



RIPON HIGH SCHOOL MID-CYCLE PROGRESS REPORT

**301 N. ACACIA
RIPON, CA 95366**

RIPON UNIFIED SCHOOL DISTRICT

MAY 2, 2018

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Student Community Profile

Ripon High School serves the rural community of Ripon, a town of over 17,000 located in California's culturally diverse and agriculturally rich Central Valley. Ripon Unified School District has five K-8 schools that feed into Ripon High. Moderate growth in the area is expected to impact the school, increasing enrollment and diversity. Since the 2000-2001 school year, district enrollment has increased over 5% with the enrollment of Ripon High increasing over 6% in that same time period. The current enrollment of 930 represents increasingly diverse ethnic and socio-economic groups with a wide range of language skills and academic abilities. Nearly two-thirds (62%) of the student population is Caucasian, with the remaining students primarily Hispanic (31%; 7% other). RHS has produced quality academic results with students for many years. Our A.P.I. scores have been among the top scores in San Joaquin County for over ten years. US News a World Report ranks Ripon High School amongst the top 50 schools in Northern California and awarded RHS the Silver Medal for it's success. Ripon High School's webpage has received hits from all over the world. This data is tracked by the administration who also maintains the website and updates it daily. The RHS Facebook page has over 2,200 friends, and there are over 1,000 followers on Twitter.

RHS has fostered relationships with many local businesses and organizations. These businesses include close to 100 local small businesses and national businesses. Ripon High also enjoys the support of the City of Ripon, local specialists, visual artists and sports photographers. During our fall homecoming parade, elementary schools are released early so that students can join the community in sitting along the parade route. Ripon parents and community provide valuable leadership by serving on our School Site Council. The council assists in establishing school-wide goals, examining student results, and allocating resources.

RHS is fortunate to be a part of a community that recognizes and supports the achievements of our students and staff and plays such an active role in the education of its students. Our school is supported through partnerships with the Ripon Quarterback Club, Sober Grad Inc. and the Ripon Community Athletic Foundation (RCAF). Through grants, donations, and community fundraisers, such as the annual Rina's Run, RCAF has provided the Ripon High School Stadium with over \$2.5 million in improvements since 2007 including an all-weather track, new grass, concrete, and currently in the process of bleachers and a press box. Staff, students, and community members have helped in building the new stadium with their own hands. In 2013, RHS parents and staff members established a Booster Club, which has provided over \$55,000 in equipment, materials, field trips, and sponsorships for teachers, students, and school groups. Our school has an active JROTC Parent Support Group, English Language Advisory Committee, Agriculture Advisory Committee, Career Technical Education oversight committee and School Site Council.

The Ripon Police Department (RPD) is extremely helpful with patrolling around the campus, and where problems may occur. RHS also has a full time School Resource Officer (SRO) provided in part by the district with the remaining covered by the RPD. The SRO is very

involved with the students and teaches two periods of Law Enforcement, which builds good rapport between the police and students. In addition to drug, alcohol, and gang awareness training, the Ripon Police Department has provided the staff with active shooter training. Ripon High School has also been the site of active shooter training for the San Joaquin County Sheriff's Office.

Ripon Unified School District has adopted a new school safety plan developed by California Safe Schools. All staff members have been given a "Redbook" to hang in each classroom and building which specifically outlines all emergency response procedures and guidelines for various situations that may occur.

LCAP SURVEY

A Local Community Accountability Survey was given in the fall of 2017 to parents/ community, students, and staff to receive feedback and input to help provide information to continue improve Ripon High School and support the district to determine priorities.

