

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ripon Unified School District

CDS Code: 39686500000000

School Year: 2021-22

LEA contact information:

Kathy Coleman, Director

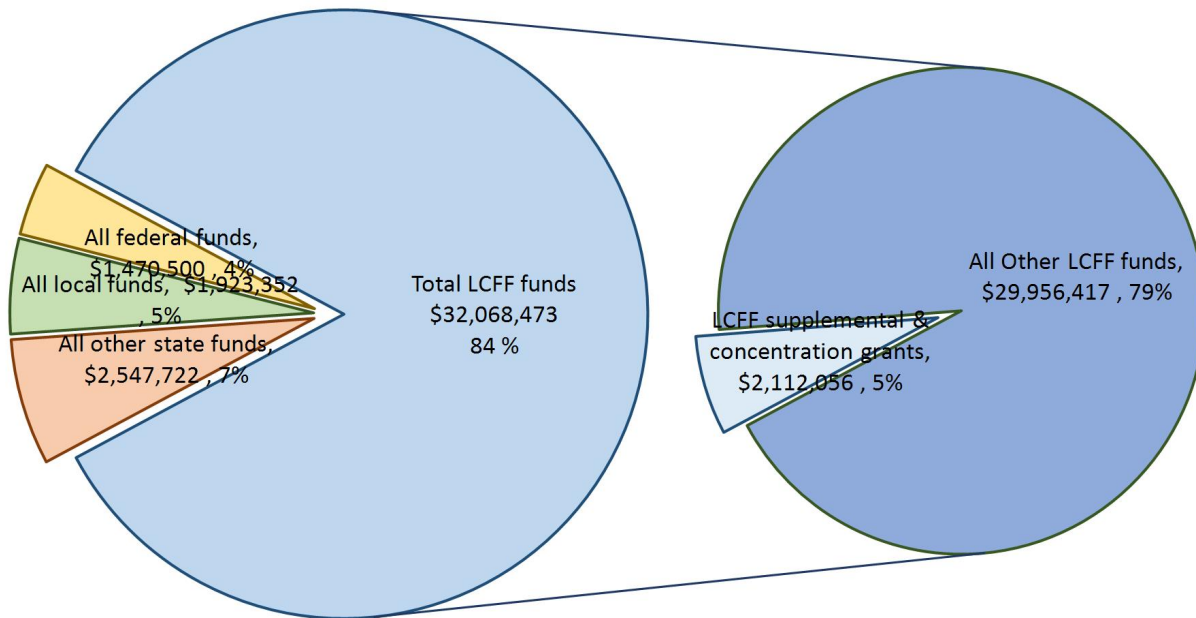
Michelle Harmon, CBO

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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

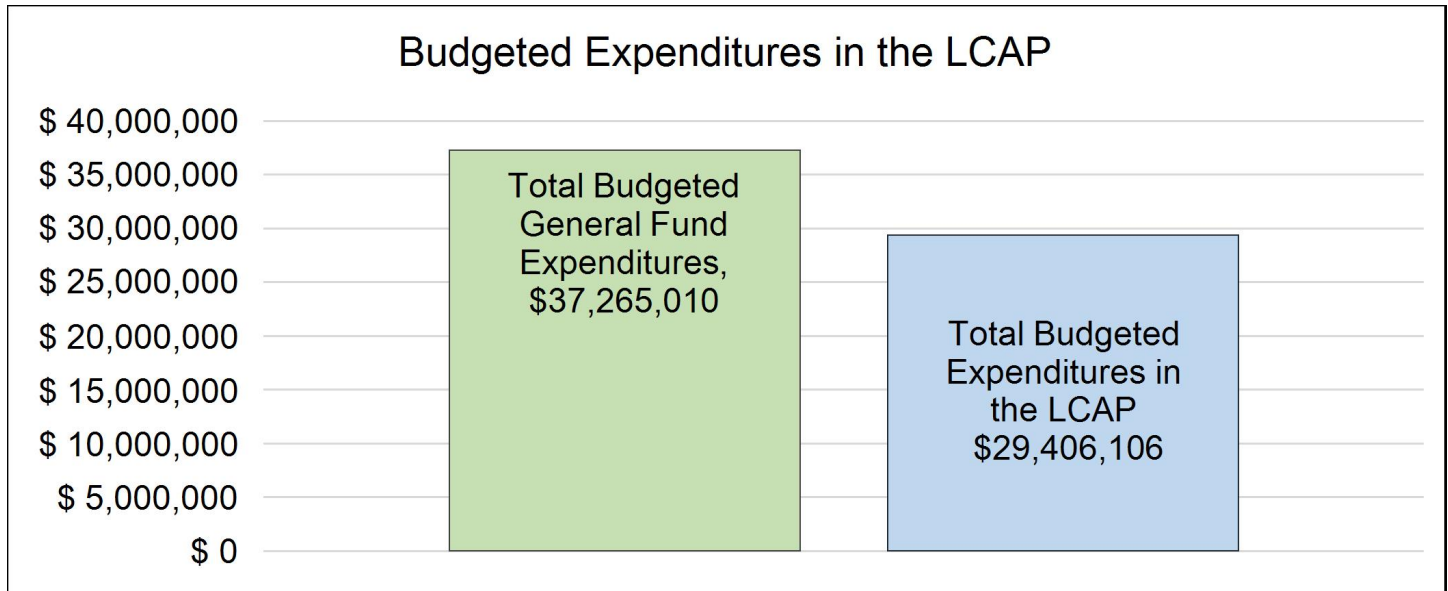


This chart shows the total general purpose revenue Ripon Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Ripon Unified School District is \$38,010,047, of which \$32,068,473 is Local Control Funding Formula (LCFF), \$2,547,722 is other state funds, \$1,923,352 is local funds, and \$1,470,500 is federal funds. Of the \$32,068,473 in LCFF Funds, \$2,112,056 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Ripon Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Ripon Unified School District plans to spend \$37,265,010 for the 2021-22 school year. Of that amount, \$29,406,106 is tied to actions/services in the LCAP and \$7,858,904 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Examples of expenditures not in the LCAP include utilities, transportation, Title I, II, III and IV programs, Agriculture Grant programs, Instructional Lottery and Parent/Community Donations.

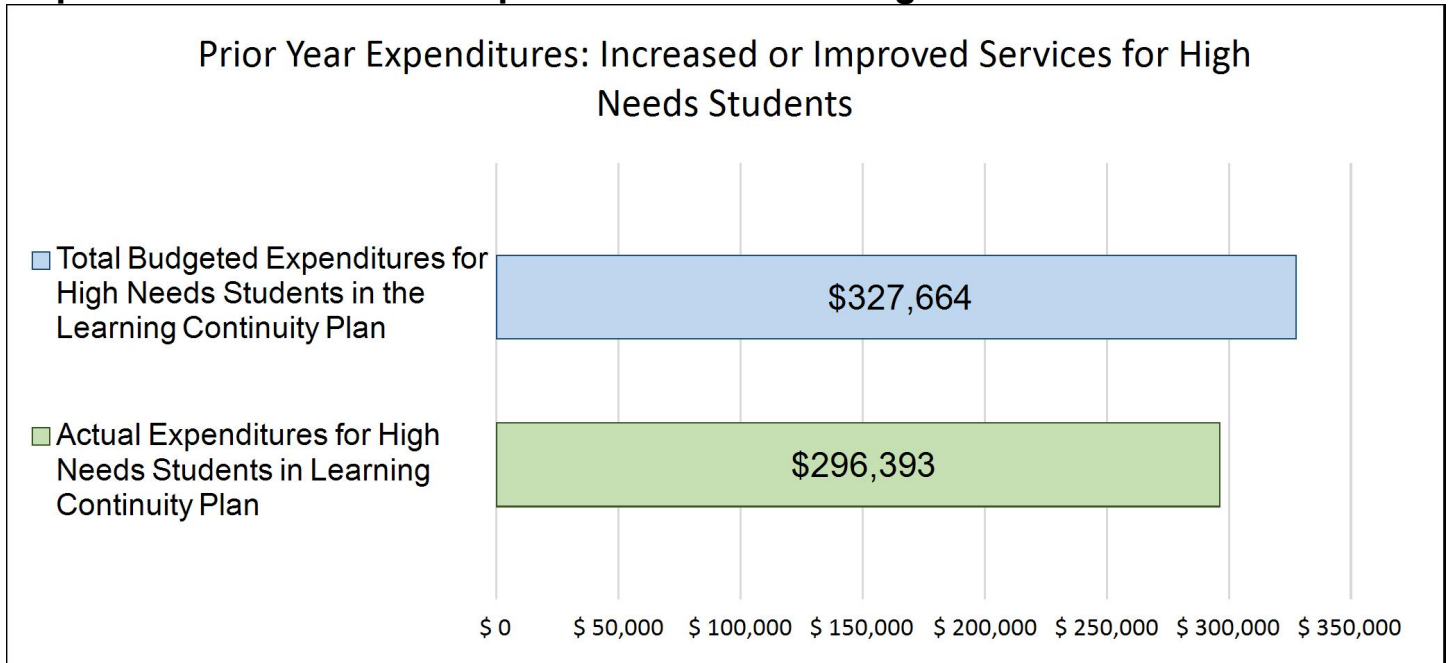
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Ripon Unified School District is projecting it will receive \$2,112,056 based on the enrollment of foster youth, English learner, and low-income students. Ripon Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ripon Unified School District plans to spend \$3,498,773 towards meeting this requirement, as described in the LCAP.

In addition to the goals budgeted to increase or improve services, LCFF supplemental grants are used to fund teacher and staff salaries to support high needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Ripon Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Ripon Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Ripon Unified School District's Learning Continuity Plan budgeted \$327,664 for planned actions to increase or improve services for high needs students. Ripon Unified School District actually spent \$296,393 for actions to increase or improve services for high needs students in 2020-21.

The actions and services planned were fully implemented, however some costs were less than expected.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Ripon Unified School District	Kathy Coleman, Director Michelle Harmon, CBO	kcoleman@riponusd.net 209.599.2131 mharmon@riponusd.net 209.599.2131

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships which produces students who are college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 2: A. Implementation of the academic content and performance standards adopted by the state board.</p> <p>19-20 Priority 2: A. California Common Core State Standards (CCSS) focus continues on math, ELA/ELD, NGSS and technology integrated throughout the curriculum, but will also extend to History-Social Science as opportunities become available. Professional learning will continue in these areas with a continued focus on ELD.</p> <p>Sites are now rated as distance from standard (DFS). Each site will work to improve by a minimum of 2 points each year, in each area. Refer to the 17/18 baseline DF3 listed in 18/19. 19/20 DFS scores should meet at least the following.</p> <p>Ripona ELA -4. Math -30.1</p> <p>Ripon Elementary ELA +21.9 Math -5.8</p>	<p>Priority 2: A. 19-20 professional learning opportunities included all district workshops with George Couros, Jon Corippo and Amplify NGSS training by the publishers. There were grade level collaboration days for writing prompts and rubrics, benchmark development days and a conference for the high school math department, conferences and curricula pilots and trainings for science, language acquisition work, standards work for integrated and designated ELD, GLAD training and Thinking Maps for language acquisition, 3 tech cadre workdays plus site dissemination, MTSS leadership team meetings, READ 180, Aimsweb training and more.</p> <p>Staff attended conferences for technology, government, counseling, culture, biology, child welfare and attendance, student information systems, administration, drug updates, CAASPP, math, speech, IEPs, Love & Logic, MAB, hearing, CPR, behavior, audio, trauma, leadership, CTE, eating disorders and more.</p> <p>2019 CAASPP results are...</p> <p>Ripona ELA +4.5 (+8.8) Math -27.4 (+3.7)</p>

Expected	Actual
<p>Colony Oak ELA +17.9 Math +2</p> <p>Weston ELA +18 Math +2.2</p> <p>Park View ELA +59.5 Math +46.9</p>	<p>Ripon Elementary ELA +33.9 (+13.5) Math -1 (6.8)</p> <p>Colony Oak ELA +13.1 (-2.8) Math -9.2 (-9.1)</p> <p>Weston ELA +32.6 (+16.7) Math +9.5 (+9.3)</p>
<hr/> <p>Ripon High School ELA +44 Math -27.2</p>	<hr/> <p>Park View ELA +65 (+7.3) Math +53.8 (+9)</p>
<p>Baseline Priority 2: A. In 2016-2017, intensive professional development has occurred for the California State Standards. 27 days of in-district professional learning has occurred in the area of math, in addition to many conferences and workshops attended by teachers and administrators. Six days of in-district professional learning occurred for Next Generation Science Standards plus many conferences and workshops attended by teachers and administrators. Training for the new ELA/ELD curriculum occurred with a day of inservice before school started, 2 days of training school teacher leaders and 4 sessions at our January professional learning day. The technology cadre worked for two full days, took a field trip to a Maker Space and held additional after school meetings to push technology forward at the sites.</p> <p>Math success will be measured by the California dashboard and CAASPP scores.</p>	<hr/> <p>Ripon High School ELA +57.1 (+15.1) Math -30.7 (-1.5)</p> <p>All sites met or exceeded their goals in both ELA and math, except Colony Oak in both areas and Ripon HS in math.</p>

