Classified Personnel Salaries Supplemental 500 classified support 3000-3999: Employee Benefits Supplemental 108
Action 3.2 Maintain School Facilities - Please refer to the Facilities Master Plan. Bleachers	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain School Facilities 4000-4999: Books And Supplies Other 102,000 5000-5999: Services And Other Operating Expenditures Other 227,750 6000-6999: Capital Outlay Other 128,000 Bleachers 6000-6999: Capital Outlay Other 500,000
Action 3.3 Positive School Culture Develop a tiered model at every school site that includes culture building programs such as Positive Behavior Interventions and Supports (PBIS), Love and Logic, Fish!, Second Step, etc. Develop alternative justice programs at the high school level. Reduce suspension/expulsion, decrease dropout rates and increase districtwide attendance.	ALL	X All OR: _ Low Income pupils English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	School Resource Officer Drug Dogs 5000-5999: Services And Other Operating Expenditures Other 43,200 Marriage Family Therapist/psychologist 1000-1999: Certificated Personnel Salaries Other 81,793 Base 14,434 3000-3999: Employee Benefits Other 27,761 Field trips, supplies HS PBIS 4000-5999 Other 2,000 ADA incentives 4000-5999 Base 21,000 3000-3999: Employee Benefits Base 2,358

LCAP Year 2: 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. More English Learner parent involvement is needed. In 15/16, 44 EL parents participated districtwide at all the ELAC/DELAC meetings. This number will increase next year. Priority 3: B. 33% of parents of all students have accessed the Parent Portal in AERIES 11 or more times. 40% of the parents of English Learners students have accessed the Parent Portal in Aeries 11 or more times. 32.3% of the parents of low income students have accessed the Parent Portal in Aeries 11 or more times. The percentage of parents of unduplicated students accessing Aeries 11 or more times for a 30-day period will increase by 2% each year. Priority 3: C. 33% of parents of all students have accessed the Parent Portal in AERIES 11 or more times. 33.3% of the parents of special education students have accessed the Parent Portal in Aeries 11 or more times. 28.6% of the parents of 504 plan students have accessed the Parent Portal in Aeries 11 or more times. The percentage of parents of special education and 504 students accessing Aeries 11 or more times for a 30-day period will increase by 2% each year. Priority 5: A. Ripon USD will continue to have good attendance rates above 96%. Our 14/15 attendance rate was 96.943%. Priority 5: B. Chronic absenteeism is defined at 10% absences or more of total school days. Ripon students will keep chronic absences below 5% annually. Chronic absences for 12/13 were 6.3% and 13/14 were only 5.8%. 14/15 results were 3.1%. Ripon students continue to improve with chronic absenteeism. Priority 5: C. Ripon will work to maintain 0 dropouts at the 8th grade level. The 8th grade dropout rate has been maintained at 0% for 13/14 as well as 12/13. Priority 5: D. Ripon high will work to keep the dropout rate below 5%. The HS drop out rate was 4.2% for the year 13/14. That is a decrease from 6.7% that we had in 12/13. Priority 5: E. RHS will work to improve the graduation rate by 1%. The HS graduation rate was 92.96% in 13/14. That is an increase from 90.2% that we had in 12/13. Priority 6: A. RUSD will strive to keep the low suspension rate from increasing above 5%. The suspension rate in 14/15 has decreased to 3.98%. This is in comparison to 5.96% from 13/14. Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. The expulsion rate was 0.05% in 14/15. That is a decrease from 13/14's 0.2%. Priority 6: C. The 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 3.1 Parent Outreach Activities such as Family Literacy Nights, PIQE, Family Math Nights, Family Science Night, Title I, ELAC/DELAC, Parent Meetings, Computer Literacy, Parent Institute	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental 1,250 Base 750 supplies 4000-4999: Books And Supplies Base 1,000 4000-4999: Books And Supplies Supplemental 6,385 classified support 2000-2999: Classified Personnel Salaries Supplemental 500 3000-3999: Employee Benefits Supplemental 108
Action 3.2 Maintain School Facilities - Please refer to the Facilities Master Plan.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain School Facilities 4000-4999: Books And Supplies Other 102,000 5000-5999: Services And Other Operating Expenditures Other 227,750 6000-6999: Capital Outlay Other 128,000
Action 3.3 Positive School Culture Develop a tiered model at every school site that includes culture building programs such as Positive Behavior Interventions and Supports (PBIS), Love and Logic, Fish!, Second Step, etc. Develop alternative justice programs at the high school level. Reduce suspension/expulsion, decrease dropout rates and increase districtwide attendance.	ALL	X All OR: _ Low Income pupils English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	School Resource Officer Drug Dogs 5000-5999: Services And Other Operating Expenditures Other 43,200 Marriage Family Therapist/psychologist 1000-1999: Certificated Personnel Salaries Other 81,793 Base 14,434 3000-3999: Employee Benefits Other 27,761 Base 2,358 Field trips, supplies HS PBIS 4000-5999 Base 2000