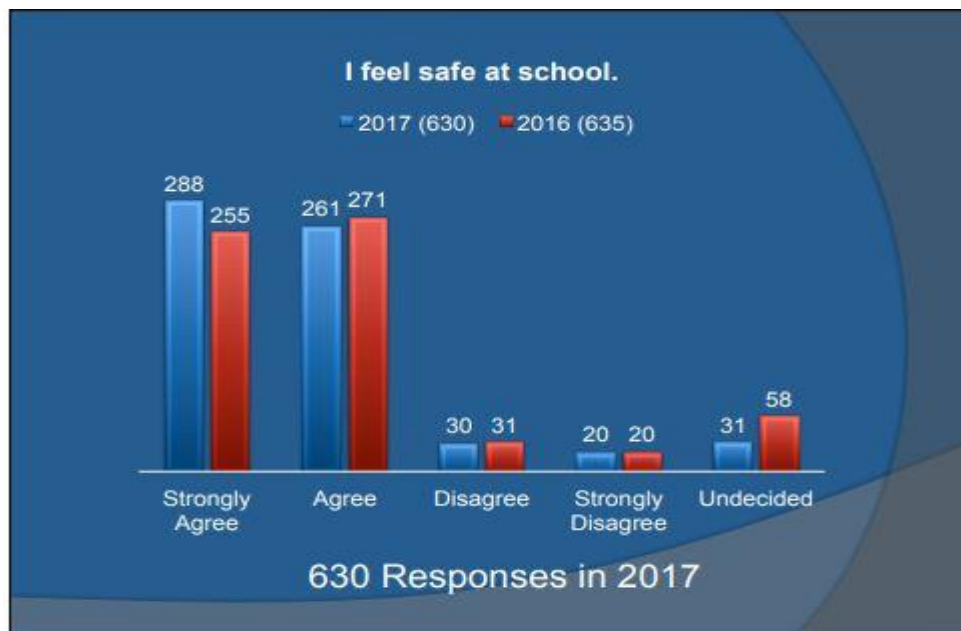
Strengths

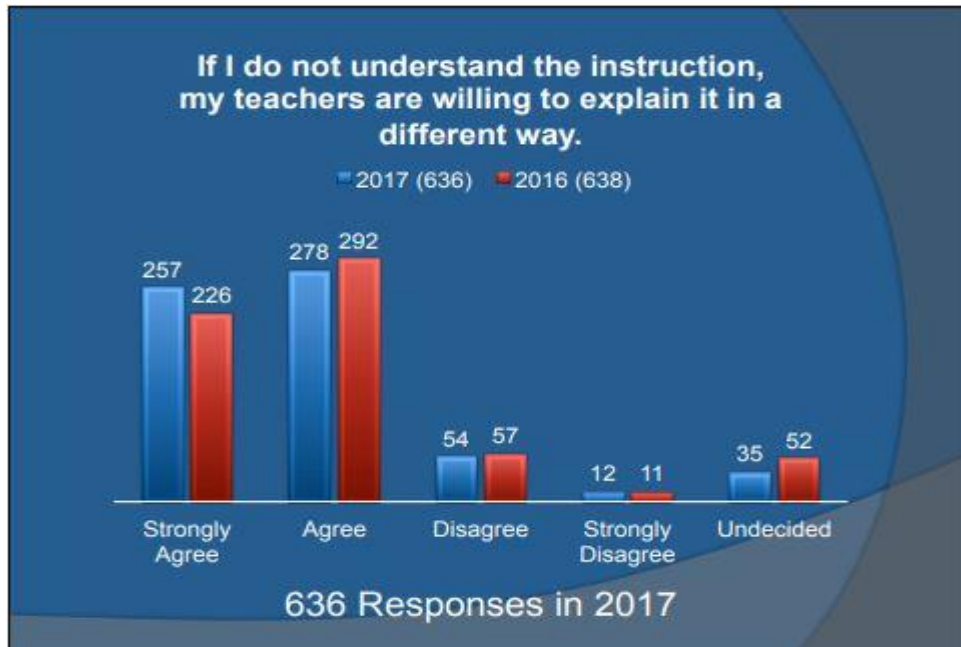
- Teachers care about their students developing relationships and willing to accommodate to student support learning.
- Students, staff, and parents feel the school is a safe environment for learning.
- The use of technology to enhance student learning has increased over the last three years.
- Professional development has increased and has been relevant to improve best practices to support maximizing student learning.
- Certificated staff have been given choice and input regarding professional learning to maximize student learning.