Expected	Actual
<p>Four out of five elementary sites rated green in math on the dashboard. High school math scores are not reported on the dashboard, but the 2016 CAASPP scores show 30% of 11th graders met or exceeded standards. Also, our yellow elementary site has 37% 3rd-8th grade students who met or exceeded standards in math.</p>	
<p>Metric/Indicator Priority 2: B. How programs/services enable English Learners to access the California Standards and ELD standards.</p> <p>19-20 Priority 2: B. The number of EL students will be reported as well as the number of EL students in the READ 180 classrooms in grades 4-11.</p> <p>Baseline Priority 2: B. In 2016-2017, English Learners received a minimum of 30 minutes a day focused on Designated ELD. The screening used for our students was part of our district's MTSS program. The assessments were STAR 360 and AIMSWeb for our general education population. Students in our Learning Centers have taken the Scholastic Reading Inventory (SRI) as well.</p> <p>Currently in our district we service 394 English Learners. Our RTI model allowed for our ELs to receive additional language support through intervention. We currently service 113 EL students in our READ 180 classrooms in grades 4 - 11. Through our RTI model, we continued to support English Learners in allowing them to access rigorous curriculum. This information was verified by class rosters and master schedules.</p>	<p>Priority 2: B. As of 2019-2020, RUSD had 358 English learners, and 211 in grades 4-11. 65 EL students received READ 180 services in grades 4 - 11.</p>

Expected	Actual
<p>Metric/Indicator Priority 7: A. Broad Course of Study</p> <p>19-20 Priority 7: A. Continue to offer all students access to a broad course of study, as verified by CALPADS. Include STEAM enrichment programs at the elementary and elective opportunities at the high school.</p> <p>Baseline Priority 7: A. All elementary sites have at least two areas of STEAM that they included in their enrichment programs. RHS added International Math 2 Honors & Math 3, Auto Shop, Gaming Programming, Digital Art, Adv. Computer Programming, Vet Science, Spanish Heritage, AP Environmental Science, World Geography, and AP Human Geography, in 2016-2017, as verified by the master schedule.</p> <p>All students were offered access to a broad course of study, as verified by CALPADS.</p>	<p>Priority 7: A. All students were offered access to a broad course of study, as verified by CALPADS. STEAM enrichment programs offered varied opportunities at the elementary sites. Elective options at Ripon High continued to include articulated courses with Delta College where students could earn credit.</p>
<p>Metric/Indicator Priority 7: B. Programs/services developed and provided to unduplicated pupils</p> <p>19-20 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.</p> <p>SED students will continue to improve a minimum of 2 points (-9.7.) and move towards closing the achievement gap on the ELA CAASPP test.</p>	<p>Priority 7: B. Unduplicated students were offered access to a broad course of study, as verified by CALPADS.</p> <p>The 2018 ELA CAASPP test reflected (-11.7) for SED students. On the 2019 ELA CAASPP test, SED students improved (+14.1) DFS.</p> <p>The percentage of English learners completing UC/CSU requirements in 17/18 and 18/19 was 0%. The percentage of socioeconomically disadvantaged students completing UC/CSU requirements in 17/18 was 39.7% and 18/19 was 44.23%. (verified by Calpads report 1.7)</p>

Expected	Actual
<p>The percentage of unduplicated Ripon High graduates completing UC/CSU requirements in 17/18 will be 2% for English Learners and 35.3% for socioeconomically disadvantaged students. (verified by Dataquest:12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance-subgroup reports)</p> <p>Baseline Priority 7: B. In 2016-2017, unduplicated students received the broad course of study discussed in Priority 7:A, and were screened for gaps in knowledge and received intervention services when needed to address such gaps. Our unduplicated students continued to receive services through our RTI program. Our students were screened with STAR 360 and STAR Math. When our students were serviced in the learning center classrooms, they were also screened with Horizons and SRI. Our current programs are helping to close the achievement gap.</p> <p>12% more economically disadvantaged students grew to meet or exceed standards on the ELA CAASPP test in 2016, versus only 6% more of all students.</p> <p>The percentage of unduplicated Ripon High graduates completing UC/CSU requirements in 14/15 was 7.1% for English Learners and 25% for socioeconomically disadvantaged students. (verified by Dataquest:12th Grade Graduates Completing all Courses Required for UC and/or CSU Entrance-subgroup reports)</p>	
<p>Metric/Indicator Priority 7: C. Programs/services developed and provided to individuals with exceptional needs</p> <p>19-20</p>	<p>Priority 7: C. Students with exceptional needs received a broad course of study and received appropriate services in the learning centers when needed to address learning gaps.</p> <p>For 19/20, 9.44% of students received special education services. This is an increase from 18-19, when we had 8.91% of students</p>

Expected	Actual
<p>Priority 7: C. Students with exceptional needs will receive a broad course of study and receive appropriate services in the learning centers when needed to address learning gaps.</p> <p>Percentage of students receiving Special Education services will be reported. (verified by P1 enrollment/ December Casemis report)</p> <p>Baseline Priority 7: C. In 2016-2017, students with exceptional needs received a broad course of study and received appropriate services in the learning centers when needed to address learning gaps.</p> <p>A Multi-tiered System of Support has been fully implemented at all school sites. Tiered research-based academic and behavioral interventions are in place. Our percentage of students receiving Special Education services decreased from 10.51% to 10.23% this school year. (verified by P1 enrollment/ December Casemis report)</p>	<p>receiving special education. (verified by P1 enrollment/ December Casemis report)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 1.1 If funding allows, teachers and classified staff will participate in ongoing Professional Learning for Common Core and other topics in order to improve learning for students including, but not limited to... ELA/ELD, science, technology, engineering, arts and math (STEAM), Special Education, Intervention programs (MTSS), universal design for learning (UDL), sexual health curriculum, 6-12 CC articulation, grade level collaboration and vertical articulation, software and technology, Positive Behavior Interventions and Supports, Restorative Justice Training and more. Content area cadres will also participate in trainings and share</p>	<p>Conferences/workshops 5000-5999: Services And Other Operating Expenditures Other 128,388</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 60,000</p> <p>supplies 4000-4999: Books And Supplies Supplemental 10,000</p>	<p>Conferences/workshops 5000-5999: Services And Other Operating Expenditures Other 19952.01</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 425</p> <p>supplies 4000-4999: Books And Supplies Supplemental 7081.83</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>knowledge out to school site staffs. Continued focus will be geared towards the ELD cadre and program implementation.</p> <p>If funding allows, CTE staff will participate in skill based professional development to maintain the most current industry standards.</p>		<p>Substitutes 1000-1999: Certificated Personnel Salaries Supplemental 7460</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental 477.10</p> <p>Benefits 3000-3999: Employee Benefits Supplemental 1338.92</p> <p>Conferences/workshops materials 4000-4999: Books And Supplies Other 480.49</p>
<p>Action 1.2 Continue to explore programmatic options at the high school level, including but not limited to CTE courses and RHS online courses.</p> <p>Continue to explore partnerships to develop internships, job shadowing and real work related opportunities for students in the career technical pathways.</p> <p>Continue to support the Ag department in keeping up with industry standards related to technical skills acquired through relevant and current use of necessary equipment.</p> <p>Career Pathways at Ripon High include...</p> <ul style="list-style-type: none"> • Ag Mechanics Fabrication 101 (Mechanics, Welding, Fabrication) • Ag Mechanics Power 101 (Mechanics, Small Engines, Diesel Engines) • Ag Business-Leadership 100 (Ag Business & Communication 1 and 2) • Agriscience 102 (Environmental Science, Biology, Animal Science) • Bus Management 182 (Computer Applications, Personal Finance, Management, Adv Business Computer Apps, Adv Compter Apps) 	<p>Class equipment/materials 4000-4999: Books And Supplies LCFF 25,000</p> <p>4000-4999: Books And Supplies Other 20,000</p>	<p>Class equipment/materials 4000-4999: Books And Supplies LCFF 17601.89</p> <p>4000-4999: Books And Supplies Other 0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 8591</p> <p>6000-6999: Capital Outlay LCFF 10664.01</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Software and Systems Development 174 (Intro to Computer Programming, App/Game Design, Adv Computer Programming) • Consumer Services 131 (Life Management/Home Ec, Food and Nutrition, Adv Home Economics) • Junior Reserve Officers' Training Corps (JROTC) <p>Provide extended learning opportunities K-12 including enrichment programs at elementary sites. These programs continue to include STEAM opportunities and will be included in the Single Plans for Student Achievement. Enrichment programs will continue to include at least two STEAM components.</p> <p>Provide books for libraries, if funding allows.</p> <p>Continue to support the 5-12 music program.</p>		
<p>Action 1.3</p> <p>Adopt NGSS textbooks for high school. Consider purchasing History/Social Science and/or expanding the math program. Purchase growth materials, textbooks and workbooks as needed.</p>	<p>textbook adoption 4000-4999: Books And Supplies LCFF 297,859</p> <p>Other textbooks and workbooks</p> <p>NGSS supplies and equipment 4000-4999: Books And Supplies LCFF 10,271</p>	<p>textbook adoption 4000-4999: Books And Supplies LCFF 107992.22</p> <p>NGSS supplies and equipment 4000-4999: Books And Supplies LCFF 0</p>
<p>Action 1.4</p> <p>Provide for replacement devices if possible. In addition to teacher workstations, focus on district infrastructure in order to maintain functionality and effectiveness of systems, including outdated switches. Add additional devices if funding allows. Ensure educational technology support.</p>	<p>1:1 Devices if funding allows 4000-4999: Books And Supplies Other 205,420</p>	<p>1:1 Devices if funding allows 4000-4999: Books And Supplies Other 16675.09</p> <p>Network / Infrastructure 6000-6999: Capital Outlay LCFF 76842.45</p> <p>1:1 Devices if funding allows 5000-5999: Services And Other Operating Expenditures Other 17,799.24</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 1.5 Increase college and career readiness opportunities at Harvest High, enabling students to attain CCR status in addition to their high school diploma.</p>	<p>May include field trips, speakers, or necessary time for staff to bridge pathways and connect A-G opportunities to the continuation school. 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) 12,442</p>	<p>May include field trips, speakers, or necessary time for staff to bridge pathways and connect A-G opportunities to the continuation school. 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) 0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Unspent funds were used to support students, families, teachers, and staff by maintaining MTSS staff (learning center teachers) at current level, with two teachers at non-Title I sites, three at Title I sites and three and a half teachers at Ripon High, as well as Special Education services (certificated teachers, classified aides, 1:1 aides).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, everything was implemented. Successful and motivational professional development occurred that continued the work of Universal Design for Learning (UDL) with George Couros as a follow up to Katie Novak. Teachers also became excited about the work of Jon Corippo and began to integrate some of his suggested tools and ideas. Overall challenges included moving to distance learning because of the pandemic. This prevented some professional development and collaboration work from being completed. Chemistry teachers were unable to complete their pilot for new materials.

Goal 2

Maintain a Multi-Tiered System of Supports (MTSS) program that meets the needs of students across the district and accelerate the growth of all students, including our underperforming student groups in all areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 4: A. Statewide Assessments (Academic Indicator)</p> <p>19-20 Priority 4: A. Sites are now rated as distance from standard (DFS). Each site will work to improve by a minimum of 2 points each year, in each area. Refer to the 17/18 baseline DF3 listed in 18/19. 19/20 DFS scores should meet at least the following.</p> <p>The new NGSS test-California Science Test (CAST) will occur. Baseline scores will be available.</p> <p>Ripona ELA -4. Math -30.1</p> <p>Ripon Elementary ELA +21.9 Math -5.8</p> <p>Colony Oak ELA +17.9 Math +2</p>	<p>Priority 4: A. 2019 CAASPP results are...</p> <p>Ripona ELA +4.5 (+8.8) Math -27.4 (+3.7)</p> <p>Ripon Elementary ELA +33.9 (+13.5) Math -1 (6.8)</p> <p>Colony Oak ELA +13.1 (-2.8) Math -9.2 (-9.1)</p> <p>Weston ELA +32.6 (+16.7) Math +9.5 (+9.3)</p> <p>Park View ELA +65 (+7.3) Math +53.8 (+9)</p> <hr/> <p>Ripon High School</p>

Expected	Actual
Weston ELA +18 Math +2.2	ELA +57.1 (+15.1) Math -30.7 (-1.5)
Park View ELA +59.5 Math +46.9	All sites met or exceeded their goals in both ELA and math, except Colony Oak in both areas and Ripon HS in math. Below are actuals for 19-20
<hr/> Ripon High School ELA +44 Math -27.2	<hr/> District EL ELA -9 (+6.2) Math -41.9 (-8)
Below are actuals for 18-19	District SED ELA +3.5 (+14.1) Math -31.8 (+4.4)
<hr/> District EL ELA -16.7 Math -34.7	
District SED ELA -11.7 Math -36.7	
Expected for 19-20	
<hr/> District EL ELA -14.7 Math -32.7	
District SED ELA -9.7 Math -34.7	
Baseline Priority 4: A. Please see the 2016 baseline scores below. Five out of six schools rated green or blue in English language arts on	

Expected	Actual
<p>the dashboard and five out of six schools rated green in mathematics. The remaining school showed yellow in both ELA and math. English Learner (EL) and socioeconomically disadvantaged students reflected yellow at the LEA level as well.</p> <p>ELA scores for students who have met or exceeded standards (at school in yellow) are 47% for 2016. Math scores for students who have met or exceed standards are 37%.</p> <p>LEA-wide, 20% of EL students have met or exceeded standards in ELA and 10% in math.</p> <p>LEA-wide, 45% of socioeconomically disadvantaged (SED) students have met or exceeded standards in ELA and 29% in math.</p> <p>This science test is based on the old California Science Test (CST) standards. RUSD teachers are currently using the new Next Generation Science Standards (NGSS) for instruction. The pilot test for the NGSS will occur in 16/17.</p>	
<p>Metric/Indicator Priority 4: B. Academic Performance Index (API)</p> <p>19-20 Priority 4: B. N/A</p> <p>Baseline Priority 4: B. The API was suspended. Evaluation is now summarized on the California Dashboard.</p>	<p>Priority 4: B. N/A</p>
<p>Metric/Indicator Priority 4: C. Percentage of pupils that have successfully completed A-G requirements for entrance to UC/CSU or CTE programs</p> <p>19-20</p>	<p>Priority 4: C. CALPADS report 1.9 shows 55.68% of Ripon High graduates met UC/CSU requirements in 2018-2019. (103 of 185 graduates) This is an increase of 1.72%.</p>