LCAP Year 3: 2018-19	
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. More English Learner parent involvement is needed. In 15/16, 44 EL parents participated districtwide at all the ELAC/DELAC meetings. This number will increase next year. Priority 3: B. 33% of parents of all students have accessed the Parent Portal in AERIES 11 or more times. 40% of the parents of English Learners students have accessed the Parent Portal in Aeries 11 or more times. 32.3% of the parents of low income students have accessed the Parent Portal in Aeries 11 or more times. The percentage of parents of unduplicated students accessing Aeries 11 or more times for a 30-day period will increase by 2% each year. Priority 3: C. 33% of parents of all students have accessed the Parent Portal in AERIES 11 or more times. 33.3% of the parents of special education students have accessed the Parent Portal in Aeries 11 or more times. 28.6% of the parents of 504 plan students have accessed the Parent Portal in Aeries 11 or more times. The percentage of parents of special education and 504 students accessing Aeries 11 or more times for a 30-day period will increase by 2% each year. Priority 5: A. Ripon USD will continue to have good attendance rates above 96%. Our 14/15 attendance rate was 96.943%. Priority 5: B. Chronic absenteeism is defined at 10% absences or more of total school days. Ripon students will keep chronic absences below 5% annually. Chronic absences for 12/13 were 6.3% and 13/14 were only 5.8%. 14/15 results were 3.1%. Ripon students continue to improve with chronic absenteeism. Priority 5: C. Ripon will work to maintain 0 dropouts at the 8th grade level. The 8th grade dropout rate has been maintained at 0% for 13/14 as well as 12/13. Priority 5: D. Ripon high will work to keep the dropout rate below 5%. The HS drop out rate was 4.2% for the year 13/14. That is a decrease from 6.7% that we had in 12/13. Priority 5: E. RHS will work to improve the graduation rate by 1%. The HS graduation rate was 92.96% in 13/14. That is an increase from 90.2% that we had in 12/13. Priority 6: A. RUSD will strive to keep the low suspension rate from increasing above 5%. The suspension rate in 14/15 has decreased to 3.98%. This is in comparison to 5.96% from 13/14. Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. The expulsion rate was 0.05% in 14/15. That is a decrease from 13/14's 0.2%. Priority 6: C. The 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 3.1 Parent Outreach Activities such as Family Literacy Nights, PIQE, Family Math Nights, Family Science Night, Title I, ELAC/DELAC, Parent Meetings, Computer Literacy, Parent Institute	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental 1,250 Base 750 supplies 4000-4999: Books And Supplies Supplemental 6,385 classified support 1000-1999: Certificated Personnel Salaries Base 500 3000-3999: Employee Benefits Base 108 4000-4999: Books And Supplies Base 1,000
Action 3.2 Maintain School Facilities - Please refer to the Facilities Master Plan.	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain School Facilities 4000-4999: Books And Supplies Other 102,000 5000-5999: Services And Other Operating Expenditures Other 227,750 6000-6999: Capital Outlay Other 128,000
Action 3.3 Positive School Culture Develop a tiered model at every school site that includes culture building programs such as Positive Behavior Interventions and Supports (PBIS), Love and Logic, Fish!, Second Step, etc. Develop alternative justice programs at the high school level. Reduce suspension/expulsion, decrease dropout rates and increase districtwide attendance.	ALL	X All OR: _ Low Income pupils English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	School Resource Officer Drug Dogs 5000-5999: Services And Other Operating Expenditures Other 43,200 Marriage Family Therapist/psychologist 1000-1999: Certificated Personnel Salaries Other 81,793 Base 14,434 3000-3999: Employee Benefits Other 27,761 Base 2,358 Field trips, supplies HS PBIS 4000-5999 Base 2,000

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

GOAL 4:	4. Provide an educational program with support services, including staffing and operations.	Related State and/or Local Priorities: 1 X 2 _ 3 4 5 6 7 _ 8 COE only: 9 _ 10 _ Local : Specify

Identified Need :	A. Provide a school system with employees and teachers who are fully credentialed and highly qualified, as verified by a Calpads report. Stakeholders are in agreement. B. Provide services to support schools. Supporting data will include the LCAP, budget and Single Plans for Student Achievement. Stakeholders are in agreement.	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 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 Board's priority needs list is ongoing. We expect to reevaluate this maintenance plan annually to assure that we are meeting the facility and other needs of our learning community.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 4.1 Provide the schools personnel that has 100% of teachers and classroom aides who are Highly Qualified and fully credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF.	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 9,028,097 2000-2999: Classified Personnel Salaries Base 206,405 3000-3999: Employee Benefits Base 2,455,429 1000-1999: Certificated Personnel Salaries Supplemental 118,216 3000-3999: Employee Benefits Supplemental 30,112
Action 4.2	Districtwid	X All	Certificated Staff not included in Action 4.1 1000-1999:

Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.	e	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Personnel Salaries Base 1,666,758 Classified Staff not included in Action 4.1 2000-2999: Classified Personnel Salaries Base 2,680,506 Benefits not included in Action 4.1 3000-3999: Employee Benefits Base 1,103,588 Books and Supplies 4000-4999: Books And Supplies Base 523,905 Services 5000-5999: Services And Other Operating Expenditures Base 2,178,484 Capital Outlay 6000-6999: Capital Outlay Base 172,960 Other Outgo 7000-7439: Other Outgo Base 752,000 Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Supplemental 28,789 3000-3999: Employee Benefits Supplemental 4,703
Action 4.3 Support school and staff with needed technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budgets)	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies and equipment 4000-4999: Books And Supplies Other 266,559 5000-5999: Services And Other Operating Expenditures Other 107,000
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 4.1 Provide the schools personnel that has 100% of teachers and classroom aides who are Highly Qualified and fully credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF.	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 9,028,097 2000-2999: Classified Personnel Salaries Base 206,405 3000-3999: Employee Benefits Base 2,455,429 1000-1999: Certificated Personnel Salaries Supplemental 118,216 3000-3999: Employee Benefits Supplemental 30,112
Action 4.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Staff not included in Action 4.1 1000-1999: Certificated Personnel Salaries Base 1,666,758 Classified Staff not included in Action 4.1 2000-2999: Classified Personnel Salaries Base 2,680,506 Benefits not included in Action 4.1 3000-3999: Employee Benefits Base 1,103,588 Books and Supplies 4000-4999: Books And Supplies Base 523,905 Services 5000-5999: Services And Other Operating Expenditures Base 2,178,484 Capital Outlay 6000-6999: Capital Outlay Base 172,960 Other Outgo 7000-7439: Other Outgo Base 752,000 Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Supplemental 28,789 3000-3999: Employee Benefits Supplemental 4,703
Action 4.3 Support school and staff with needed technology,	ALL	X All OR:	Supplies and equipment 4000-4999: Books And Supplies Other 266,559

furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budgets)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Other 107,000