Areas of improvement

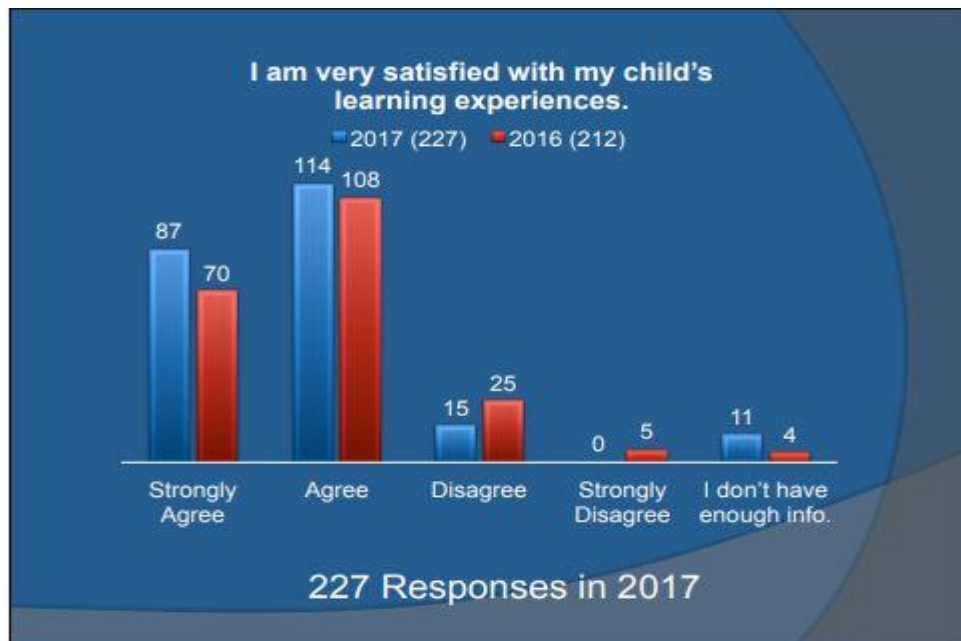
- The need for additional Spanish speaking staff to support EL students, parents, and teachers
- Although the amount of technology has increased over the last few years, additional chrome books would be beneficial in all classes.
- Additional professional development for classified staff

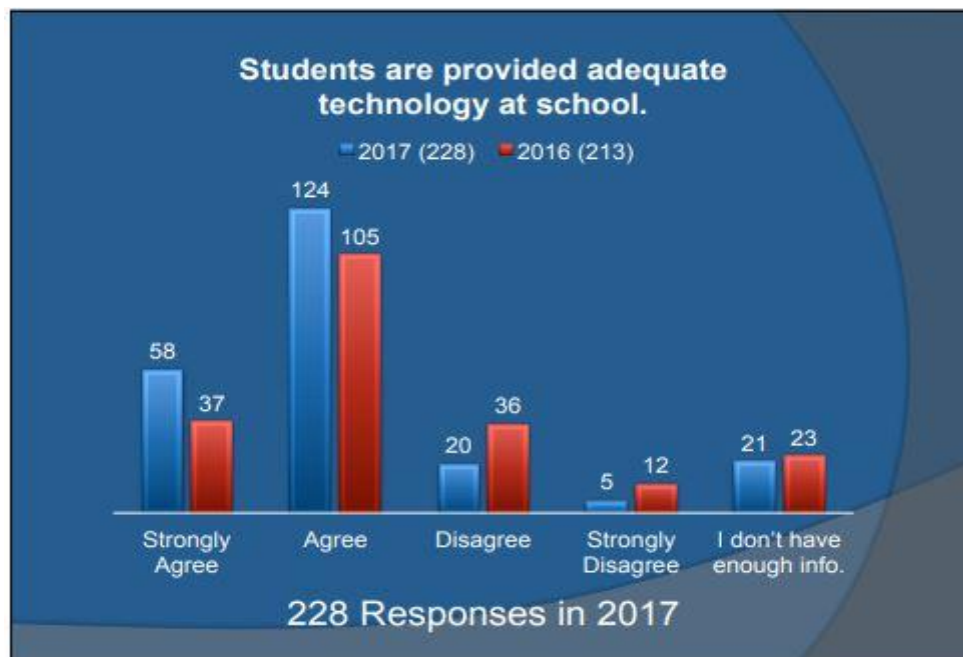
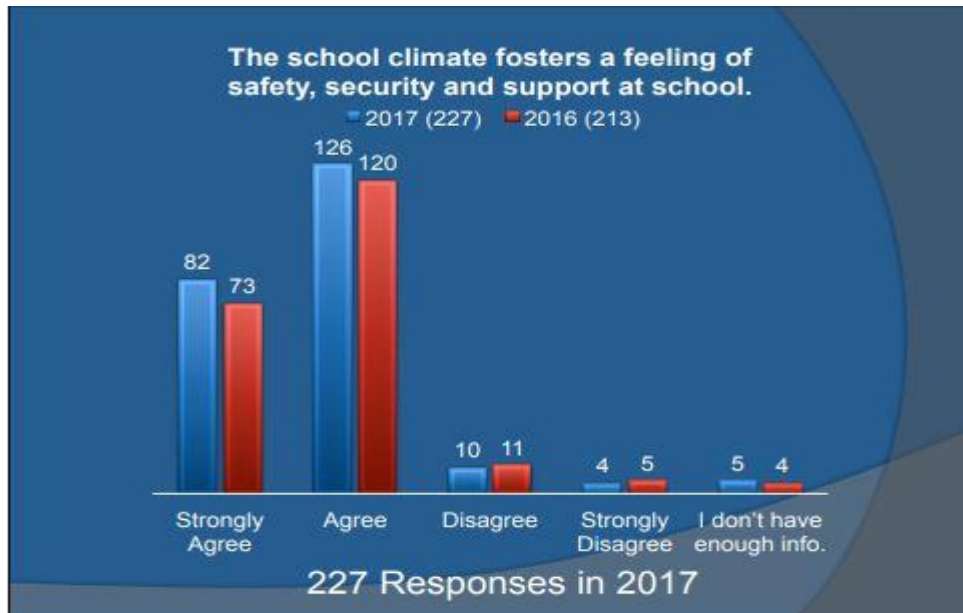
Student survey