Expected	Actual										
<p>Priority 4: C. CALPADS report 1.9 will show that 53.96% of Ripon High graduates will meet UC/CSU requirements in 2018/19.</p> <p>Baseline Priority 4: C.</p>											
<p>Metric/Indicator Priority 4: D. Percentage of English Learner pupils that make progress toward English proficiency</p> <p>19-20 Priority 4: D.</p> <p>There are no ELPI scores on the dashboard this year. Currently, English Learner progress reflects as yellow in English language arts.</p> <p>ELPAC Data Actuals-</p> <ul style="list-style-type: none"> 4 33.6% 3 40.5% 2 19.2% 1 6.6% <p>ELPAC scores will reflect an increase of 2% at or above level 3, at 76.1%</p> <p>Baseline Priority 4: D. Due to the newly enacted ESSA in December 2015, there are no new AMAO determinations for 2015-2016 school year. Per the California School Dashboard, 2014-2015 English Learner progress was at 72.1% (status) which was in the yellow performance category. This percentage was determined using CELDT data. Our 2015-2016 CELDT annual assessment shows that 52% of students scored Early Advanced/Advanced, 31% scored Intermediate and 17% scored Beginning/Early Intermediate.</p>	<p>Priority 4: D. Previous ELPI scores were broken into four levels that now have different meanings. The 2019 Dashboard shows...</p> <ul style="list-style-type: none"> 42% ELs who progressed at least one level 6.5% who maintained ELPI level 4. 27.5% ELs who maintained ELPI levels 1, 2L, 2H, 3L and 3H 23.9% ELs who decreased at least one ELPI level <p>As of 2019, Ripon USD's English Learner student group remains yellow on the Dashboard for English language arts. This is an increase of 6.8 points, showing English learners 8.4 points below standard. In 2018, the student group was 16.7 below standard.</p> <div data-bbox="1060 857 1921 1409" data-label="Figure"> <p>Student English Language Acquisition Results</p> <p>The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.</p> <table border="1"> <caption>Student English Language Acquisition Results Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>ELs Who Progressed at Least One ELPI Level</td> <td>42%</td> </tr> <tr> <td>ELs who Maintained ELPI Level 4</td> <td>6.5%</td> </tr> <tr> <td>ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H</td> <td>27.5%</td> </tr> <tr> <td>ELs Who Decreased at Least One ELPI Level</td> <td>23.9%</td> </tr> </tbody> </table> </div>	Category	Percentage	ELs Who Progressed at Least One ELPI Level	42%	ELs who Maintained ELPI Level 4	6.5%	ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	27.5%	ELs Who Decreased at Least One ELPI Level	23.9%
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ELs Who Decreased at Least One ELPI Level	23.9%										

Expected	Actual																														
<p>Metric/Indicator Priority 4: E. English Learner reclassification rate</p> <p>19-20 Priority 4: E. We will maintain or improve the EL reclassification rate until the EL group shows green on the California dashboard, when the ELPI reports a color on the dashboard.</p> <p>Baseline Priority 4: E. 16/17 scores are not yet available. Dataquest pulls information from CALPADS reports 2.9 and 2.12. In 14/15, the redesignation rate without California Connections Academy at Ripon (CCA@R) was 14.62. The 15/16 rate from the same reports was 14.21.</p>	<p>Priority 4: E. The EL reclassification rate was 14.1% in 16/17 (63 students) 15.1% in 17/18 (66 students) 11.58% in 18/19 (41 students) - This is the first year with ELPAC scores.</p>																														
<p>Metric/Indicator Priority 4: F. Percentage of pupils that passed an advanced placement (AP) exam with a score of 3 or higher</p> <p>19-20 Priority 4: F. Data will come from the College Board website. The passing percentage will reach 63.9% by 2019, or the number of students passing the AP exams with a 3 or higher (140) will continue to increase.</p> <p>Baseline Priority 4: F. Data will come from the College Board website.</p>	<p>Priority 4: F. Data comes from the College Board website. The percentage of students passing the AP exams increased to 63.0%, and increase of 1.1%. 148 students passed the exams with a score of 3 or higher.</p> <p>2016 = 84 2017 = 108 2018 = 140 2019 = 148</p> <table border="1" data-bbox="1066 1052 1717 1490"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Total AP Students</td> <td>179</td> <td>130</td> <td>173</td> <td>226</td> <td>235</td> </tr> <tr> <td>Number of Exams</td> <td>268</td> <td>199</td> <td>284</td> <td>337</td> <td>386</td> </tr> <tr> <td>AP Students with Scores 3+</td> <td>110</td> <td>84</td> <td>108</td> <td>140</td> <td>148</td> </tr> <tr> <td>% of Total AP Students with Scores 3+</td> <td>61.5</td> <td>64.6</td> <td>62.4</td> <td>61.9</td> <td>63.0</td> </tr> </tbody> </table>		2015	2016	2017	2018	2019	Total AP Students	179	130	173	226	235	Number of Exams	268	199	284	337	386	AP Students with Scores 3+	110	84	108	140	148	% of Total AP Students with Scores 3+	61.5	64.6	62.4	61.9	63.0
	2015	2016	2017	2018	2019																										
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Expected	Actual
<p>Metric/Indicator Priority 4: G. Percentage of pupils that participate in and demonstrate college preparedness</p> <p>19-20 Priority 4: G. 2018 CAASPP results show... ELA 42 DFS (-16.5) Math -29.2 DFS (+12.1)</p> <p>2019 CAASPP results will show that our 11th grade students tested will improve the distance from standard in ELA (44) and -27.2 in mathematics.</p> <p>Baseline Priority 4: G. One measure of students being college and career ready is demonstrated by how they perform on CAASPP exams. Students should be at a level 3 "Standard Met" or better on both ELA and mathematics assessments.</p> <p>2016 CAASPP results show that 70% of our 11th grade students meet this goal in ELA and 29% in mathematics.</p>	<p>Priority 4: G. One measure of students being college and career ready is demonstrated by how they perform on CAASPP exams. Students should be at a level 3 "Standard Met" or better on both ELA and mathematics assessments.</p> <p>2019 11th grade CAASPP results show... ELA 72.41% Math 38.03%</p>
<p>Metric/Indicator Priority 8: A. Other Pupil Outcomes</p> <p>19-20 Priority 8: A. English Learners and low income students in RTI will show a growth equal to all 3rd-8th grade students. Lexile data is pulled from Renaissance Star reading data.</p> <p>Baseline Priority 8: A. For 15/16, all 3rd-8th grade students showed a growth of 128 lexile points. At the same time, low income students in RTI showed a growth of 118 lexile points. English Learners showed a growth of 128 lexile points. Lexile data is pulled from Renaissance Star reading data.</p>	<p>Priority 8: A. For 18/19, all 3rd-8th grade students showed a growth of 147 Lexile points. At the same time, low income students in RTI showed a growth of 154 Lexile points. English Learners showed a growth of 175 Lexile points. Lexile data is pulled from Renaissance Star reading data.</p>
<p>Metric/Indicator</p>	<p>Priority 8: A.</p>

Expected	Actual
<p>Priority 8: A.Other Pupil Outcomes</p> <p>19-20 The EL cohort graduation rate will increase 1% each year until reaching the rate for all students. 17/18 reached 93.1% and the goal was 93.7%. The 18/19 goal is to reach 95.1%. (verified by Dataquest)</p> <p>Baseline The 14/15 EL cohort graduation rate was 92.6%. The graduation rate for all students was 96.7%. (verified by Dataquest)</p>	<p>The 18/19 EL cohort graduation rate was 93.8%, up from 93.1% in 17/18. The all student graduation rate was 99.5%.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 2.1 Continue use of SST Online, a documentation system for SSTs and 504.</p> <p>Continue Student Data Review Team</p>	<p>SST Online 5000-5999: Services And Other Operating Expenditures LCFF 4,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF 1,500</p> <p>3000-3999: Employee Benefits LCFF 1,500</p>	<p>SST Online 5000-5999: Services And Other Operating Expenditures LCFF 4,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF 1,500</p> <p>3000-3999: Employee Benefits LCFF 1,500</p>
<p>Action 2.2 Continue use of Assessment programs; AIMSweb, STAR Enterprise, Scholastic Reading Inventory, or similar systems.</p> <p>Continue and expand MTSS curriculum to continue model program</p>	<p>Annual Licenses 5000-5999: Services And Other Operating Expenditures LCFF 33,222</p> <p>READ 180, Math 180 and other RTI Curriculum 5000-5999: Services And Other Operating Expenditures LCFF 154,000</p>	<p>4000-4999: Books And Supplies LCFF 8,652.62</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 109,495.29</p>
<p>Action 2.3 Maintain MTSS staff (learning center teachers) at current level, with two teachers at non-Title I sites, three at Title I sites and three and a half teachers at Ripon High.</p>	<p>N/A</p> <p>N/A</p>	<p>2000-2999: Classified Personnel Salaries LCFF 142169.12</p> <p>3000-3999: Employee Benefits Other 604303.52</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Special Education services (certificated teachers, classified aides, 1:1 aides)	1000-1999: Certificated Personnel Salaries Supplemental 239,287 3000-3999: Employee Benefits Supplemental 70,658 1000-1999: Certificated Personnel Salaries Other 1,296,841 2000-2999: Classified Personnel Salaries Other 485,536 4000-4999: Books And Supplies Other 15,195 5000-5999: Services And Other Operating Expenditures Other 192,388 7000-7439: Other Outgo Other 11,300	1000-1999: Certificated Personnel Salaries Supplemental 254,425.82 3000-3999: Employee Benefits Supplemental 87221.66 1000-1999: Certificated Personnel Salaries Other 1035357.04 2000-2999: Classified Personnel Salaries Other 853633.32 4000-4999: Books And Supplies Other 5744.20 5000-5999: Services And Other Operating Expenditures Other 282494.39 7000-7439: Other Outgo Other 0 2000-2999: Classified Personnel Salaries Supplemental 19326.58 3000-3999: Employee Benefits LCFF 39266.57
Action 2.4 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 LCFF 1,300 3000-3999: Employee Benefits LCFF 281	Existing staff 2000-2999: Classified Personnel Salaries LCFF 1,300 3000-3999: Employee Benefits LCFF 281
Action 2.5 Provide supplementary materials as needed. Include newcomer ELD materials.	Intervention Curriculum, Instructional Materials and supplies 4000-4999: Books And Supplies Supplemental 200,000	Intervention Curriculum, Instructional Materials and supplies 4000-4999: Books And Supplies Supplemental 1343.77

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		5000-5999: Services And Other Operating Expenditures Supplemental 4602.43
<p>Action 2.6 Provide remediation program (SES) in summer school for Title 1 schools and Title III students. Provide summer school programs including enrichment, credit recovery, extended year and driver's education.</p>	<p>Existing staff 1000-1999: Certificated Personnel Salaries Other 13,865 3000-3999: Employee Benefits Other 1,941</p>	<p>1000-1999: Certificated Personnel Salaries Other 13,865 3000-3999: Employee Benefits Other 1,941</p>
<p>Action 2.7 Provide additional MTSS services as needed, including but not limited to READ/Math 180, social emotional learning (Restorative Circles and Justice, Character Strong), PBIS and mental health services.</p>	<p>5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) 30,000</p>	<p>5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) 30,000</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In Goal 2, actions 2.2 and 2.5 were not fully implemented due to COVID. The unspent funds were used to maintain Special Education teachers and instructional aides.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall successes include the number of AP students passing the AP exams and potentially obtaining college credit (at the discretion of the universities) continuing to increase every year. Overall challenges included moving to distance learning because of the pandemic. This prevented some services and activities from being completed such as summer school in 2020.

Goal 3

English learner academic growth demonstrates closing of the achievement gap.