LCAP Year 3: 2018-19

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
Action 4.1 Provide the schools personnel that has 100% of teachers and classroom aides who are Highly Qualified and fully credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF.	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 9,028,097 2000-2999: Classified Personnel Salaries Base 206,405 3000-3999: Employee Benefits Base 2,455,429 1000-1999: Certificated Personnel Salaries Supplemental 118,216 3000-3999: Employee Benefits Supplemental 30,112
Action 4.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Staff not included in Action 4.1 1000-1999: Certificated Personnel Salaries Base 1,666,758 Classified Staff not included in Action 4.1 2000-2999: Classified Personnel Salaries Base 2,680,506 Benefits not included in Action 4.1 3000-3999: Employee Benefits Base 1,103,588 Books and Supplies 4000-4999: Books And Supplies Base 534,597 Services 5000-5999: Services And Other Operating Expenditures Base 2,178,484

			Capital Outlay 6000-6999: Capital Outlay Base 172,960 Other Outgo 7000-7439: Other Outgo Base 752,000 Teacher on Special Assignment 1000-1999: Certificated Personnel Salaries Supplemental 28,789 3000-3999: Employee Benefits Supplemental 4,703
Action 4.3 Support school and staff with needed technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budgets)	ALL	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies and equipment 4000-4999: Books And Supplies Other 266,559 5000-5999: Services And Other Operating Expenditures Other 107,000

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

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 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups: ALL	

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	Actual Annual Measurable Outcomes:	Priority 2: A. Implementation of the academic content and performance standards continued this year in various formats. First, we implemented District Cadres. We created four content-focused groups of teachers that were trained in each specific content areas.These areas included Math, NGSS, and Technology. We added an ELA/ELD Cadre recently in preparation for the new adoption. We also held district-wide trainings in three common areas that focused on higher order thinking. All teachers received training in Close Reading, Depth of Knowledge, and Essential Questions. Every teacher also received a follow-up training in the ELD Standards. Our district supported our 7th and 8th grade math teachers as well as our HS Math department with Math experts/coaches provided by SJCOE. We also provided a conference-style professional learning day for every teacher in our district. Priority 2:B. English Learners receive a broad course of study that includes all of the subject areas described in Section 51210 (grades 1-6) and Section 51220(a) to (i) (grades 7-12). In addition, a minimum of 30 minutes a day is focused on Designated ELD as well as Integrated ELD happening all day long. We have continued our support of English learners. The screening that was used for our students was part of our district's RTI program. The assessments are STAR 360 and AIMSWeb for our general education population. For students in our Learning Centers, they take the Scholastic Reading Inventory (SRI) as well. Currently in our District we service 441 English learners. Our RTI model allows for our ELs to receive additional language support through intervention. We currently service 61 EL students in our READ 180 classrooms in grades

	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.		3-8. Through our RTI model, we continue to support English Learners in allowing 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 have provided each site with allocated funds to support enrichment programs. Our Elementary sites' enrichment programs varied across the board: Artists in the Classroom, Hour of Code, Link Up, Band, Choir, Walk Through History, Robotics, Art, Coding, Drama, Gaming Strategies, Leadership, Journalism, Spanish, Dance, Math Madness, Bridge Building, Sport, Science Fair, Keyboarding, Pioneers, Intro to Google, Stitching, Intro to Multimedia, Life Skills, as well as offerings through California Connections Academy. There are 30 courses offered at the HS and listed on their catalog that supports enrichment as well as courses that are offered through California Connections. Please refer to Actual Actions/Services in 1.2. 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. Our unduplicated students continued to receive services through our RTI program. Our students are screened with STAR 360 and STAR Math. When our students are serviced in the learning center classrooms, they are also screened with Horizons and SRI. Our current programs are helping to slowly close the achievement gap. 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. Out of 282 students that were eligible for learning center services, we were able to offer support to 202. With our extended learning centers, more eligible students were able to receive services. This is in comparison to the 182 students that were serviced last year. Our HS support classes have shifted to make core classes accessible to our students. For ELs or low performing ELA students, their 9th grade ELA class was approved as an A-G course, making it count for ELA credit. This allows for 16 students to now receive intervention as well as ELA credit. Last year, none of our students in English Intensive received ELA credit as freshman. The other addition to our RTI model at the HS has been a math academic support

			class. This class is designed to offer support to our struggling math students. This is a difference of 15 students now being able to take International Math I with the math support class. Last year all of our struggling math students took Math A, which put them behind a year. Analyzing the master schedule has shown that students' placement in support classes has prevented them from accessing three other courses. This is an improvement from last year, where they were prevented from accessing four other courses.

LCAP Year: 2015/2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.	Conferences/workshops 5000-5999: Services And Other Operating Expenditures Base 125,000 Conferences/workshops 5000-5999: Services And Other Operating Expenditures Supplemental 50,000	Action 1.1 Teachers continue to 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.	Conferences/workshops 5000-5999: Services And Other Operating Expenditures Base 24,900 Conferences/workshops 5000-5999: Services And Other Operating Expenditures Supplemental 1,028
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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.	Class equipment/materials 4000-4999: Books And Supplies Other 25,000 2 HS teachers 1000-1999: Certificated Personnel Salaries Base 124,712 3000-3999: Employee Benefits Base 37,600	Action 1.2 High school electives have expanded to include... International Math II, International Math I Honors, International Math Support, English Intensive Academic Literacy, Psychology,Intro to Computer Programing – C++. RHS online courses through California Connections being utilized include... Microsoft Office 1, Spanish I, Spanish II, Spanish III, Japanese 1, German 1, Sign Language, World History, US History, ACT Prep, Statistics, Algebra II and Earth Science. Varied enrichment programs have occurred at all elementary sites. These programs include STEAM components and are included in the Single Plans for Student Achievement.	Class equipment/materials 4000-4999: Books And Supplies Other 25,520 2 HS teachers 1000-1999: Certificated Personnel Salaries Base 124,712 3000-3999: Employee Benefits Base 37,600
Scope of Service | ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service | ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 1.3 Begin review of English Language Arts including writing materials and consider adoption.	Included in Action 1.1. Expenditures funded with Base.	Action 1.3 English Language Arts/English Language Development programs are being piloted. We will consider adoption in June or July.	Included in Action 1.1. Expenditures funded with Base.