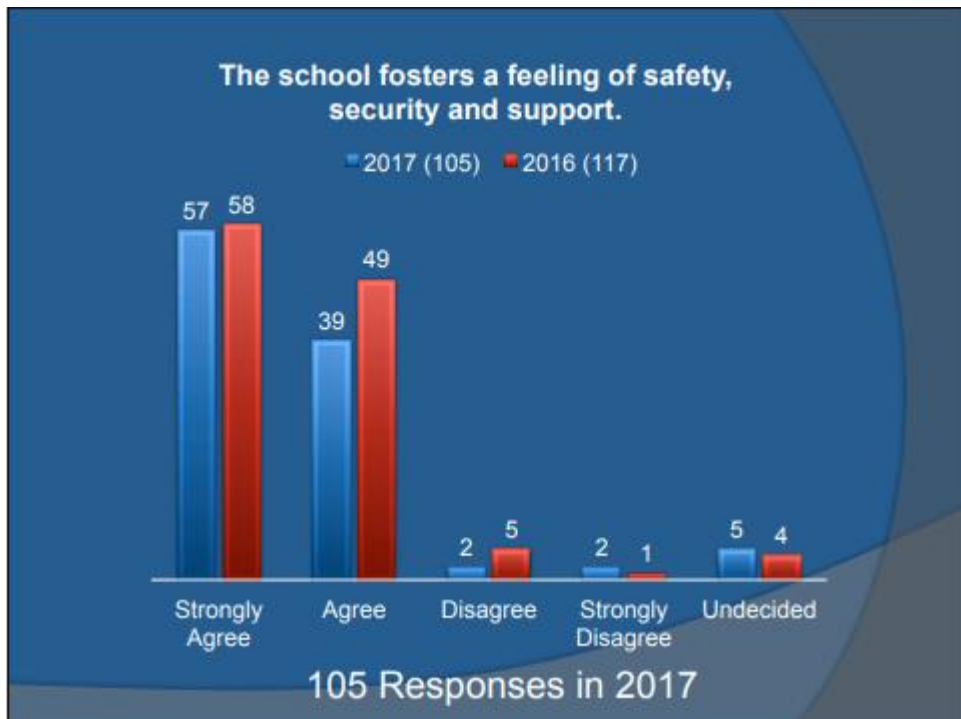
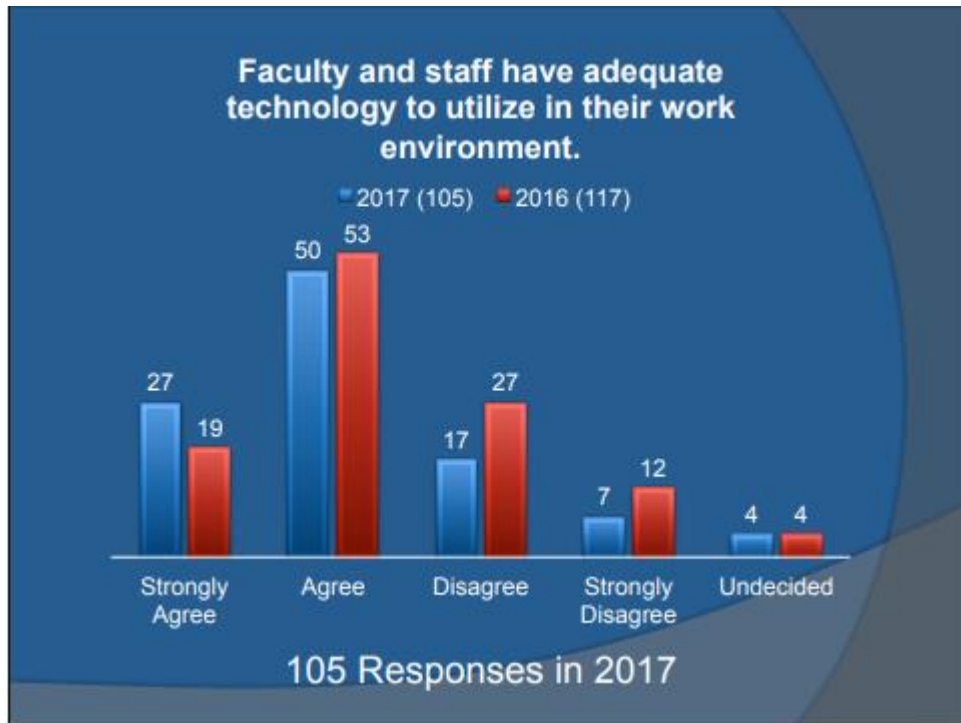