State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: Priority 2: Implementation of State Academic Standards

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Local Priority 2: Implementation of Academic Standards- Local Indicators</p> <p>Dashboard - ELPI Scores</p> <p>19-20 Local Priority 2:</p> <p>The English learner progress will show a higher percentage of students at the well developed (top = 33.6%), and fewer students at the beginning stage (bottom = 6.6%).</p> <p>Baseline 2018-2019 Baseline</p> <p>The dashboard's English learner progress indicator shows the ELPAC baseline scores as...</p> <p>Level 4 - Well Developed 33.6% Level 3 - Moderately Developed 40.5% Level 2 - Somewhat Developed 19.2% Level 1 - Beginning Stage 6.6%</p>	<p>Local Priority 2:</p> <p>Previous ELPI scores were broken into four levels that now have different meanings. The 2019 Dashboard shows... 42% ELs who progressed at least one level 6.5% who maintained ELPI level 4. 27.5% ELs who maintained ELPI levels 1, 2L, 2H, 3L and 3H 23.9% ELs who decreased at least one ELPI level</p> <p>As of 2019, Ripon USD's English Learner student group remains yellow on the Dashboard for English language arts. This is an increase of 6.8 points, showing English learners 8.4 points below standard. In 2018, the student group was 16.7 below standard.</p>

Expected	Actual										
	<p data-bbox="1066 167 1583 191">Student English Language Acquisition Results</p> <p data-bbox="1066 204 1869 280">The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.</p>  <table border="1" data-bbox="1073 305 1871 690"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>ELs Who Decreased at Least One ELPI Level</td> <td>23.9%</td> </tr> <tr> <td>ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H</td> <td>27.5%</td> </tr> <tr> <td>ELs who Maintained ELPI Level 4</td> <td>6.5%</td> </tr> <tr> <td>ELs Who Progressed at Least One ELPI Level</td> <td>42%</td> </tr> </tbody> </table>	Category	Percentage	ELs Who Decreased at Least One ELPI Level	23.9%	ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	27.5%	ELs who Maintained ELPI Level 4	6.5%	ELs Who Progressed at Least One ELPI Level	42%
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ELs Who Progressed at Least One ELPI Level	42%										
<p data-bbox="107 729 348 760">Metric/Indicator</p> <p data-bbox="107 766 909 836">Chosen from the EL Roadmap Rubric - evaluated by site principals in 18/19.</p> <p data-bbox="107 875 974 1019">Principle 1: Element B: Recognizing that there is no single EL profile and no one-size-fits-all approach that works for all EL Programs, curriculum and instruction must be responsive to different EL student characteristics and experiences.</p> <p data-bbox="107 1073 193 1104">19-20</p> <p data-bbox="107 1110 653 1180">Principle 1: Element B: Our average score will increase to 2.5.</p> <p data-bbox="107 1235 239 1266">Baseline</p> <p data-bbox="107 1273 392 1304">2018-2019 Baseline</p> <p data-bbox="107 1343 877 1373">Principle 1: Element B: Our program rated 1.9 out of 4.</p>	<p data-bbox="1052 721 1858 790">Chosen from the EL Roadmap Rubric - evaluated by site principals in 18/19.</p> <p data-bbox="1052 797 1976 867">Principle 1: Element B: Our average score increased to 2.4 out of 4. (+0.5)</p>										
<p data-bbox="107 1432 348 1463">Metric/Indicator</p> <p data-bbox="107 1469 432 1500">Principle 2: Element A:</p>	<p data-bbox="1052 1424 1976 1494">Principle 2: Element A: Our average score increased to 2.3 out of 4. (+0.7)</p>										

Expected	Actual
<p>Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD.</p> <p>19-20 Principle 2: Element A: Our average score will increase to 2.</p> <p>Baseline 2018-2019 Baseline</p> <p>Principle 2: Element A: Our program rated 1.6 out of 4.</p>	
<p>Metric/Indicator Principle 4: Element C:</p> <p>EL educational approaches and programs are designed to be coherent across schools.</p> <p>19-20 Principle 4: Element C: Our average score will increase to 2.</p> <p>Baseline 2018-2019 Baseline</p> <p>Principle 4: Element C: Our program rated 1.57 out of 4.</p>	<p>Principle 4: Element C: Our average score increased to 2.3 out of 4. (+0.73%)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 3.1 Implement designated and integrated English learner development.	Cost included in Action 1.1 Professional Learning and 2.5 Supplementary materials.	Cost included in Action 1.1 Professional Learning and 2.5 Supplementary materials.
Action 3.2 English learner development standards are explicitly targeted and implemented.	Cost included in Action 1.1 Professional Learning and 2.5 Supplementary materials.	Cost included in Action 1.1 Professional Learning and 2.5 Supplementary materials.
Action 3.3 Professional development includes short and long-term goals for teachers of English learners.	Cost included in Action 1.1 Professional Learning and 2.5 Supplementary materials.	Cost included in Action 1.1 Professional Learning and 2.5 Supplementary materials.
Action 3.4 Provide high school English Learners college and career readiness and support. Include college visitation(s) and field trips.	Field trip and related costs 5000-5999: Services And Other Operating Expenditures Title III 500	Funded from another source 5000-5999: Services And Other Operating Expenditures Title III 500
Action 3.5 Monitor long term English Learners (LTELs) and RFEP students, and provide academic intervention as needed. Provide English Learners basic supports enabling them to access the core curriculum. Pair up LTELs with a staff member mentor. Analyze Ripon High School students A-G requirements and make adjustments to students' schedules if they are not on track. Monitor EL students with ELLevation or similar software.	Bilingual paraprofessional for each school site, and a second aide at Title I schools. 2000-2999: Classified Personnel Salaries Supplemental 189,975 2000-3000: Salaries & Benefits Supplemental 56,993	Bilingual paraprofessional for each school site, and a second aide at Title I schools. 2000-2999: Classified Personnel Salaries Supplemental 211319.55 3000-3999: Employee Benefits Supplemental 72079.94
Action 3.6 Provide after school homework help for English Learners.	2000-2999: Classified Personnel Salaries Title III 11,322	2000-2999: Classified Personnel Salaries Title III 2291.58

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Title III 2,583	3000-3999: Employee Benefits Title III 906.84 1000-1999: Certificated Personnel Salaries Title III 1650

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 3.6 was not fully implemented due to COVID. The remaining funds were carried over into 2020/2021 in order to provide after school homework help for English Learners.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall successes include the continued focus and work on the English Learner 3-year plan. This included professional development for integrated and designated ELD, GLAD and Thinking Maps. Overall challenges included moving to distance learning because of the pandemic. This prevented some activities from being completed, including both college trips and in person after school homework help.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3: A. Efforts to seek parent input in decision making</p> <p>19-20 Priority 3: A. EL parent participation will be monitored in ELAC/DELAC, SSC, PAC and other input and outreach committees and programs. Participation will increase by 2% each year. 19/20 will include 18% participation. (verified by sign-in sheets)</p> <p>Baseline Priority 3: A. All parents were notified of meetings and events by mailings, phone calls, postings, letters sent home with students, email, FaceBook postings, newspaper ads and more. As of the As of January 2017, 48 EL parents have participated districtwide at all the ELAC/DELAC meetings. 48 parents/394 EL students in 16/17 = 12%. (verified by sign-in sheets)</p>	<p>Priority 3: A. English Learner parent participation has increased based on just a single event, the EL family night. 30% of English Learner parents participated in 19/20.</p>
<p>Metric/Indicator Priority 3: B. Promoting parental participation in programs for unduplicated pupils</p> <p>19-20</p>	<p>Priority 3: B. 77.32% of parents of English Learners had emails in the student information system.</p>

Expected	Actual
<p>Priority 3: B. The % of parents of English Learners having emails in the student information system will increase 2% (78%) every year until reaching the "all students" percentage.</p> <p>The % of parents of socioeconomically disadvantaged students having emails in the student information system will increase 2% (89.7%) every year until reaching the "all students" percentage. (verified by Aeries)</p> <p>Baseline Priority 3: B. As of March, 2017, 79% of all families have emails through which they receive school and district information.</p> <p>As of March, 2017, 49% of parents of English Learners have emails through which they receive school and district information.</p> <p>As of March, 2017, 66% of parents of socioeconomically disadvantaged students have emails through which they receive school and district information. (verified by Aeries)</p>	<p>88.72% of parents of socioeconomically disadvantaged students had emails in the student information system.</p> <p>88.14% of parents of all students had emails in the student information system.</p>
<p>Metric/Indicator Priority 3: C. Promoting parental participation in programs for individuals with exceptional needs</p> <p>19-20 Priority 3: C. The % of parents of special education students having emails in the student information system will increase every year until reaching the "all students" percentage. (91.17% for 18/19.)</p> <p>The % of parents of students with 504 plans having emails in the student information system will increase 2% every year until reaching the "all students" percentage. (verified by Aeries) (90.77% for 18/19.)</p> <p>Parents of all students with emails in AERIES is 88.14%.)</p>	<p>Priority 3: C. 91.56% of parents of special education students had emails in the student information system.</p> <p>97.50% of parents of students with 504 plans had emails in the student information system.</p> <p>88.14% of parents of all students had emails in the student information system.</p>

Expected	Actual
<p>GOAL MET</p> <p>The % of parents of special education and 504 plan students having emails in AERIES will equal or exceed the parents of all students group.</p> <p>Baseline Priority 3: C. As of March, 2017, 79% of all families have emails through which they receive school and district information.</p> <p>As of March, 2017, 74% of parents of special education students have emails through which they receive school and district information.</p> <p>As of March, 2017, 70% of parents of students with 504 plans have emails through which they receive school and district information. (verified by Aeries)</p>	
<p>Metric/Indicator Priority 5: A. School attendance</p> <p>19-20 Priority 5: A. Ripon USD will continue to have good attendance rates above 96%. (verified by Aeries)</p> <p>Baseline Priority 5: A. The districtwide 15/16 attendance rate was 96.69. (verified by Aeries)</p>	<p>Priority 5: A. The attendance rate continued to improve moving from 96.5% in 2017-2018, to 96.99% in 2018-2019.</p>
<p>Metric/Indicator Priority 5: B. Chronic absenteeism</p> <p>19-20 Priority 5: B. Ripon USD will improve upon the 17/18 chronic absenteeism rate (6.32%). (verified by Aeries)</p> <p>Baseline</p>	<p>Priority 5: B. The chronic absenteeism rate continued to improve moving from 6.32% in 2017-2018, to 4.35% in 2018-2019.</p>

Expected	Actual
<p>Priority 5: B. Chronic absenteeism is defined at 10% absences or more of total school days.</p> <p>15/16 chronic absenteeism status was 6.0%. (verified by Aeries)</p>	
<p>Metric/Indicator Priority 5: C. Middle school dropout rate</p> <p>19-20 Priority 5: C. Ripon will work to maintain 0 dropouts at the 8th grade level. (verified by Dataquest)</p> <p>Baseline Priority 5: C. The 8th grade dropout rate continues to be 0% for 14/15, like it was in 13/14 and 12/13. (verified by Dataquest)</p>	<p>Priority 5: C. The 8th grade dropout rate continued to be 0% for 17/18. (verified by Aeries) The rate for 18/19 is also 0%</p>
<p>Metric/Indicator Priority 5: D. High school dropout rate</p> <p>19-20 Priority 5: D. Ripon high will work to keep the dropout rate below 5%. (verified by Dataquest)</p> <p>Baseline Priority 5: D. The Ripon Unified Cohort dropout rate was 2.3% in 14/15. We continue to improve from 4.2% for the year 13/14 and 6.7% that we had in 12/13. (verified by Dataquest)</p>	<p>Priority 5: D. The Ripon high school dropout rate continued to be below 5% in 16/17 at 0.4% (2 students), 0% for 17/18, and .48% for 18/19 (1 student). (verified by Aeries)</p>
<p>Metric/Indicator Priority 5: E. High school graduation rate</p> <p>19-20 Priority 5: E. Based on prior years' graduation rate, we will maintain or improve the graduation percentage. (verified by Dataquest)</p>	<p>Priority 5: E. 17/18 showed a graduation rate of 98.1%, and in 18/19, 99.5% (Dataquest).</p>

Expected	Actual
<p>Baseline Priority 5: E. The districtwide cohort graduation rate was 96.7 in 14/15, which is an improvement over 93.00% in 13/14. The previous rate was 90.2% in 12/13. (verified by Dataquest)</p>	
<p>Metric/Indicator Priority 6: A. Pupil suspension rate</p> <p>19-20 Priority 6: A. RUSD will strive to keep the low suspension rate from increasing above 5%. (verified by Dataquest)</p> <p>Baseline Priority 6: A. RUSD will strive to maintain the low suspension rate from increasing above 5%. The suspension rate for 15/16 is not yet available. 14/15 decreased to 3.98% in comparison to 5.96% from 13/14. (verified by Dataquest)</p> <p>CALPADS EOY 7.3 (discipline actions count) and an Aeries query shows the 15/16 rate for suspensions is likely to increase. This is subject to change when released by Dataquest, as formulas often vary.</p>	<p>Priority 6: A. The suspension rate increased a bit in 18/19 to 4.1%, up from 3.7% in 17/18. (Dataquest)</p>
<p>Metric/Indicator Priority 6: B. Pupil expulsions rate</p> <p>19-20 Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. (verified by Dataquest)</p> <p>Baseline Priority 6: B. RUSD will continue to strive to keep the low expulsion rate. The expulsion rate in 15/16 was 0%. The expulsion rate was 0.05%</p>	<p>Priority 6: B. The expulsion rate for 17/18 was 0.1%. (5 students total) 18/19 showed improvement with a rate of 0.03%. (1 student) (Verified by Dataquest)</p>

Expected	Actual																									
<p>in 14/15. That is a decrease from 13/14's 0.2%. (verified by Dataquest)</p>																										
<p>Metric/Indicator Priority 6: C. Other local measures, including surveys on safety and school connectedness</p> <p>19-20 Priority 6: C. The percent of students feeling safe at school will remain the same or improve each year. (verified by LCAP surveys)</p> <p>Baseline Priority 6: C. The CHKS survey is given every other year. However, our survey results (Survey Monkey) are available for the past two years. In 2015, 58.34% of RUSD 11th graders felt very safe or extremely safe at school. In 2016, this number rose to 77.27% of 11th graders. At the same time, 84% of 7th and 8th graders felt safe at school. In February, 2017, 4th and 5th graders were surveyed and 86% of them felt safe at school. (verified by LCAP surveys)</p>	<p>Priority 6: C. In 2019, 71.34% of 11th graders felt very safe or extremely safe at school. At the same time, 87.39% of 7th and 8th graders felt very safe or extremely safe at school and 85.65% of 4th and 5th graders felt very safe or extremely safe at school. (verified by LCAP surveys)</p> <table border="1" data-bbox="1056 548 1703 711"> <thead> <tr> <th></th> <th colspan="4">Students Feel Safe</th> </tr> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>4-5th</td> <td>86%</td> <td>85.11%</td> <td>85.12%</td> <td>85.65%</td> </tr> <tr> <td>7-8th</td> <td>84%</td> <td>87.25%</td> <td>84.48%</td> <td>87.39%</td> </tr> <tr> <td>10-11th</td> <td>58.34%</td> <td>89.49%</td> <td>78.34%</td> <td>71.34%</td> </tr> </tbody> </table>		Students Feel Safe					2016	2017	2018	2019	4-5th	86%	85.11%	85.12%	85.65%	7-8th	84%	87.25%	84.48%	87.39%	10-11th	58.34%	89.49%	78.34%	71.34%
	Students Feel Safe																									
	2016	2017	2018	2019																						
4-5th	86%	85.11%	85.12%	85.65%																						
7-8th	84%	87.25%	84.48%	87.39%																						
10-11th	58.34%	89.49%	78.34%	71.34%																						