Scope of Service: ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 1.4 Create a rollout plan for 1:1 technology. Include support personnel. Year 1 is a planning year.	No additional cost	Action 1.4 RUSD Technology standards and recommended classroom setup will be/has been adopted by the board. A plan to add devices has been included in the LCAP.	No additional cost
Scope of Service: ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 1.5 Complete CCSS math adoptions with the purchase of high school math curriculum. Consider ELA adoption.	Math/ELA textbooks 4000-4999: Books And Supplies Base 300,000	Action 1.5 CCSS math adoptions have been completed. The ELA/ELD adoption is in process. It is anticipated $300,000 will be spent prior to June 30 as the adoption team is schedule to make recommendation post LCAP development.	Math/ELA textbooks 4000-4999: Books And Supplies Base 300,000
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)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District English Learners' Advisory Committee (DELAC) and Parent Advisory Committee (PAC) have supported adding to Action 1.1 to include STEAM, the cadres and a need to include classified staff. Stakeholders asked that for Action 1.2 schools be required to include at least two STEAM components in each elementary site's enrichment program. Wording was changed from may to will. Action 1.3 and 1.5 were combined. Action 1.3 now reflects social studies curriculum based on state adoptions, and year 2 reflects NGSS. Health curriculum would be considered in year 3. Stakeholders support these changes. For Action 1.4 stakeholders supported adding the tech standards created by the cadre (to the upcoming technology plan) and the addition of devices as funding allows. (See appendix A.) The governing board added an auto shop class to Action 1.2 at the February board meeting. All programs and services were deemed effective by stakeholders.

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 X COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	ALL

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 from 71% (students tested in 13/14) 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.	Actual Annual Measurable Outcomes:	Priority 8: A. This year, in 2015/2016, we have had 36 initial IEPs and 6 students did not qualify. 83% of these students began to receive services this year. Also this year, as a result of RTI, 282 students have been eligible for learning center services. 202 of those students have been serviced. This has been a positive marker of the number of students that we can target because of the increase in teacher support in our learning centers across the district. RUSD's math benchmark assessments are STAR math. We use SGP to determine the student's growth percentile in order to measure academic growth throughout the school year. As of March, 2015/2016, these are the scores: Ripon Elementary had an SGP of 74, an increase of 32 points from last year; Ripona Elementary had an SGP of 53, that's an increase of 5 points; Weston Elementary had an SGP of 58, that's an increase of 9 points, Colony Oak Elementary had an SGP of 54, that's an increase of 5 points; Park View Elementary remained at 61 SGP, the same as last year. The CAHSEE was eliminated this year.

LCAP Year: 2015/2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 2.1 Continued use of SST Online, a	SST Online	Action 2.1 Continued use of SST Online, a	SST Online

documentation system for SSTs and 504.	5000-5999: Services And Other Operating Expenditures Base 4,000	documentation system for SSTs and 504.	5000-5999: Services And Other Operating Expenditures Base 5,000
Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 2.2 Continued use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems	Annual Licenses-STAR, AIMSweb 5000-5999: Services And Other Operating Expenditures Base 30,000	Action 2.2 Continued use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems	Annual Licenses-STAR, AIMSweb 5000-5999: Services And Other Operating Expenditures Base 19,885
Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 2.3 Continued and expanding RTI curriculum; READ 180 and math intervention. Add West Ed Literacy Apprenticeship for high school level.	Maintenance of READ 180 and RTI curriculum, and add math intervention, West Ed Literacy Apprenticeship 5000-5999: Services And Other Operating Expenditures Other 75,000	Action 2.3 Continued and expanding RTI curriculum; READ 180, Math 180 and Think Through Math for intervention. West Ed Literacy Apprenticeship was added for the high school level.	Maintenance of READ 180 and RTI curriculum, and add math intervention, West Ed Literacy Apprenticeship 5000-5999: Services And Other Operating Expenditures Other 92,718 5000-5999: Services And Other

	5000-5999: Services And Other Operating Expenditures Base 75,000		Operating Expenditures Base 77,252
Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	2.5 FTE New Education Specialist Teachers 1000-1999: Certificated Personnel Salaries Supplemental 165,459 .5 English Teacher HS 1000-1999: Certificated Personnel Salaries Supplemental 31,178 2.5 FTE New Education Specialist Teachers 3000-3999: Employee Benefits Supplemental 50,785 .5 English Teacher HS 3000-3999: Employee Benefits Supplemental 14,073	Action 2.4 RTI Staff was increased so all sites have two Learning Center teachers. This includes 1 new teacher for Weston, 1 new for Colony Oak and .5 Learning Center/.5 English for the high school.	2.5 FTE New Education Specialist Teachers 1000-1999: Certificated Personnel Salaries Supplemental 165,459 .5 English Teacher HS 1000-1999: Certificated Personnel Salaries Supplemental 31,178 2.5 FTE New Education Specialist Teachers 3000-3999: Employee Benefits Supplemental 50,785 .5 English Teacher HS 3000-3999: Employee Benefits Supplemental 14,073
Scope of Service Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Action 2.5 Continue Student Data Review Team	Substitutes 1000-1999: Certificated Personnel Salaries Base 1,500 3000-3999: Employee Benefits Base 225	Action 2.5 The Student Data Review Team has been a very effective process and will continue.	Substitutes 1000-1999: Certificated Personnel Salaries Base 1,500 3000-3999: Employee Benefits Base 225
Scope of Service: All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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?	Stakeholders recommended that Goals two and three be combined, since they overlap in multiple areas. Also, Action 2.4 was added to provide high school English Learners college and career activities. Actions 3.3 and 3.4 were rolled together to make Action 2.5. Because of title changes, Coordinator of English Learner Services was changed to District Administrator that focuses on Professional Learning and Student Equity. Moving forward expected AMOS will focus on our low-socio economic subgroup that is being serviced in RTI, looking at lexile STAR reading scores to measure growth in grades 3-8. All programs and services were deemed effective by stakeholders.