Parent Survey





Staff Survey



Ripon High School's Vision and Mission Statements

"The Mission of the Ripon High School Community shall be to promote the success of every student."

The Mission of the Ripon High School Community is to promote the success of every student. To accomplish this, Ripon High School expects that

- All students will be proficient at grade level standards;
- All students will be good citizens who work together with pride and respect
- All instruction will be to the State Standards
- Assessment of student progress will be on-going with instructional modifications based on data and research-based practices.
- Our staff and community will work together effectively for student success.

Ripon High School Vision

Ripon High School is a safe, supportive school that focuses on strong academics. Respect, accountability, and integrity are the core elements in encouraging and preparing our students for productive lives. We have high expectations and provide a wide range of activities that our students enjoy. Our students communicate effectively making full use of technological resources and strive to achieve their highest potential. Ripon High School's theme the last two years has been "Building the World's Greatest High School." Ripon High School's staff has been involved in professional development based on the book, *Building the World's Greatest High School*. This has helped establish core values and developing the mindset of constantly improving in all we do on a daily basis.

School Motto

"Join the Tribe!"

Student Learning Outcomes

RHS has high expectations of students and staff alike. Ripon High School's curricular emphasis has both a solid foundation in the depth and breadth of both the California State Standards and the Common Core State Standards, while maintaining particular attention to the various learning styles and needs represented by all students. Student Learner Outcomes are a driving force in curricular development and teaching methodology. The Student Learner Outcomes are intended to challenge students to become:

A



JOIN THE TRIBE!

Be a Proud Ripon “ACE” Student

Academic Achiever

- Be on time, prepared and ready to learn
- Turn work in on time
- Support others academically, socially and emotionally and be willing to accept the support of others

Community Contributor

- Be Respectful of staff, peers, and yourself!
- Pick up trash, even if it isn't yours, respect local restaurants
- Participate in recycling
- Keep bathrooms clean

Effective Communicator

- Use appropriate, supportive and respectful language
- Know and follow dress code and have your ID on you at all times
- Be aware of your digital footprint



Student Demographics

Student Gender

Demographics by gender have been consistent over the last several years with similar totals of females and males.