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 4.1 Parent Outreach Activities will occur such as developing English language, Family Literacy Nights, PIQE, Family Math Nights, Family Science Night, Title I, ELAC/DELAC, Parent Meetings, Computer Literacy, Parent Institute, attendance at CABE and more.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 1,250</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 750</p> <p>supplies 4000-4999: Books And Supplies Other 1,000</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 0</p> <p>supplies 4000-4999: Books And Supplies Other 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental 6,385 3000-3999: Employee Benefits LCFF 500 4000-4999: Books And Supplies LCFF 108	4000-4999: Books And Supplies Supplemental 1990.08 3000-3999: Employee Benefits Other 0 4000-4999: Books And Supplies LCFF 0 1000-1999: Certificated Personnel Salaries LCFF 240 2000-2999: Classified Personnel Salaries LCFF 82.07 3000-3999: Employee Benefits LCFF 59.30
Action 4.2 Maintain School Facilities - Please refer to the Routine Restricted Maintenance Budget. Continue roofing repairs as needed district-wide. HVAC upgrade is planned to begin if funding allows.	Maintain School Facilities 4000-4999: Books And Supplies Other 128,143 5000-5999: Services And Other Operating Expenditures Other 282,507 6000-6999: Capital Outlay Other 213,288	Maintain School Facilities 4000-4999: Books And Supplies Other 128,143 5000-5999: Services And Other Operating Expenditures Other 282,507 6000-6999: Capital Outlay Other 213,288 2000-2999: Classified Personnel Salaries LCFF 7847.74 3000-3999: Employee Benefits LCFF 1780.15 2000-2999: Classified Personnel Salaries Other 182.08 3000-3999: Employee Benefits Other 53.19
Action 4.3 Positive School Culture Maintain the MTSS model at every school site that includes culture building programs such as Positive Behavior Interventions and Supports	School Resource Officer Canine Detection Services 5000-5999: Services And Other	School Resource Officer Canine Detection Services 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>(PBIS), Love and Logic, Fish!, Second Step, etc. Develop alternative justice programs at the high school level. Continue to grow restorative circle practices at all sites.</p> <p>Reduce suspension/expulsion, decrease dropout rates and increase districtwide attendance.</p>	<p>Operating Expenditures Other 50,000</p> <p>Attendance incentive 4000-5999: Supplies and Service LCFF 15,000</p>	<p>Operating Expenditures Other 49600.38</p> <p>Attendance incentive 4000-4999: Books And Supplies Other 2201.97</p>
<p>Action 4.4</p> <p>Provide engaging and enriching activities in order to increase attendance and decrease suspensions. Include Universal Design for Learning, Project Based Learning, STEAM activities, and family and community engagement opportunities.</p>	<p>4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 30,000</p>	<p>4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 4.3 attendance incentives were not fully implemented due to COVID. Remaining funds were used to support students, families, teachers, and staff by providing an educational program with support services, including staffing and operations. The action was carried over into 2020/2021. Action 4.4 was carried over into 2020/2021 to provide enrichment activities for in-person instruction.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, everything was implemented. We held the largest and most successful English learner family night to date in early 2020. Overall challenges included moving to distance learning because of the pandemic. Even though parents couldn't come onto campuses and into classrooms, stakeholder engagement continued with Zoom sessions.

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1: A. Teachers are appropriately assigned and fully credentialed</p> <p>19-20 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.</p> <p>Baseline Priority 1: A. "Highly qualified" requirements sunsetted with NCLB. In 2016-2017, all teachers were appropriately credentialed and aides continued to be hired with 48+ units, a basic skills test certificate, or an AA degree. Elementary sites have maintained CSR requirements for primary classes as required in LCFF. (verified with HR and documented in the SARC reports)</p>	<p>Priority 1: A. All teachers were appropriately assigned and credentialed. Aides continue to be hired with 48+ units, a basic skills test, or an AA degree.</p> <p>Elementary sites have maintained CSR requirements for primary classes as required.</p>
<p>Metric/Indicator Priority 1: B. Sufficient access to standards-aligned instructional materials</p> <p>19-20 Priority 1: B. All students have state adopted curriculum for each course of study. We expect to continue to add CCSS texts as</p>	<p>Priority 1: B. All students continued to have state adopted curriculum for each course of study. All students at every site have had sufficient access to standards-aligned instructional materials.</p>

Expected	Actual
<p>they are adopted by CDE, are made available and as funding allows.</p> <p>Baseline Priority 1: B. RUSD has stayed current with state adopted curriculum. The last state adoption was for English Language Arts, which we purchased in 2016. (verified with inventories and documented in the SARC reports)</p>	
<p>Metric/Indicator Priority 1: C. Facilities are maintained</p> <p>19-20 Priority 1: C. Board priorities will be addressed as funding allows.</p> <p>Baseline Priority 1: C. 2016-2017 Fit reports indicated that two schools are in exemplary condition, four are good and one is fair. Reconstruction of Colony Oak (fair) is slated to begin in 2017. Work at other sites is prioritized and ongoing. (verified with most current FIT reports)</p>	<p>Priority 1: C. 19/20 Fit reports indicated 3 schools were Exemplary, 3 schools were Good, and 1 school was Fair. Colony Oak's modernization is complete. Window replacement at Ripon Elementary has started. Board priorities are being worked on as monies allow.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Action 5.1 Provide the schools personnel that has 100% of teachers and classroom aides who are qualified and appropriately credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 9,686,604</p> <p>2000-2999: Classified Personnel Salaries LCFF 65,900</p> <p>3000-3999: Employee Benefits LCFF 3,107,408</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 92,143</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 10560977.25</p> <p>2000-2999: Classified Personnel Salaries LCFF 65054.46</p> <p>3000-3999: Employee Benefits LCFF 3299038.87</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 70033.55</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Not Applicable	3000-3999: Employee Benefits Supplemental 24779.07
	Not Applicable	1000-1999: Certificated Personnel Salaries Other 400617.91
	Not Applicable	3000-3999: Employee Benefits Other 115240.31
<p>Action 5.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.</p>	<p>Certificated Staff not included in Action 4.1 1000-1999: Certificated Personnel Salaries LCFF 2,170,005</p> <p>Classified Staff not included in Action 4.1 2000-2999: Classified Personnel Salaries LCFF 2,519,331</p> <p>Benefits not included in Action 4.1 3000-3999: Employee Benefits LCFF 1,321,444</p> <p>Books and Supplies 4000-4999: Books And Supplies LCFF 529,805</p> <p>Services 5000-5999: Services And Other Operating Expenditures LCFF 1,781,787</p> <p>1000-1999: Certificated Personnel Salaries Other 368,618</p> <p>Not Applicable</p> <p>Not Applicable</p>	<p>Certificated Staff not included in Action 4.1 1000-1999: Certificated Personnel Salaries LCFF 1770625.17</p> <p>Classified Staff not included in Action 4.1 2000-2999: Classified Personnel Salaries LCFF 2554741.28</p> <p>Benefits not included in Action 4.1 3000-3999: Employee Benefits LCFF 1554559.13</p> <p>Books and Supplies 4000-4999: Books And Supplies Other 45468</p> <p>Services 5000-5999: Services And Other Operating Expenditures Other 147417.45</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 94743</p> <p>3000-3999: Employee Benefits Supplemental 27052.68</p> <p>6000-6999: Capital Outlay Other 8175.59</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Not Applicable	1000-1999: Certificated Personnel Salaries Other 579414.04
<p>Action 5.3 Support school and staff with needed technology, furniture, textbooks, conferences, equipment purchase/rental and ADA program support. (site budgets)</p>	<p>Not Applicable</p> <p>Supplies and equipment 4000-4999: Books And Supplies Other 266,559</p> <p>5000-5999: Services And Other Operating Expenditures Other 107,000</p>	<p>2000-2999: Classified Personnel Salaries Other 551105.31</p> <p>3000-3999: Employee Benefits Other 368168.68</p> <p>Supplies and equipment 4000-4999: Books And Supplies Other 195883.52</p> <p>5000-5999: Services And Other Operating Expenditures Other 207345.26</p> <p>1000-1999: Certificated Personnel Salaries Other 3370</p> <p>3000-3999: Employee Benefits Other 552.31</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In Goal 5, all actions were fully implemented. Actual expenditures in 5.2 were lower than anticipated, however remaining funds were allocated to 5.1 to support school personnel costs.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, everything was implemented. Successes included a large amount of work being accomplished at facilities due to students not being on campus for two and half months. Overall challenges included moving to distance learning because of the pandemic. Technology has provided an ongoing challenge including having enough devices for all students on distance learning and managing the numbers of devices returned that are damaged.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
IPI-1 (LCAP 2.1) Assessment and student monitoring programs, MTSS curriculum	194,222.00	36,336.49	No
IPI-2 (LCAP 2.2) Maintain MTSS staff (certificated learning center teachers, classified aides) for school year and ESY. Support with materials and supplies.	3,632,853.00	3,282,701.54	No
IPI-3 (LCAP 2.6) Positive School Culture Maintain the MTSS model at every school site that includes culture building programs such as Positive Behavior Interventions and Supports (PBIS), Character Strong and/or other social emotional learning curriculum. Continue to grow restorative circle practices at all sites.	65,000.00	48,899.50	No
Personal Protective equipment, thermometers, sneeze guards/plexiglass, sanitizer, disinfectant, machine sprayers, wipes	58,000.00	58,000.00	No
Math Teacher on Special Assignment	84,000.00	84,209.62	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

<p>IPI-1 (LCAP 2.1) All licenses were not up for renewal. Adjustments were made due to some students being on distance learning. Programs remained in place for in-person instruction.</p> <p>IPI-2 (LCAP 2.2) Some services that were budgeted in prior years were not needed. Materials and supplies were purchased using other funding sources. Additionally, personnel costs were slightly lower than anticipated.</p> <p>IPI-3 (LCAP 2.6) Funds were not spent on attendance incentives due to having students on both in-person and distance learning.</p>
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Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Based on feedback from stakeholders, successes included continuity of programs such as Character Strong. Students were able to access the program at home while learning. Maintenance staff did a phenomenal job providing PPE to all sites and situating targeted areas with sneeze guards or plexiglass. The math teacher on special assignment was a welcome addition to the Title I sites. Extra support was provided to students, as well as many teachers. Challenges included moving to distance learning because of the pandemic. This complicated student assessment and some services.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology and accessories for distance learning including but not limited to: goggles, mics, monitors, tripods, etc.	36,000.00	36,000.00	No
DLP-1 Additional devices and hotspots purchased.	73,000.00	73,000.00	Yes
DLP-2 Additional ELD curriculum for the high schools, including online access to Language Launch and Writeable.	10,956.58	10,956.58	Yes
DLP-3 Additional online apps for distance learning access including Zoom, Sight Reading Factory and Smart Music.	17,000.00	17,000.00	No
DLP-4 Additional online apps for distance learning access including Seesaw and more.	7,707.00	7,707.00	Yes
DLP-5 Program Specialist	117,000	116,725.67	Yes
DLP-6 IT space to support additional devices and maintenance	72,000.00	72,000.00	No
DLP-7 UltamateSLP.com virtual platform subscription for Speech-Language Pathologist team teletherapy services	875.00	875.00	No
DLP-8 DocuSign Subscription for special education case managers and related providers	5,000.00	5,000.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions were implemented as planned and there were no substantive differences in planned and expended budget.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of program successes were in part due to online apps. Programs such as Seesaw and Smart Music allowed students to have immediate feedback, as well as direct access to teachers. Continuity of instruction and programs has been a focus throughout the pandemic. Stakeholders have been especially excited about Seesaw, as teachers have asked to continue having access to this program even when everyone is back to in-person instruction. Challenges for continuity included getting all teachers up to speed on the new apps they were using.

Access to devices and connectivity was successfully provided. All families that needed hardware and connection was received access to those items. Teachers and principals worked together to communicate need, as well as follow through to get devices delivered. Challenges with technology included scrambling to get enough devices and managing the number of devices that have been returned damaged.

Pupil participation and progress was successfully monitored with learning logs. Teachers, secretaries and principals followed up with families who had students not fully participating. Home visits were made by district staff when necessary. Pupil participation provided unique challenges, but students were closely monitored with attendance/learning logs and by support staff.

Distance learning professional development successes occurred for all staff in Zoom summer learning sessions provided by teachers and also as part of the staff development day when they returned in August. Approximately 30 sessions were provided covering a wide range of tools and techniques. Challenges included encouraging some staff to participate, when some had previously used minimal technology.

Staff roles and responsibilities successfully shifted as needed. Mentor teachers, for example, successfully worked with distance learning teachers preparing them to work alongside in-person teachers, but with students still at home. A mentor was provided for each distance learning (DL) teacher and if the distance learning teacher had a combination class, a mentor was provided for each grade. Challenges included creating lessons that would meet the needs of students coming from five elementary schools who were potentially in different places.

Support for pupils with unique needs was successfully provided for all students. Staff would work 1:1 or with small groups in breakout rooms. At other times, individual sessions were scheduled. Office hours were held regularly for students and parents with concerns. Stakeholders regularly communicated through phone, email and IEPs. Challenges including working through Zoom when in-person instruction was not possible.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Please refer to Continuity of Learning, IPI-1 (LCAP 2.1) Assessment and student monitoring programs, MTSS curriculum	Expense for this action is included in action IPI-1.	Expense for this action is included in action IPI-1	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All licenses were not up for renewal. Adjustments were made due to some students being on distance learning. Programs remained in place for in-person instruction.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes included continuity of program in part due to added online apps. Programs such as Seesaw and Smart Music allowed students to have immediate feedback, as well as direct access to teachers. Continuity of instruction and programs has been a focus throughout the pandemic. Distance learning professional development was provided to all staff in Zoom summer learning sessions provided by teachers, as well as staff development day upon return in August. Mentor teachers successfully worked with distance learning teachers. Successes included continuity of programs such as Character Strong. Students were able to access the program at home while learning. Challenges included moving to distance learning because of the pandemic. This complicated student assessment and some services. Though the above tools and strategies were deemed successful, teacher observation and district benchmarks showed some learning loss for student groups including English learners, low-income students, foster youth, pupils with exceptional needs and homeless students. Academic core and enrichment programs are being provided in the summer to address learning loss and accelerate learning.