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 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	All, primarily focused on... English Learners, RFEP low-income pupils Students with Disabilities Foster Youth

Expected Annual Measurable Outcomes:	Priority 4: A. CAASPP base scores will not be available until Fall of 2015. 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 14/15 reclassification rate was 2.2%. We will	Actual Annual Measurable Outcomes:	Priority 4: A. CAASPP base scores have been received. In English language arts, 54% of all students met or exceeded standards. In mathematics, 41% of all students met or exceeded standards. These baseline scores are reflected in the 16/17 goal. For 2014/2015 our 5th, 8th, and 10th graders took science CST's. 49% of our 5th graders scored proficient/advanced. This is a 13% drop from 13/14. 74% of our 8th graders scored proficient/advanced. This is a 9% increase from 13/14. 56% of our 10th grader scored proficient/advanced. This is a 1% increase from 13/14. The drop in 5th grade scores could have been attributed to the shift to NGSS. Students are still being assessed with old 98 science standards, while teachers are making the transition to the Next Generation Science Standards. Priority 4: B. N/A Priority 4: C. The goal was to improve our percent of graduates completing UC/CSU required courses by 2% annually. We missed our target and decreased the percentage of graduates completing this requirement from 38.5% in 12/13 to 35.6% in 13/14. In 14/15, there were a total of 322 students (57%) including concentrators and completers. Priority 4: D. For 14/15 EL students in our district attaining state proficiency in the cohort less than five years was 30.5%, where

	maintain this rate. 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. 14/15 EAP testing will be used to establish baseline data. We will seek to maintain or improve from the baseline.		the goal was 24.2%. We gained .5% from last year. For EL students in the cohort five years for more the state goal was 50.9% and we reached 67.1%. We surpassed both goals and held a steady growth from last year. Priority 4: E. The 14/15 information from Data Quest only included 10 students that were reclassified. In actuality, we reclassified 67 students and our rate was 14.9%. For 15/16, our reclassification rate was 12.9%. Priority 4: F. Moving forward, we will be pulling our data from the College Board website. They state that in 2014, 41.7% of our students passed AP exams with a 3, 4, or 5. The passing rate was 56.9% in 2014 and 61.5% in 2015. Priority 4: G. Students who perform at Achievement Level 4 on the CAASPP exams are determined to be ready for college-level courses upon enrollment. 2015 CAASPP results show that 29% of our 11th grade students tested are ready in ELA and 8% are ready in mathematics.

LCAP Year: 2015/2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 3.1 RTI program Add an additional high school section for tier 3 and West Ed Literacy Apprenticeship (program) for tier 2.	see action 2.3	Action 3.1 Tier 3 programs now include Math 180 and for ELA, English Intensive at RHS. Tier 2 added a section of math support with Think Through Math and also, ELA included Academic literacy with West Ed Literacy Apprenticeship.	see action 2.3
Scope of Service: ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service: ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Action 3.2 Special Education services	Certificated salaries 1000-1999: Certificated Personnel Salaries Other 1,371,766 Support/ classified salaries 2000-2999: Classified Personnel Salaries Other 444,711 Taxes/Benefits 3000-3999: Employee Benefits Other 448,965 Supplies 4000-4999: Books And Supplies Other 22,274 Services 5000-5999: Services And Other Operating Expenditures Other 440,250 Other outgo 7000-7439: Other Outgo Other 3,300	Action 3.2 Special Education services	Certificated salaries 1000-1999: Certificated Personnel Salaries Other 1,371,766 Support/ classified salaries 2000-2999: Classified Personnel Salaries Other 444,711 Taxes/Benefits 3000-3999: Employee Benefits Other 448,965 Supplies 4000-4999: Books And Supplies Other 25,541 Services 5000-5999: Services And Other Operating Expenditures Other 493,260 Other outgo 7000-7439: Other Outgo Other 7,637
Scope of Service ALL _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) special education		Scope of Service ALL _ All OR: _ 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.	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 79,473 2000-2999: Classified Personnel Salaries Supplemental 152,722 3000-3999: Employee Benefits	Action 3.3 English Learners receive basic supports enabling them to access the core curriculum at every school site.	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 79,473 2000-2999: Classified Personnel Salaries Supplemental 152,722 3000-3999: Employee Benefits

	Supplemental 80,156		Supplemental 80,156
Scope of Service: ALL _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: ALL _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 3.4 Monitor RFEP students and long term English Learners and provide academic intervention as needed.	see action 3.3	Action 3.4 RFEP students outperformed general ed students in CAASPP testing. Long term English Learners are all receiving extra support including READ 180.	see action 3.3
Scope of Service: Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 3.5 Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.	Existing staff 2000-2999: Classified Personnel Salaries Base 1,300 3000-3999: Employee Benefits Base 500	Action 3.5 Individualized counseling is provided for Foster Youth at least twice yearly to ensure students are accessing a broad course of study.	Existing staff 2000-2999: Classified Personnel Salaries Base 1,300 3000-3999: Employee Benefits Base 500
Scope of Service: ALL _ All		Scope of Service: ALL _ All	

OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	3.0 FTE Teachers 35% Coordinator of Instructional Improvement 1000-1999: Certificated Personnel Salaries Supplemental 186,957 3000-3999: Employee Benefits Supplemental 49,559	Action 3.6 Schools with 35%+ low socio economic status received an additional learning center teacher. 35% of the Coordinator of Instructional Improvement was funded to focus on RTI and subgroups. However, this position was vacant for a large portion of the year. Duties were reassigned within the rest of the Educational Services team and the position will be reevaluated for next year.	3.0 FTE Teachers 35% Coordinator of Instructional Improvement 1000-1999: Certificated Personnel Salaries Supplemental 186,957 3000-3999: Employee Benefits Supplemental 49,559
Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 3.7 Provide supplementary materials as needed	Intervention Curriculum, Instructional Materials and supplies 4000-4999: Books And Supplies Supplemental 31,640	Action 3.7 Additional supplementary materials were provided for the RTI program and learning centers.	Intervention Curriculum, Instructional Materials and supplies 4000-4999: Books And Supplies Supplemental 17,733
Scope of Service: Districtwide _ All		Scope of Service: Districtwide _ All	

OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ 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?	Stakeholders recommended combining goals two and three. Please refer to the changes discussed in goal two. Stakeholders agree that for priority 4F, our data will come from the College Board website. All programs and services were deemed effective by stakeholders.