YEAR	FEMALE	MALE
2015-2016	422	448
2016-2017	453	456
2017-2018	466	457

Enrollment Demographics

School	Code	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Ripon High	3935756	331	7	33	5	16	9	498	24	0	923

% Social Economical Disadvantaged Students	31.6 %
% of English Learners	6.7%
% Foster Youth Students	0.7%

Primary Language

The majority of RHS students speak English as a primary home language, followed by Spanish. RHS has a two bilingual staff proficient in Spanish to help support students and families to eliminate communication barriers. Our English Language Advisory Committee meets quarterly with an increase of attendees. This committee has been well received from families as an effective method to receive input and feedback as well as providing an opportunity to answer questions. During our ELAC meetings we discuss RHS activities, deadlines and upcoming events, and parents give us their Local Control Accountability Plan (LCAP) input to share with our district.

Faculty/ Staff Demographics

The Ripon High Staff has 28 males and 22 females as certificated staff. 22 teachers have a Master's Degree. The ethnicity of our teachers is: 7 Latino, 1 Punjabi, 1 Asian Indian, and 1 Native American. The remaining faculty are white. 13 members of our full-time staff are proudly Ripon High School graduates. 31 teachers advise or coach 1 or more clubs or sports. One instructor possesses a doctorate degree and all credentialed teachers obtain English Language Certification. For the 2017-2018 school year the classified staff consisted of 3 Latinos, 1 African American, and 12 White staff members. This consists of 5 office and clerical positions, 2 bilingual paraprofessionals, 4 learning center paraprofessionals, and 4 custodial staff.

Special Program Descriptions

Ripon High School offers many programs to meet all learners' needs. Advanced Placements (AP) courses are offered to students and Career Technical Education to support all students to be college and career ready once they transition out of high school. RHS also offers a Special Education Resource Program, as well as, a Migrant Program offered through San Joaquin County Office of Education (SJCOE). RHS has the ability to offer courses through Connections Academy, an on line accredited A-G school that has a charter school residing in Ripon. Students have had the opportunity to earn college credit through articulation with the local community colleges such as Modesto Junior College and Delta College in certain Career Technical Education (CTE) courses. RHS has offered students the availability to receive Auto Tech certification though a two-year program in which we transport students to the local community college.

Ripon High School offers 77 College Prep Approved Courses which covers 90.6% of our academic courses on campus. This percent does not include Special Services, Teacher Aides, JROTC, and Physical Education programs as they cannot be submitted for UC/CSU college prep approval. Our students are able to prove their involvement in CTE as we have now established pathways in other academic courses relating to majors on college applications. Our students are now able to list approximately 24 college prep courses on an application when the average is 17. Ripon High School staff works to ensure that all students will be successful and prepared to transition to college or career after graduation. Nearly 70% of graduates continue their formal education at a two-year or four-year college. The remaining students enlist in the military or go directly into the workforce.

All stakeholders have agreed that all great schools start with high expectations. Ripon High has

increased the math and science requirements for graduation within the last two years. We believe our students will meet the bar and standard as it is raised. With the addition of these requirements, support services for learners have increased through additional classes such as the Math Support and English Intensive courses. Math Support is an elective course geared to provide instruction in math foundations while the student is still in the college prep math course. English Intensive is a double period course to provide skills in reading, writing, speaking, and listening. This aligns with the California State Standards in English Language Development. The curriculum is focused on helping English learners and at-risk students start the language acquisition process and build Basic Interpersonal Communications Skills (BCS).

RHS has continued its tradition of student athletic excellence. We have approximately 600 students participate in athletics each year at RHS--roughly 65% of the student body. We field 18 sports at Ripon High, which is two more than any school in our league. We now also offer swimming, water polo, and boys' volleyball. We are also one of the few schools in the area that offers girls' wrestling. For the past three years nearly every team sport has been a qualifier for section playoffs. Our teams routinely compete for TVL championships and usually finish in the top two in the league. RHS has been the winner of the TVL Cup for the last four years as the top athletic school in the conference. Our athletes also work with the elementary schools in helping with the field day program at the end of the school year.