Ripon Unified will be offering several elementary school summer programs for 2021 including Title I & 3 Summer Academy, Extended School Year, Spanish Language Academy for kindergarteners, and Summer's Cool for non Title-1 schools. High school is providing direct instruction for English classes and social studies, Step Up to High School for 8th graders going into 9th grade, and Credit Recovery for high school students. These programs are intended to accelerate learning to combat learning loss as

well as provide credit recovery options for students who received failing grades during distance learning. All programs will be offered in person.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The uptick in students needing mental health and social-emotional supports proved challenging due to the stay-at-home orders and gradual phase in of return to school, and some students continuing on distance learning. Service delivery methods altered in response to the student's environment and learning situation. Sessions were provided through teletherapy on line, telephonically over the telephone, in person as protocols enabled the gradual return to the campus for most students. In addition to learning loss, students reported feelings of anxiety over returning to school as well as staying at home, reported feelings of depression, disengagement, feelings of withdrawal resulting from limited to no access to peers and to in-person school activities, and demonstrated apathy in their academic performance. The addition of temporary interns and fieldwork students in the areas of mental health, psychology, and speech-language was of great support to students to address these needs and in reaching a larger number of students who have these needs than in the past. A professional development session was provided to all teachers on their first day of school to help prepare them to understand students' emotional states and to help with strategies for lessons to engage students. Teachers provided interactive platforms for students to access lessons, and continued implementing the District's adopted social-emotional Tier I curriculum on-line, in person as students returned, and through a distance model for those who had not felt comfortable in returning or could not due to health reasons. The mental health clinician made home visits often accompanied by the educational services liaison, program specialist, or paraeducator. Psychologists increased the number of individualized therapy and group sessions to support students with social-emotional needs. Student Data Review Teams (SDRT) at each school site explored new avenues of engagement including social-emotional and mental health supports and referrals for evaluation. Student Study Teams intensified their data analyses of students to design individualized success plans for struggling students. This often included mentoring, check-in and check-out, RtI services, and Tier 2 counseling supports. Psychologists and mental health specialist continue to benefit from professional development in trauma-informed practices to address the needs of students.

Staff was provided with the Employee Assistance Program (EAP) to assist those experiencing hardships ranging from mental health counseling sessions to locating childcare. Principals reached out regularly to site teachers and staff for "check-ins". District office staff worked with principals, checking in on them as well as following up on site staff. Successes including being able to follow up and offer services for all staff. Confidentiality reasons do not allow sharing of specific challenges.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Student attendance patterns have altered this year. Due to the COVID pandemic, some students have been reluctant to come to school regardless of the staff and student health and safety procedures and the protocols that the district has put in place. Stakeholders have shared that the largest factor noted in absenteeism and habitual truancy stems from anxiety over returning physically to school that is related to concern of contracting the disease. Some students who participated in distance learning in lieu

of physically returning experienced a disconnect from the school environment and relationships with peers and staff. The district enacted a multi-tiered approach for student engagement and family outreach. Students were monitored by teachers and through the engagement logs. When students were not meeting academic requirements or if they had a less than 60% engagement rate via the distance learning model were contacted to build relationships, provide technology, ensure distribution of resources, supplies, meals, and were provided with mental health and psychological support virtually. School teams reached out to parents to stress the importance of school attendance, motivation and participation. Curriculum supports and interactive platforms to increase engagement in virtual learning were offered, such as SeeSaw, Google Classroom, Zoom, Pear Deck and JamBoard. Teachers reached out to parents to support their technology and access needs. Parent meetings were held on-line or telephonically. Home visits were made to further connect with and support the welfare of students and their families. The SARB (School Attendance and Review Board) heard more cases than in past years and redoubled its efforts to identify, analyze and remove obstacles for students and their families in order to foster in-person attendance and engagement. The SARB team continued to hold meetings for truancy and added engagement of students as a focus. SARB switched to a more supportive role as needs for mental health and social-emotional components emerged as a priority and made referrals to school support personnel for check-ins and counseling services for students. The SARB promoted to parents and students the return to in-person school for students to access a safe and inclusive learning environment with increased counseling and mental health supports. As the return to school process was phased in, more students and their families were able to be supported in person through parent-teacher meetings, SSTs, family services, in-person assessments and effective Tier II and Tier III strategies. Support staff have received professional development in parent outreach and are currently receiving training as instructors to start The Parent Project classes. Parents and students were responsive to the outreach. School staff mentored students and checked-in and out with them and their families daily or weekly. The relationships that were built in connecting to students and their families were key to the success of student engagement.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Ripon Unified School District's food service department is a self-supporting, non-profit, federally funded program that provides nutritious meals to students and children in the Ripon community. This year, the program operated under three nutrition programs: School Breakfast Program (SBP), National School Lunch Program (NSLP), and Seamless Summer Program (SSO). Ripon USD entered the new school year with distance learning with all meals served under SBP and NSLP. Since students were learning from home, meal service changed from an in person, congregation to a curbside meal service at 7:00am. This new time affected the department tremendously. On the first day of school, 45 meals were served throughout the district—95% less than what the district served on the first day of school in the previous year. Unfortunately, participation continued like this for the first month of operation. The department made attempts to advertise and established a meal delivery program to drop off meals at bus stops and to deliver meals to households. Families and food service personnel state that this program was a success—not only were we able to reach households that lived in the country, this convenience allowed parents to work with their students to navigating school online.

In the second month of operation, the department started operating under SSO opening up meals to all children under 18 years old in the district at no cost. News of “free meals” to children doubled participation because it no longer catered to just Ripon USD students,

but children who lived in the Ripon community and not just students attending RUSD. As the school year continued, grade levels were slowly phased back to their classrooms. Cafeterias reopened with modifications. Stickers were placed on the ground as indicators to keep socially distanced while in lunch lines; stickers and lines were drawn on tables to keep students distanced while eating in their cohort groups; and meals were distributed with all five components on a plate. Under the SSO, all meals for students are free.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Two additional mental health interns have been added to assist in the additional social emotional needs of students during distance learning.	0.00	0	Yes
Mental Health and Social and Emotional Well-Being	LMFT intern to support the increasing amount of mental health needs due to trauma as a result of COVID-19. Many students with needs include those from unduplicated student groups.	35,000.00	3,793.92	Yes
Pupil Engagement and Outreach	Parent Project virtual training for family liaison and SARB community member in order to provide online classes for parents to promote student engagement, participation and positive attendance.	1,200.00	1,130	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Mental Health and Social Emotional Well-Being: LMFT intern worked limited hours for only a few months.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

It is very difficult for students and teachers to transition either direction between in-person to distance learning. Therefore, it is of utmost importance to maintain continuity of programs to the greatest extent possible both for students' academic and emotional health. Programs such as Seesaw were purchase to be used with curriculum both in the classroom and online with students. SmartMusic also provided students with immediate feedback while online and is usable in the classroom. Consistency attained through use of these programs has benefitted all student groups including low-income students, English learners, students with disabilities and homeless students. Social emotional needs have been of growing concern and we have added a counselor to the LCAP. (Action 2.7) Professional learning was presented online and recorded so that it could be viewed later. This flexibility was deemed successful by stakeholders and requested to be added to future plans.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Addressing scholars' strengths and weaknesses is an ongoing process. The CAASPP test will provide an annual single snapshot. Some teachers and sites utilize the interim CAASPP assessments. Elementary sites utilize benchmarks currently in Aimsweb and STAR. English learners are also monitored with ELD folders and in ELlevation. Teacher observations, classroom assessments and curriculum assessments are used as well. Programs such as iREADY are being considered for future use. High school students Lexile scores are monitored and departments use classroom assessments, unit tests and teacher observation as well. All students are monitored through the student data review team (SDRT) process. (Action 2.1)

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences were described in each of the sections above.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

A focus on data show the need to continue focusing on math and English learner development. Math is an area of intensive focus through professional development (action 1.1). As part of the focus on English learners and the need for cultural competence, we have added the Ripona Language Academy for 2021/2022. (action 1.5)

In addition, it is very difficult for students and teachers to transition either direction between in-person to distance learning. Therefore, it is of utmost importance to maintain continuity of programs to the greatest extent possible both for students' academic and emotional health. Programs such as Seesaw were purchase to be used with curriculum both in the classroom and online with students. SmartMusic also provided students with immediate feedback while online and is usable in the classroom. Social emotional needs have been of growing concern and we have added a counselor to the LCAP. (Action 2.7) Professional learning was presented online and recorded so that it could be viewed later. This flexibility was deemed successful by stakeholders and requested to be added to future plans.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ripon Unified School District	Kathy Coleman, Director Michelle Harmon, CBO	kcoleman@riponusd.net 209.599.2131 mharmon@riponusd.net 209.599.2131

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

We Believe:

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

Our Vision

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

Our Mission

The Ripon Unified School District is committed to working together with parents and the community to provide a high quality education. The

district will create a safe learning environment characterized by trust and respect. We ensure that each student will be a contributing citizen in an ever-changing diverse and global society.

District Board Goals 2020-21

Board Goal 1 – Learning Environment

- Keep all learning environments effective, safe, and engaging where all children can learn, achieve, and become college and/or career ready.
- Utilize a Multi-Tiered System of Supports (MTSS), provide learning experiences that have evidence of rigor, relevance, and relationships.
- Optimize student learning by utilizing high quality teaching practices and innovative strategies to prepare them to be future contributing citizens.
- The Board expects improvement in student learning for all students, including those who have special needs, who come from low income groups, or whose primary language is other than English.
- Continue implementation work on the 3-year English Learner Plan.
- Increase equity through culturally responsive teaching practices.
- Enhance technology-driven, interactive instructional practices to improve student learning utilizing online learning platforms.

Board Goal 2 – Fiscal Accountability

- Maintain a sound budget utilizing fiscal planning for the long-term infrastructure development so that the needs of students are central to fiscal decisions.
- Continue to communicate and maintain transparency in the budget process. Implement a strategy to address any structural deficits within the budget while anticipating and proactively addressing the impact of future cost increases with limited resources.
- Maximize the use of scarce dollars to address the budget shortfall pending for the upcoming 3 years (throughout the state) and protect the interests of the district.

Board Goal 3 – Teamwork

- Continue focus on nurturing partnerships with all stakeholders.
- Emphasize the role parents and community members play as valued partners with the District, schools, and teachers in the education of children and the future growth of the District.
- The Board expects all staff will work to achieve a high level of customer service throughout the District.
- Remain flexible and creative with problem resolution efforts in addressing the Coronavirus epidemic.

Board Goal 4 – Continuous Improvement

- Provide professional development to promote continuous improvement for all staff. Create and offer professional learning opportunities to develop leadership and talent at all levels.
- Recruit, attract, develop, and retain highly qualified staff in order to carry out our District's mission, goals, and objectives.
- All Ripon USD employees are expected to work together to continuously provide a high quality education to all students.

Board Goal 5 – Facilities

- Collaborate with the Superintendent to identify and prioritize District facility maintenance projects, as well as capital renovation and improvement projects with limited resources, recognizing that there is a need to maintain and provide quality facilities that support the educational program and related services of our District.
- Examine and take sequential action to implement and address short term (0-5 years) and long term (5-10 years) recommendations from the Facilities Master Plan and inputs from the Superintendent Facility Advisory Committee and school community.
- Complete a new Facilities Masterplan to address current and future needs of the school district.
- Ensure the District's interests to secure statewide matching and other funding is protected in order to maximize District's resources and meet short and long term needs of the District.

Board Goal 6 – Governance

- Examine and implement organizational strategies that help set, support, and address District needs and priorities.
- Broaden opportunities to expand RUSD's local input on county and state educational partners' policy.
- Support specific efforts and recommendations of the Superintendent to achieve the goals of the District.

History of Ripon Schools

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

Ripon Union High School

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

Resource: CityofRipon.org

Present

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

Demographics

Female (49.3%), Male (50.84%), Socio-Economic Disadvantaged (35%), White (56.77%), Hispanic (30.13%), Multi-ethnic (4.15%), Asian (3.49%), Filipino (2.4%), Black (.66%), American Indian (.87%), Pacific Islander (.22%), English Learners (10.29%), Foster Youth (0.15%),

students with parents active in the military (2.98%), and Students with Disabilities (10%).