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 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	ALL

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 maintain or increase the number of parent involvement contacts). 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 maintain or increase the number of meetings for unduplicated students). 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 are expected to decrease due to the positive effects of the RTI program and learning centers). 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	Actual 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. The same type of stakeholder meetings were held this year with the addition of a Parent Institute. All of these meetings equaled a total of 342. This is an increase of parent involvement contact of 184 opportunities for parents to give input. 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. This year, there were a total of 6 Title I meetings, 24 ELACs, and 4 DELACs. 4 opportunities were also held for foster parents. Parents receive information in their correspondence language as much as possible . Priority 3: C. Parents of exceptional needs students are notified of the above and additional programs for their own students including IEPs and more. This year there were 350 IEP meetings. Priority 5: A. Our 14/15 attendance rate was 96.943%. This continues to be above the state's expected attendance rate of 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%. 14/15 results were 3.1%. Ripon students continue to improve with chronic absenteeism.

	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.		Priority 5: C. The 8th grade dropout rate has been maintained at 0% for 13/14 as well as 12/13. Priority 5: D. The HS drop out rate was 4.2% for the year 13/14. That is a decrease from 6.7% that we had in 12/13. Priority 5: E. The HS graduation rate was 92.96% in 13/14. That is an increase from 90.2% that we had in 12/13. Priority 6: A. The suspension rate in 14/15 has decreased to 3.98%. This is in comparison to 5.96% from 13/14. (Please note that the numbers where reversed in 13/14 from 5.96% to 9.5%) Priority 6: B. The expulsion rate was 0.05% in 14/15. That is a decrease from 13/14's 0.2%. Priority 6:C. The 15/16 Healthy Kids' Survey showed that 79% of 7th graders felt that they were safe or very safe in school. This was 74% for 9th graders and 71% for 11th graders. This survey showed an increase in 7th and 9th grade, but a 10% decrease for 11th graders.

LCAP Year: 2015/2016

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 5000-5999: Services And Other Operating Expenditures Supplemental 5,250 Base 1,750	Action 4.1 Parent Outreach Activities have included family literacy nights, science night, math night, Title I and ELAC/DELAC Parent Meetings and more. A Parent Institute was held for the first time on a Saturday, in January. Parents received computer literacy training and much more.	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 34 Base 17
Scope of Service: Districtwide		Scope of Service: Districtwide	

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 Maintain School Facilities	Maintain School Facilities 4000-4999: Books And Supplies Other 102,000 5000-5999: Services And Other Operating Expenditures Other 227,750 6000-6999: Capital Outlay Other 128,000	Action 4.2 Weston Elementary reopened with its new campus in 15/16. Planning for rebuilding Colony Oak is under way. Regular maintenance and upkeep continues on a regular basis.	Maintain School Facilities 4000-4999: Books And Supplies Other 297,638 5000-5999: Services And Other Operating Expenditures Other 253,687 6000-6999: Capital Outlay Other 171,139
Scope of Service: ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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.	School Resource Officer Drug Dogs 5000-5999: Services And Other Operating Expenditures Other 43,200	Action 4.3 Positive School Culture All school sites now have a tiered intervention model to support building a positive school climate and reducing problem behaviors. Four school sites have underwent PBIS training and are	School Resource Officer Drug Dogs 5000-5999: Services And Other Operating Expenditures Other 30,000 Marriage Family

	Marriage Family Therapist/psychologist 1000-1999: Certificated Personnel Salaries Other 80,584 Base 14,221 3000-3999: Employee Benefits Other 24,337 Base 4,295	implementing the system. The other school sites continue to operate their adopted model. We have seen a reduction in suspensions, expulsions, and office referrals.	Therapist/psychologist 1000-1999: Certificated Personnel Salaries Other 80,584 Base 14,221 3000-3999: Employee Benefits Other 24,337 Base 4,295
Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 4.4 Develop alternative discipline programs at high school level in order to reduce suspension/expulsion, decrease dropout rates and increase attendance.	Included in Action 5.1	Action 4.4 We have implemented tier 3 supports at the High School level as apart of the PBIS model which serves as an alternative disciple procedure. As a result we have seen a reduction in problem behaviors, suspensions, and expulsions.	Included in Action 5.1
Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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?	Stakeholders supported adding Parent Institute to Action 4.1, which is now 3.1. Also, supplies for PBIS are being added to Action 3.3. Actions 4.4 and 4.3 have been combined and are now Action 3.3. Stakeholders also agree that ELAC parent participation should be increased. Therefore, priority 3A will be adjusted for next year. All programs and services were deemed effective by stakeholders.		

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 and operations.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	ALL

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.	Actual Annual Measurable Outcomes:	Priority 1: A. We have maintained 100% highly qualified teachers. Six new teachers are interns. Priority 1: B. We have continued to maintain state adopted curriculum for our courses of study. This year we are working on adopting new ELA/ELD curriculum. Priority 1: C. FIT report indicated that 4 of our sites earned a score of "fair," where 1 site came in at "good" and two sites were "exemplary." The five year plan is in place and the district is supporting facilities to make sure that we are maintaining good standing and/or improving. Weston Elementary has reopened this year with a new facility. Colony Oak is currently planning to be rebuilt in 2016/2017.