Advanced Placement/Honors Courses

AP/Honors classes are available in grades 9-12 and include these academic disciplines: English, Mathematics, Science, Social Science, and Foreign Languages. College prep courses are coded "P" or "H" (Honors weighted) on the transcripts.

Every student who enrolls in an AP Course at RHS is encouraged to take the AP exam. Financial assistance is offered to students that qualify, through the AP program and RHS. Currently 13 courses are available which makes us competitive to large high schools. Our high participation rate in addition to pass rates was a part of our high school rankings with US. News and World Reports. AP/Honors courses have an open enrollment and any student can sign up. However, in the past counselors reviewed teacher recommendations, grades, and standardized testing to make recommendations for continued enrollment. Counselors, teachers, and administration hold AP/Honors Night for all students and parents. This is a night to present information and be available to answer questions. This outreach taking place to encourage student enrollment in AP/Honors courses has been highly successful as our percentage of students enrolled continue to remain high. We are proud of the fact that we have set a record high of 220 students taking Advanced Placement courses. Multiple students are enrolled in one or more courses. We have 343 AP Exams scheduled to be taken in the 2017-2018 school year.

Advanced Placement courses include:

- AP Biology, AP English Literature, AP World History
- AP Calculus AP, Music Theory, AP Human Geography
- AP Statistics, AP Spanish Language, AP US Government
- AP English Language and Composition, AP Spanish Literature, AP US History
- AP Environmental Science

Advanced Placement Enrollment

YEAR	2015	2016	2017	2018
Total # of AP Students	179	130	173	220
# of Exams	268	199	284	NA as of 3/1/18
AP STUDENTS WITH SCORES of 3-5	110	84	108	NA
% of TOTAL AP STUDENTS WITH SCORES of 3-5	61.5%	64.6%	63%	NA

2017 Advanced Placement Results

Ripon High School (052650)

Total AP Students in Your School: 173

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	34	37	85	84	44	284
Percentage of Total Exams	12	13	30	30	15	100
Number of AP Students	31	34	72	75	43	

Subject Totals	5	4	3	2	1	Total Exams
Music Theory				3	3	6
English Language and Composition	2	5	18	19	3	47
English Literature and Composition	1	6	10	16	1	34
Human Geography	4	8	9	5	6	32
United States Government and Politics	17	1	14	7		39
United States History	3	8	7	5	3	26
World History	1		3	8	1	13
Calculus AB			3	5	10	18
Calculus BC			2	3		5
Statistics			4	2	13	19
Biology		2	7	6		15
Environmental Science		1		1	4	6
Spanish Language and Culture	6	6	8	4		24

2016 Advanced Placement Results

Total AP Students in Your School: 130

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	23	44	58	55	19	199
Percentage of Total Exams	12	22	29	28	10	100
Number of AP Students	21	37	52	53	18	

Subject Totals	5	4	3	2	1	Total Exams
Music Theory		1	1	3	2	7
English Language and Composition	3	6	8	15	3	35
English Literature and Composition	1	4	11	6		22
United States Government and Politics	15	11	14	7	2	49
United States History	2	8	3			13
World History		3	11	10	1	25
Calculus AB	1	4	2	1	4	12
Computer Science A			1			1
Statistics		3	3	6	7	19
Biology		1	2	5		8
Physics 1		1				1
Spanish Language and Culture	1	2	2	2		7

2015 Advanced Placement Results

Ripon High School (052650)

Total AP Students in Your School: 179

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	27	45	89	84	23	268
Percentage of Total Exams	10	17	33	31	9	100
Number of AP Students	24	41	76	80	23	

Subject Totals	5	4	3	2	1	Total Exams
English Language and Composition		3	22	43	8	76
English Literature and Composition	4	4	12	9	1	30
United States Government and Politics	15	13	18	5	1	52
United States History	4	8	9	1		22
World History		3	8	16	2	29
Calculus AB		2		1	3	6
Statistics		3	7	4	7	21
Biology		2	4	4		10
Environmental Science					1	1
Spanish Language and Culture	4	7	5	1		17
Spanish Literature and Culture			4			4

English Language Learners

English language learners make up generally a small portion of the RHS population at 7%. California Language Development Test (CELDT) has been administered the last two years but now being replaced by the ELPAC as part of the districts' reclassification process. For the 2016-2017 school year we had 13 out of 62 EL students reclassified meeting all requirements. For EL students to be exited and become Redesignated Fluent English Proficient, students must meet criteria for reclassification including ELPAC scores, student's GPA, SBAC scores, teacher/administrator recommendation and parent approval.