Our district has a strong Response to Intervention (RTI) model in grades K-12. This program has been combined with Positive Behavioral Interventions and Supports (PBIS) to complete our Multi-Tiered System of Supports (MTSS). This model has several components that allow us, as educators, to measure our students' growth as well as monitor their areas of need. Tier 1 benchmarks include AIMSweb and STAR assessments. The high school uses 8th grade benchmarks, grades, teacher recommendations and progress monitoring data. Tier 1 interventions include reteaching, small group instruction and center-based activities, Student Data Review Team (SDRT) and SST processes. Tier 2 interventions include Horizons, Moby Max, Do the Math Now, Reading Mastery, Academic Literacy, Do the Math, Math Reads and Read Naturally, Imagine Learning, ELD (English Language Development), RtI Speech-Language Support, RTI Learning Center Support, READ 180/Math 180, Counseling, psychology and mental health support, Section 504 accommodations, Resource push-in and pull-out academic services, adaptive PE, occupational therapy and related special services. Tier 3 interventions include Reading Intensive, READ 180/System 44, Math 180, Moby Max, Do the Math Now, Reading Mastery, Do the Math, Math Reads, Read Naturally, Mild-Moderate Tier III Special Day Class and related intensive services.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2019 California Dashboard, Ripon Unified displays green in all areas including English language arts, mathematics, chronic absenteeism, suspension rate, and college/career readiness. The graduation rate continues to reflect blue status. Suspension rate and college/career improved from yellow to green, and chronic absenteeism jumped from orange to green. Local assessment/benchmark data, (priority 4A) provides a snapshot of consistent English language arts success.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Though overall as a district for Mathematics we reflect green, 3 schools are in yellow (CO, RHS, RA) and the English Learner student group is orange. A math TOSA has been hired for the Title 1 elementary sites. Professional learning will continue with conferences, county experts and programs. (Goal 1)

The all student group is green in the area of suspensions, but students with disabilities and the Filipino student group are both orange. (Goal 2) All sites are implementing Character Strong and/or Purposeful People, and implementing restorative circles.

The gap in CAASPP scores between English Learners, the all student group and other student groups is large and will continue to be addressed through integrated and designated ELD, professional learning, focus on the ELD standards (Goal 3), and the English Learner 3-year plan (action 3.4).

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

GOALS

1. Empower all learners to have a growth and innovative mindset, ensuring students graduate college and/or career ready. Provide access to a broad curriculum based on the Common Core State Standards (CCSS) by engaging students through effective instructional strategies.
2. Extend a Multi-Tiered System of Supports (MTSS) that meets the social emotional needs of students across the district in order to accelerate the academic growth of all learners, including mental health and culturally responsive teaching. Stakeholders are involved in strengthening learning environments that are safe, effective, and engaging.
3. Ensure English Learners' academic growth through the English Learner Development (ELD) standards utilizing the California English Learner Roadmap. Provide opportunities for English learners to benefit from their dual language advantages and share their assets with others.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Input has continually been taken from all stakeholders, including parents, pupils, school personnel, representatives from the local bargaining units and others across the district through ELAC, SSC, PFC, staff, administrator, State and local School Attendance and Discipline Review Board (SARB) meetings, the Special Education Community Advisory Committee (CAC), SELPA administration, County Special Education Council Meetings, and booster meetings. The Special Education Plan was developed by the district's team that includes input from special education and general education stakeholders, local SELPA and CDE, which includes root causes for factors effecting performance, data, strategies and activities for improvement. The Special Education Plan is aligned to the LCAP and the SELPA is in support of the LCAP goals and actions. The Parent Advisory Committee, DELAC, CAC and community meetings are held regularly to review input, updates and have discussions. LCAP presentations have been regularly made at the school board meetings. The Superintendent's Council groups included LCAP discussions. Administrator meetings included cabinet, ed services, principal and other district staff. Input was taken from the Director of Student Services (special education) and actions discussed in detail. Additional group meetings were held with county experts, secretaries, bilingual paraprofessionals, library clerks, student information/data personnel, PE and music teachers. The LCAP was a regularly listed agenda item with all groups. Administrators guide discussions and take note of stakeholders' suggestions. Meetings are held throughout the year, some weekly, others biweekly, monthly or quarterly. Contact continued through email and Zoom after the school year transitioned to distance learning. Agendas and minutes were sent to the district office for consolidation and sharing out at stakeholder meetings. Input is also taken into account from the student (1,136), parent/community (505) and staff (162) LCAP surveys. The LCAP was posted for public input and presented to both the Parent Advisory Committee and District English Learner Advisory Committee. Both groups agreed that the LCAP was ready to move forward to the governing board. A public hearing was held and the LCAP was approved at a second meeting.

A summary of the feedback provided by specific stakeholder groups.

English Learner advisory committees asked us to continue to focus on English learners including newcomers, long-term English learners and EL students performing below standard. Utilize Thinking Maps strategies for all students and continue the English Learner After School Homework Help (ELASHH). The DELAC regularly requested a dual immersion Spanish/English program. Site staff declared a need for increased counseling services due to the pandemic. High school staff expressed a need to grow the Ag exploration program. Parents and staff have requested to continue to move forward with culturally responsive teaching. Addressing the needs of all students is an ongoing topic for parents.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Ripona Language Academy (Spanish/English) will be implemented beginning 2021/2022. It will start with kindergarten and first grade classes. (Action 1.5) Culturally responsive teaching has been added to goal 2 and is also stated in action 2.6. Universal design for learning (UDL) is a system teachers have been trained in to engage and meet the needs of all students. (Action 1.2 and Goal 2) The English Learner 3-Year plan has been added as action 3.4 showing our continued focus and work on the English learner program. CTE instructors contributed to language in actions 1.1 and 1.2. Two mental health fieldwork students, one LMFT intern, a psychologist intern and a speech-

language intern have been added as temporary supports to address the increased amount of mental health concerns and communication needs of students as a result of COVID-19.

Goals and Actions

Goal

Goal #	Description
1	Empower all learners to have a growth and innovative mindset, ensuring students graduate college and/or career ready. Provide access to a broad curriculum based on the Common Core State Standards (CCSS) by engaging students through effective instructional strategies.

An explanation of why the LEA has developed this goal.

Academic learning is central to a scholar's growth and education, in our every changing world. Students need to be able to learn and change with the times for their future careers. Ripon Unified has identified the areas of mathematics and English Learner development to be primary areas of focus. English Learners are not graduating college prepared. We plan to achieve this goal through the implementation of the actions below and will measure effectiveness of the actions and progress toward meeting the goal using the identified metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1B: Percentage of students with sufficient access to standards-aligned instructional materials Williams sufficiency	100% 2020				100%
2A: Implementation of State Standards Rate the local education agency's progress in providing professional learning for teaching to the recently adopted academic standards	ELA 5 Math 4 NGSS 4 History 2 English Language Development 4 2021				ELA 5 Math 5 NGSS 5 History 3 English Language Development 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and/or curriculum frameworks identified below. Local Performance Indicator rubric 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability					
4C: Percentage of pupils that have successfully completed CTE course sequences CALPADS	24.11% 19/20				30%
7A: Broad Course of Study All students are offered access to a broad course of study, as verified by CALPADS and the master schedule.	Socio-economically disadvantaged students enrolled in: High School 30% Music classes 26.74% AP classes 18% Higher level world language classes 20%				Representation in classes should be equal to or above the Socio-economically disadvantaged and English learner and redesignated student percentages.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of Socio-economically disadvantaged students enrolled in high school should mirror enrollment in specific courses.</p> <p>Percentage of EL and RFEP students enrolled in high should mirror enrollment in specific courses.</p> <p>Student Information System Reports</p>	<p>English Learner and redesignated students enrolled in: High School 21% Music classes 16% AP classes 18% Higher level world language classes 26%</p> <p>2020/2021</p>				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	<p>If funding allows, teachers and classified staff will participate in Professional Learning as needed for ongoing improvement in both general education and special education. Focus will continue on English learners and mathematics. Intensive professional development for math will be in place at targeted schools.</p> <p>If funding allows, Career Technical Education (CTE) instructors will participate in skill based professional development to maintain the most current industry standards as well as training relevant to Career Technical Student Organizations (CTSO's).</p>	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Programs Beyond Core	<p>Programs include high school (comprehensive, as well as summer school credit recovery), enrichment/STEAM for elementary, music and libraries, as well as the addition of the 7th and 8th grade Agriculture Mentorship program. Universal Design for Learning (UDL) is provided through STEAM and integrated into lessons to engage, meet individual needs and challenge all students.</p> <p>Elementary summer school programs include... Spanish Language Academy, Title I Summer Academy, Title III Summer Academy, Summer's Cool, Extended School Year and Step Up to High School.</p> <p>Continue to explore and develop programmatic options at the high school level, including but not limited to Career Technical Education (CTE) courses and RHS online courses.</p> <p>Continue to explore partnerships to develop work based learning (WBL) opportunities such as internships, and job shadowing and real work related opportunities for students in their given CTE pathway. Increase career readiness activities (e.g., guest speakers, education programs, mock interviews, resume writing, job applications) in courses and career Technical Education pathways with community agencies, service clubs, and local business partners; increase experiential learning opportunities and job skills attainment important to regional and/or local labor market demands.</p> <p>Leadership development is embedded into CTE Pathways through Career Technical Student Organizations (CTSO's) FFA, Skills USA, HOSA, with opportunities for participation, after school, extended day, and out-of-school activities and competitions.</p> <p>Continue to support all CTE pathways so they remain current in keeping up with industry standards related to technical skill acquisition through relevant and current use of necessary equipment and technology relevant to their pathway.</p> <p>CTE Pathways at Ripon High include...</p> <ul style="list-style-type: none"> • Ag Mechanics Fabrication 101 (Ag Mechanics, Ag Welding, Fabrication) • Ag Mechanics Power 101 (Ag Mechanics, Small Engines, Diesel Engines) • Ag Business - Leadership 100 (Ag Business & Communication 1 and 2) 	\$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Agriscience 102 (Ag Environmental Science, Ag Biology, Animal Science/Veterinary Science) • Bus Management 182 (Business Computer Applications, Personal Finance, Business Management, Adv. Business Computer Apps) • Software and Systems Development 174 (Intro to Computer Programming, App/Game Design, Adv Computer Programming, AP Computer Science) <p>Other programmatic options</p> <ul style="list-style-type: none"> • Junior Reserve Officers' Training Corps (JROTC) <p>New Career Pathways at Ripon High include...</p> <ul style="list-style-type: none"> • Plant and Soil Science (Intro to Food and Ag, Ag Food Science, Farm to Fork) • Patient Care (Medical Terminology, Sports Medicine 1, Sports Medicine 2) <p>Provide books for libraries, if funding allows. Continue to support the 4-12 music program</p>		
3	Curriculum	Consider new state adoptions. Purchase growth materials, textbooks and workbooks as needed.	\$300,000.00	No
4	Technology	Provide for devices and systems to support digital learning initiatives for staff and students, including the procurement and replacement of computers, classroom technology, and student technology, as funds allow. Focus on continual improvement of district-wide infrastructure to improve access to intranet and internet connectivity and bandwidth for an increasingly online environment as well as to create new STEAM opportunities throughout the district, including the ability to support those opportunities.	\$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Ripona Language Academy - funding in 2.3, 2.9 & 3.2	A K-8 plan has been board approved to kickoff the Ripona Language Academy in 2021-22. This Spanish/English program will start in kindergarten and first grade and add one grade level each year. Program goals include 1. Bilingualism and Biliteracy, 2. Academic Achievement and 3. Socio-Cultural Competence. Participating students receive core academic instruction in both languages. Funds Included in 2.3, 2.9 & 3.2.		Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Extend a Multi-Tiered System of Supports (MTSS) that meets the social emotional needs of students across the district in order to accelerate the academic growth of all learners, including mental health services and culturally responsive teaching. Stakeholders are involved in strengthening learning environments that are safe, effective, and engaging. Universal Design for Learning (UDL) is provided to engage, meet individual needs and challenge all students.

An explanation of why the LEA has developed this goal.