LCAP Year: 2015/2016

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual 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.	Base Educational Program Costs Includes 2 additional FTE HS Teachers (also included in action 1.2) and 3 FTE Elementary Teachers 1000-1999: Certificated Personnel Salaries Base 8,903,097	Action 5.1 100% of RUSD teachers and classroom aides are Highly Qualified. This include six interns. Staff has been and will continue to be at levels that reflect reduced class size requirements as per CSR in LCFF.	Base Educational Program Costs Includes 2 additional FTE HS Teachers (also included in action 1.2) and 3 FTE Elementary Teachers 1000-1999: Certificated Personnel Salaries Base 8,903,097

	2000-2999: Classified Personnel Salaries Base 199,425 3000-3999: Employee Benefits Base 2,505,843 1000-1999: Certificated Personnel Salaries Supplemental 118,216 3000-3999: Employee Benefits Supplemental 36,132		2000-2999: Classified Personnel Salaries Base 199,425 3000-3999: Employee Benefits Base 2,505,843 1000-1999: Certificated Personnel Salaries Supplemental 118,216 3000-3999: Employee Benefits Supplemental 36,132
Scope of Service | Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service | Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 5.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.	Certificated Staff not included in Action 5.1 1000-1999: Certificated Personnel Salaries Base 1,666,758 Classified Staff not included in Action 5.1, including 1.0 FTE Librarian and 1.0 FTE Secretary 2000-2999: Classified Personnel Salaries Base 2,589,861 Benefits not included in Action 5.1 3000-3999: Employee Benefits Base 1,509,726 Books and Supplies 4000-4999: Books And Supplies Base 534,597 Services 5000-5999: Services And Other Operating Expenditures Base 2,200,489 Capital Outlay 6000-6999: Capital Outlay Base 188,000 Other Outgo 7000-7439: Other Outgo Base 651,448	Action 5.2 Supported schools with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.	Certificated Staff not included in Action 5.1 1000-1999: Certificated Personnel Salaries Base 1,666,758 Classified Staff not included in Action 5.1, including 1.0 FTE Librarian and 1.0 FTE Secretary 2000-2999: Classified Personnel Salaries Base 2,589,861 Benefits not included in Action 5.1 3000-3999: Employee Benefits Base 1,509,726 Books and Supplies 4000-4999: Books And Supplies Base 534,597 Services 5000-5999: Services And Other Operating Expenditures Base 2,200,489 Capital Outlay 6000-6999: Capital Outlay Base 188,000 Other Outgo 7000-7439: Other Outgo Base 651,448

Scope of Service: ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: ALL X 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, furniture, textbooks, conferences and equipment purchase and rental. (site budgets)	Supplies and equipment 4000-4999: Books And Supplies Other 204,000 5000-5999: Services And Other Operating Expenditures Other 151,550	Action 5.3 Supported school and staff with needed technology, furniture, textbooks, conferences and equipment purchase and rental. (site budgets)	Supplies and equipment 4000-4999: Books And Supplies Other 204,000 5000-5999: Services And Other Operating Expenditures Other 151,550
Scope of Service: ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: ALL X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 5.4 Restore staff days and student days back to 180 days.	Cost included in Action 5.1	Action 5.4 The school year is 180 days.	Cost included in Action 5.1
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ 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?	Stakeholders suggested that Action 5.2 (now 4.2) is where a Teacher on Special Assignment could be added to support STEAM. In Action 5.3 (now 4.3), conferences was removed because they are in Action 1.1. All programs and services were deemed effective by stakeholders.

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.

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:	$1,423,944

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

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

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

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

- Maintaining the two added kindergarten classes will lower class sizes (district-wide) 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. This is an effective and justified use of funds because after a comprehensive review of 112 papers, David Zyngier reports, "Findings suggest that smaller class sizes in the first four

years of school can have an important and lasting impact on student achievement, especially for children from culturally, linguistically and economically disenfranchised communities." District-wide is the most effective use of funds and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement.

- Supplemental funds are being used to provide bilingual paraprofessionals at all sites, a second bilingual paraprofessional at the 15/16 Title I sites and Ripon High School, as well as a district administrator to oversee services and provide guidance for programs for our English Learners. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement, state priority five, Pupil Engagement and state priority seven, Course Access.

- An additional Learning Center teacher is being provided from supplemental funds to the 15/16 Title I sites due to the numbers of unduplicated students. District-wide is the most effective use of funds because these sites have more at risk students who need more services. Also, 35% of the salary for the Teacher on Special Assignment is being funded with supplemental funds as more than 35% of our students fall into these at risk groups and time should be spent accordingly, providing training to teachers specific to underperforming unduplicated students. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement. All sites have been provided with the same base program and sites with more need and more unduplicated students struggle to meet the needs of all students, therefore need the extra support.

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

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

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.

6.2	%

The paraprofessionals and district administrator provide support services that are specific to our English Language Learners (ELL). Paraprofessionals provide an additional 9-12 hours per site per day for our EL students. The administrator monitors all EL students and the ELL programs at each site. These services provide far more than the required 6.2% for each EL. Furthermore, the additional teachers provided for Low Income and EL students give them more 1:1 learning time. Staff also provides specific monitoring and counseling for Foster Youth which is above and beyond services provided for all students. The Teacher on Special Assignment provides training/coaching to all teachers improving instruction for unduplicated students. The quality of programs and learning services are increased because of these personnel and related services. Supplemental materials are provided as needed to increase access for unduplicated students.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2015/2016 Annual Update Budgeted**	**2015/2016 Annual Update Actual**	**2016/2017**	**2017/2018**	**2018-19**	**2016/2017-2018-19 Total**
All Funding Sources	26,513,634.00	26,667,209.00	26,679,194.00	26,006,174.00	26,016,886.00	78,702,254.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	21,669,347.00	21,560,651.00	21,577,904.00	21,607,968.00	21,570,204.00	64,756,076.00
Other	3,792,687.00	4,123,053.00	4,274,012.00	3,570,928.00	3,620,012.00	11,464,952.00
Supplemental	1,051,600.00	983,505.00	826,528.00	826,528.00	825,920.00	2,478,976.00
Title III	0.00	0.00	750.00	750.00	750.00	2,250.00