Social emotional growth and learning is an underdeveloped area for most school systems and is needed to provide for the whole child. We plan to achieve this goal through the implementation of the actions below and will measure effectiveness of the actions and progress toward meeting the goal using the identified metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C: Percentage of school facilities maintained in good repair or better Fit reports	86% Ripon Elementary Exemplary Ripona Fair Weston Exemplary Colony Oak Exemplary Park View Exemplary Ripon HS Good Harvest HS Exemplary 20/21 Reports				100% Ripon Elementary Exemplary Ripona Good Weston Exemplary Colony Oak Exemplary Park View Exemplary Ripon HS Good Harvest HS Exemplary
3A: Efforts to seek parent input in decision making for	Question 11- Rate the LEA's progress in providing all families				5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>the district and each schoolsite, including how the District promotes parental participation in programs for up-duplicated pupils and individuals with exceptional needs.</p> <p>Based on survey results</p> <p>Local Performance Indicator rubric 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p>	<p>with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p> <p>4 - Full Implementation</p> <p>2020/2021</p>				
<p>4A: Percentage of 3-8th & 11 grade Statewide Assessments CAASPP Standards who met or exceeded standards (CAASPP and CAST)</p>	<p>CAASPP: ELA 66.59% Mathematics 51.28%</p> <p>CAST: Science 43.73%</p> <p>2019 Assessment Results</p>				<p>CAASPP: ELA 66.59% Mathematics 51.28%</p> <p>CAST: Science 43.73%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of 3rd - 8th grade students who are proficient in ELA and Mathematics on STAR - Benchmark 3	<p>Colony Oak ELA 60% Mathematics 47%</p> <p>Park View ELA 69% Mathematics 60%</p> <p>Ripon Elementary ELA 58% Mathematics 38%</p> <p>Ripona ELA 39% Mathematics 28%</p> <p>Weston ELA 66% Mathematics 52%</p> <p>2021</p>				<p>Colony Oak ELA 66% Mathematics 53%</p> <p>Park View ELA 75% Mathematics 66%</p> <p>Ripon Elementary ELA 64% Mathematics 44%</p> <p>Ripona ELA 60% Mathematics 50%</p> <p>Weston ELA 72% Mathematics 58%</p>
Percentage of 11th grade students performing at each level on CAASPP ELA and Math Interim Assessments (block) IAB	<p>Ripon High School ELA Research Above Standard 53% Near Standard 39% Below Standard 8%</p> <p>Revision Above Standard 22% Near Standard 50%</p>				<p>Ripon High School ELA Research Above Standard 61% Near Standard 34% Below Standard 5%</p> <p>Revision Above Standard 30% Near Standard 65%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Below Standard 28%</p> <p>Mathematics Algebra and Functions 1 Above Standard 40% Near Standard 39% Below Standard 21%</p> <p>Seeing Structure in Expressions/Polynomial Expressions Above Standard 58% Near Standard 31% Below Standard 11%</p> <p>2021</p>				<p>Below Standard 5%</p> <p>Mathematics Algebra and Functions 1 Above Standard 48% Near Standard 47% Below Standard 5%</p> <p>Seeing Structure in Expressions/Polynomial Expressions Above Standard 66% Near Standard 29% Below Standard 5%</p>
<p>4B: Percentage of pupils that have successfully completed A-G requirements for entrance to UC/CSU</p> <p>CALPADS</p>	<p>42.41%</p> <p>19/20</p>				48%
<p>4D: Percentage of pupils that have successfully completed A-G requirements for entrance to UC/CSU and CTE programs</p>	<p>5.31%</p> <p>19/20</p>				8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CALPADS					
1A: Percentage of teachers who are appropriately assigned and fully credentialed SARC data	99.98% 2020/2021				100%
4G: Percentage of pupils that passed an advanced placement (AP) exam with a score of 3 or higher College Board website	68.7%= 158 students with passing scores 2020 scores				74%
4H: Percentage of pupils that participate in and demonstrate college preparedness 11th grade CAASPP exams. Students should be at a level 3 "Standard Met" or better on both ELA and mathematics assessments.	ELA 76.15% Mathematics 40.64% 2019				ELA 82% Mathematics 47%
5A: School attendance rates	96.35% 19/20				above 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(from Aeries)					
5B: Chronic absenteeism rates (from Aeries)	5.86% 19/20				3%
5C: Middle school dropout rates (from Aeries)	0% 19/20				0%
5D: High school dropout rates (from Aeries)	.19% (2 students) 19/20				0%
5E: High school graduation rates (from Aeries)	99.52% 19/20				99.5%
6A: Pupil suspension rates (from Dataquest)	2.0% 19/20				1%
6B: Pupil expulsion rates (from Dataquest)	.09% (3 students) 19/20				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6C: Percentage of students in specific grade spans who feel safe or extremely safe on campus=Student LCAP Survey	10 & 11: 82.21% 7 & 8: 84.01% 4 & 5: 83.63% February 2021				10 & 11: 90% 7 & 8: 90% 4 & 5: 90%
8: Total growth points for 3rd-8th grade students and specific student groups on Star reading data, Lexile scores	All students 108 Low socio economic students 109 English Learners 110 Special Education 124 February 2021				Low socio economic students, English learners, and Special education students will continue to show more growth than the all student group.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS	Assessment and student monitoring programs, MTSS curriculum	\$195,000.00	No
2	MTSS/Special Education Staff	Maintain MTSS staff (certificated learning center teachers, classified aides) for school year and ESY. Support with materials and supplies.	\$3,469,197.00	No
3	Supplementary Materials and Programs	Provide supplementary materials and summer school programs including remediation, enrichment for unduplicated students. Include newcomer ELD materials.	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Parent Outreach	Parent Outreach Activities	\$25,000.00	Yes
5	Facilities	Maintain School Facilities - Please refer to the Routine Restricted Maintenance Budget. Continue roofing repairs as needed district-wide. HVAC upgrade is planned to begin if funding allows. Provide ADA support as needed. Assess need for remodeling outdated bathrooms, starting with Ripona Elementary.	\$250,000.00	No
6	School Culture	<p>Positive School Culture Maintain the MTSS model at every school site that includes culture building programs such as Positive Behavior Interventions and Supports (PBIS), Character Strong and/or other social emotional learning curriculum. Continue to grow restorative circle practices at all sites. Students connectedness and safety is monitored and addressed.</p> <p>Support students with social-emotional concerns related to stress and test-taking anxiety through counseling and mental health services. School staff engages in discussions with parents to review supports and minimize opt-outs from statewide assessments.</p> <p>Culturally responsive teaching is integrated into all classrooms. Students various cultures and dual language advantages are provided opportunities to share their assets with others.</p> <p>Reduce suspension/expulsion, decrease dropout rates and increase districtwide attendance. Includes site incentives for attendance.</p>	\$65,000.00	No
7	Teachers & Counselors	Provide the schools personnel that has 100% of teachers who are qualified and appropriately credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF. This includes all high school counselors. Explore adding a 6-8th grade counselor. 80% of all Teacher and Counselor salaries are reported in this action.	\$11,602,628.00	No

Action #	Title	Description	Total Funds	Contributing
8	Operational Services	Support school with operational services which includes: transportation, maintenance, support staff (such as PE aides, yard duty, psychologist, mental health professionals, counselors, occupational therapy, speech and others), school and district administration.	\$9,230,292.00	No
9	Teachers & Counselors - Supplemental	Provide the schools personnel that has 100% of teachers who are qualified and appropriately credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF. This action is specific to added staff, teachers and counselors, above the minimum requirements.	\$2,900,657.00	Yes
10	Site Budgets	Support school and staff with needed technology, furniture, materials and supplies, conferences, and equipment purchase/rental. (site budgets)	\$450,216.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Ensure English Learners' academic growth through the English Learner Development (ELD) standards utilizing the California English Learner Roadmap. Provide opportunities for English learners to benefit from their dual language advantages and share their assets with others.

An explanation of why the LEA has developed this goal.

English learners continue to perform below the all student group. We are working to close this achievement gap. We plan to achieve this goal through the implementation of the actions below and will measure effectiveness of the actions and progress toward meeting the goal using the identified metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4E: Percentage of English Learners making progress towards English proficiency	48.6% making progress towards English language proficiency				Increase ELs who progress at least one level or maintain level 4 each year.
*ELs who progressed at least one ELPI level	*42%				20/21 will provide initial dashboard data to be improved each year.
*ELs who maintained level 4	*6.5%				
*ELs who maintained levels 1, 2L, 2H, 3L, 3H	*27.5%				
*ELs who decreased at least one level	*23.9%				
	2019				
4F: Percentage of English Learners being reclassified	10.2% (44 students) 19/20				12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dataquest					
8A: Percentage of EL students cohort graduation rate (Aeries)	100% 19/20				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Integrated, Designated ELD	Implement designated and integrated English learner development (ELD) using ELD standards to explicitly target levels during integrated time (part 1) and designated time (part 2). Professional development includes short and long-term goals for teachers of English learners.	\$50,000.00	Yes
2	Monitoring English Learners	Provide academic instruction, mentoring, monitoring and support for English Learners, LTELs and RFEP students enabling them to access the core curriculum. Involves teachers, bilingual paraprofessionals, other staff members and monitoring program(s). Monitoring is tracked by teachers using district English Learner standards folders.	\$323,116.00	Yes
3	Newcomers- funding in 2.3	Professional development and curriculum will be implemented to target students new to the U.S. Funds included in 2.3.		Yes
4	English Learner 3-year Plan- funding throughout goal 3	21/22 (Year 3): Professional Development Integrated and Designated ELD for administrators and staff continued GLAD (Guided Language Acquisition Design) Year 3 Write from the Beginning and Beyond Year 1 Full Roll-out of ELD Folders		Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Review reclassification criteria, including special education students</p> <p>19/20 (Year 1): Professional Development Integrated and Designated English Language Development (ELD) for administrators and staff GLAD (Guided Language Acquisition Design) refresher and Year 1 Thinking Maps Year 1</p> <p>20/21 (Year 2): Professional Development Integrated and Designated ELD for administrators and staff continued GLAD (Guided Language Acquisition Design) Year 2 Thinking Maps Year 2</p> <p>Soft Roll-out of ELD Folders Restructure High School ELD Class criteria for exiting and other course opportunities</p>		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.09%	2,112,056

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1-

The Ripona Language Academy (RLA) is principally directed towards and effective in meeting our goals for English learners. Dual Language Immersion programs help close the achievement gap. Research shows that English Learners have a higher rate of success in Dual Language Immersion Education vs English only mainstream because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in a culturally validating setting. (Genesee and Lindholm-Leary, 2009) (Action 1.5)

Goal 2-

Parent Outreach Activities are how we engage our parents, guardians and families. Activities did not occur this year due to COVID-19, but regardless, parent involvement is important on an annual basis. This action continues to be important because continually increasing communication with parents and offering opportunities for parents improves learning for students. Both base and supplemental funds are being provided based on the activity put in place and expanding parental involvement is a need. This is the most effective use of funds because students' learning improves when their parents are involved. This action is principally directed toward meeting the district's goals for unduplicated pupils in state priority three, Parental Involvement. Southwest Educational Development Laboratory states, "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." (Action 2.4)

Providing staff focused on the needs of English Learner and low socio-economic students are an effective and best use of funds. This action is specific to added staff, teachers and counselors, above the minimum requirements. (Action 2.9)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Goal 2-

Supplemental materials and programs are provided to meet the needs of unduplicated students. Funds will also be used to provide intervention curriculum, materials and supplies, including materials for newcomers. Acquiring curriculum for newcomers was not completed due to the pandemic and we still have the need to provide appropriate materials for newcomer English learners. Experience tells us that needs for individuals or groups of students will occur during the year that could not have been anticipated. (Action 2.3)

Goal 3-

Integrated/Designated ELD is an area of focus for professional development and to support growth for English learners. English learners have CAASPP scores that fall behind the all student group and that gap must be closed. Progress has been made as EL folders have been put in place and teachers have had to monitor and track students by ELD standards. Folders will be fully implemented by 2021-2022. (Action 3.1)

Supplemental funds are being used to provide bilingual paraprofessionals at all sites, a second bilingual paraprofessional at elementary sites with significantly larger EL populations and Ripon High School, as well as a district administrator to oversee services and provide guidance for programs for our English Learners. LTELs will be paired with a staff mentor. High school students A-G path will be monitored and students not on track will be redirected. ELlevation is being used to monitor EL students. This action is principally directed and effective towards meeting the district's goals for unduplicated pupils in state priority four, Pupil Achievement, state priority five, Pupil Engagement and state priority seven, Course Access. These ongoing items are in process, but necessary to continue to provide a flourishing program for English learners. (Action 3.2)

Newcomers are a focus as this area is undeveloped for Ripon Unified. Curriculum must be purchased and professional development continued to assist these students in transitioning into English only classes in which integrated strategies are used. This was not completed due to the pandemic. Research is in process to find the best curriculum to meet our newcomer students' needs. When this decision has been made, appropriate professional development will be provided so that the curriculum is delivered with fidelity. The program will be assessed using pre and post benchmarks, after materials are received and being used. (Action 3.3)

The English Learner 3-year Plan has been rolled into the LCAP. The LCAP is the driving plan for the district. 2021-2022 puts us on year 3. We are on-track with these activities. Year 3 will include a continued focus on integrated and designated ELD through use of full implementation of the ELD folders. GLAD training will continue, Thinking Maps will be fully implemented and Write from the Beginning and

Beyond will be added. The effectiveness of the plan is shown through annual growth displayed with student ELPAC scores, as well as English learner growth displayed on the CAASPP test in English language arts. (Action 3. 4)

The minimum percentage requirement has been met as is described in the prompts in the section.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$22,881,169.00	\$2,038,646.00	\$3,623,684.00	\$862,607.00	\$29,406,106.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$27,081,390.00	\$2,324,716.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Professional Development		\$100,000.00			\$100,000.00
1	2	All	Programs Beyond Core	\$45,000.00				\$45,000.00
1	3	All	Curriculum	\$300,000.00				\$300,000.00
1	4	All	Technology		\$200,000.00			\$200,000.00
1	5	English Learners Low Income	Ripona Language Academy - funding in 2.3, 2.9 & 3.2					
2	1	All	MTSS	\$195,000.00				\$195,000.00
2	2	Students with Disabilities	MTSS/Special Education Staff	\$327,889.00		\$2,596,006.00	\$545,302.00	\$3,469,197.00
2	3	English Learners Foster Youth Low Income	Supplementary Materials and Programs	\$200,000.00				\$200,000.00
2	4	English Learners Foster Youth Low Income	Parent Outreach	\$25,000.00				\$25,000.00
2	5	All	Facilities		\$250,000.00			\$250,000.00
2	6	All	School Culture		\$65,000.00			\$65,000.00
2	7	All	Teachers & Counselors	\$11,419,922.00			\$182,706.00	\$11,602,628.00
2	8	All	Operational Services	\$7,120,755.00	\$973,430.00	\$1,027,678.00	\$108,429.00	\$9,230,292.00
2	9	English Learners Foster Youth Low Income	Teachers & Counselors - Supplemental	\$2,900,657.00				\$2,900,657.00
2	10	All	Site Budgets		\$450,216.00			\$450,216.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners	Integrated, Designated ELD	\$50,000.00				\$50,000.00
3	2	English Learners	Monitoring English Learners	\$296,946.00			\$26,170.00	\$323,116.00
3	3	English Learners	Newcomers- funding in 2.3					
3	4	English Learners	English Learner 3-year Plan- funding throughout goal 3					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$3,472,603.00	\$3,498,773.00
LEA-wide Total:	\$2,925,657.00	\$2,925,657.00
Limited Total:	\$546,946.00	\$573,116.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Ripona Language Academy - funding in 2.3, 2.9 & 3.2	Schoolwide	English Learners Low Income	Specific Schools: Ripona K, 1		
2	3	Supplementary Materials and Programs	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$200,000.00	\$200,000.00
2	4	Parent Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
2	9	Teachers & Counselors - Supplemental	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,900,657.00	\$2,900,657.00
3	1	Integrated, Designated ELD	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$50,000.00	\$50,000.00
3	2	Monitoring English Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$296,946.00	\$323,116.00
3	3	Newcomers- funding in 2.3	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	4	English Learner 3-year Plan- funding throughout goal 3	Limited to Unduplicated Student Group(s)	English Learners	All Schools		

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.