Total Expenditures by Object Type						
Object Type	**2015/2016 Annual Update Budgeted**	**2015/2016 Annual Update Actual**	**2016/2017**	**2017/2018**	**2018-19**	**2016/2017-2018-19 Total**
All Expenditure Types	26,509,339.00	26,662,914.00	26,679,194.00	26,003,066.00	26,013,778.00	78,696,038.00
	15,971.00	14,238.00	14,434.00	14,434.00	14,434.00	43,302.00
1000-1999: Certificated Personnel Salaries	12,729,700.00	12,729,700.00	12,725,125.00	12,725,125.00	12,725,625.00	38,175,875.00
2000-2999: Classified Personnel Salaries	3,388,019.00	3,388,019.00	3,491,489.00	3,491,489.00	3,490,989.00	10,473,967.00
3000-3999: Employee Benefits	4,757,901.00	4,757,901.00	3,934,689.00	3,932,311.00	3,932,331.00	11,799,331.00
4000-4999: Books And Supplies	1,219,511.00	1,405,029.00	1,643,763.00	1,428,763.00	1,439,455.00	4,511,981.00
4000-5999	0.00	0.00	33,000.00	2,000.00	2,000.00	37,000.00
5000-5999: Services And Other Operating Expenditures	3,427,489.00	3,349,803.00	3,280,434.00	3,352,684.00	3,352,684.00	9,985,802.00
6000-6999: Capital Outlay	316,000.00	359,139.00	800,960.00	300,960.00	300,960.00	1,402,880.00
7000-7439: Other Outgo	654,748.00	659,085.00	755,300.00	755,300.00	755,300.00	2,265,900.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2015/2016 Annual Update Budgeted**	**2015/2016 Annual Update Actual**	**2016/2017**	**2017/2018**	**2018-19**	**2016/2017-2018-19 Total**
All Expenditure Types	All Funding Sources	26,509,339.00	26,662,914.00	26,679,194.00	26,003,066.00	26,013,778.00	78,696,038.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	15,971.00	14,238.00	14,434.00	14,434.00	14,434.00	43,302.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2015/2016 Annual Update Budgeted**	**2015/2016 Annual Update Actual**	**2016/2017**	**2017/2018**	**2018-19**	**2016/2017-2018-19 Total**
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	10,696,067.00	10,696,067.00	10,821,067.00	10,821,067.00	10,821,567.00	32,463,701.00
1000-1999: Certificated Personnel Salaries	Other	1,452,350.00	1,452,350.00	1,478,559.00	1,478,559.00	1,478,559.00	4,435,677.00
1000-1999: Certificated Personnel Salaries	Supplemental	581,283.00	581,283.00	425,499.00	425,499.00	425,499.00	1,276,497.00
2000-2999: Classified Personnel Salaries	Base	2,790,586.00	2,790,586.00	2,886,911.00	2,886,911.00	2,886,911.00	8,660,733.00
2000-2999: Classified Personnel Salaries	Other	444,711.00	444,711.00	444,711.00	444,711.00	444,711.00	1,334,133.00
2000-2999: Classified Personnel Salaries	Supplemental	152,722.00	152,722.00	159,867.00	159,867.00	159,367.00	479,101.00
3000-3999: Employee Benefits	Base	4,053,894.00	4,053,894.00	3,596,393.00	3,598,099.00	3,594,143.00	10,788,635.00
3000-3999: Employee Benefits	Other	473,302.00	473,302.00	186,409.00	182,325.00	186,409.00	555,143.00
3000-3999: Employee Benefits	Supplemental	230,705.00	230,705.00	151,887.00	151,887.00	151,779.00	455,553.00
4000-4999: Books And Supplies	Base	834,597.00	834,597.00	939,905.00	869,905.00	835,597.00	2,645,407.00
4000-4999: Books And Supplies	Other	353,274.00	552,699.00	660,833.00	515,833.00	560,833.00	1,737,499.00
4000-4999: Books And Supplies	Supplemental	31,640.00	17,733.00	43,025.00	43,025.00	43,025.00	129,075.00
4000-5999	Base	0.00	0.00	31,000.00	2,000.00	2,000.00	35,000.00
4000-5999	Other	0.00	0.00	2,000.00	0.00	0.00	2,000.00
5000-5999: Services And Other Operating Expenditures	Base	2,434,489.00	2,327,526.00	2,363,234.00	2,487,484.00	2,487,484.00	7,338,202.00
5000-5999: Services And Other Operating Expenditures	Other	937,750.00	1,021,215.00	870,200.00	818,200.00	818,200.00	2,506,600.00
5000-5999: Services And Other Operating Expenditures	Supplemental	55,250.00	1,062.00	46,250.00	46,250.00	46,250.00	138,750.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	750.00	750.00	750.00	2,250.00
6000-6999: Capital Outlay	Base	188,000.00	188,000.00	172,960.00	172,960.00	172,960.00	518,880.00
6000-6999: Capital Outlay	Other	128,000.00	171,139.00	628,000.00	128,000.00	128,000.00	884,000.00
7000-7439: Other Outgo	Base	651,448.00	651,448.00	752,000.00	752,000.00	752,000.00	2,256,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2015/2016 Annual Update Budgeted**	**2015/2016 Annual Update Actual**	**2016/2017**	**2017/2018**	**2018-19**	**2016/2017-2018-19 Total**
7000-7439: Other Outgo	Other	3,300.00	7,637.00	3,300.00	3,300.00	3,300.00	9,900.00

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).

01-13-15 [California Department of Education]