YEAR	2015-2016	2016-2017	2017-2018
# English Language Learners	69	62	59
# Fluent English Proficient	20	18	13
# Redesignated R-FEP	81	114	142
Total # of Student Population of ELL's	170	193	214





CELDT Results

Performance Level	2014-2015	2015-2016	2016-2017
# of Advanced	7	4	6
# of Early Advanced	27	32	24
# of Intermediate	20	19	22
# of Early Intermediate	5	4	4
# of Beginning	2	2	3

Academic Achievement

As a public school in California, Ripon High School has switched from an Annual Performance Index (API) to the California Accountability Model. School accountability is now being quantified using the newly implemented California School Dashboard Report. The Dashboard contains reports that display the academic performances of local educational agencies (LEAs), schools, and student groups measured against set of state and local standards that are used to identify strengths and areas in need of improvement. The multiple measure system is based on percentiles to create a five by five grid that ultimately will produce 25 results and 5 color coded performance levels - blue (highest), green, yellow, orange, and red (lowest). The five by five grid combines equally weighted status and change to make an overall determination for each indicator. Ripon High’s Dashboard results for Spring of 2017 noted that the suspension rate indicator fell in the red range and graduation rate within the blue range with English Learner Progress in the green range. At the time of this report, the chronic absenteeism indicator is not yet available. Graduation rates continue to be extremely high with nearly a 99% graduation rate. The need to reduce suspensions has been determined. Changes in In-School Suspension have occurred that have allowed students to continue to have access to the curriculum with a credentialed teacher for support. RHS has a small amount of out-of-school suspensions with the majority of in-school suspensions resulting in not serving detentions.

RHS has also taken on a Restorative Justice Model to support an alternative approach to school discipline. Restorative Justice practices address the social-emotional needs of students through building a safer and caring environment. We are in the pilot stage of training and ready to fully implement for the 2018-2109 school year. RHS’s goal is to promote an inclusive school climate to maintain a positive culture.

State Indicators	All Students Performance
Chronic Absenteeism 	N/A
Suspension Rate (K-12)	
English Learner Progress (1-12)	
Graduation Rate (9-12)	
College/Career (9-12) <small>Select for one year of available data</small>	N/A

As California transitions into a new accountability system, the California State Exit Exam and California Standards Tests were phased out and a web-based standardized test administered by the Smarter Balanced Assessment Consortium (SBAC) was introduced. During the 2013-2014 school year, the assessment was piloted for 11th grade students at RHS, with full implementation in 2014-2015. The graph below states ELA and mathematics results for all students for the California Assessment of Student Performance and Progress (CAASPP).

CAASPP English Language Arts Results

YEAR	2015	2016	2017
Exceeded Standard	31%	25%	35%
Standard Met	43%	47%	39%
Standard Nearly Met	17%	19%	16%
Standard Not Met	10%	8%	8%

RHS continues to score very high in ELA with 74% of all students exceeding or meeting the standard for this current school year. Staff continue to work hard through collaboration, discussing best practices, and comparing data. ELLEVATION has helped support staff to gather student data for English Learners and what each student may need to become successful. In 2016, our district implemented a new ELA curriculum Study Sync. This was first piloted and was agreed upon within the curriculum team consisting of teachers, site administration, district administration, and instructional coaches. A chrome book was purchased for every teacher to implement the new curriculum. Study Sync is a web-based, comprehensive ELA/ELD curriculum providing a dynamic learning experience designed to engage students, and bolster their ability to think critically about complex texts and issues. This has provided multimedia lessons to inspire and advance reading, writing, critical thinking, speaking and listening skills to prepare students for college and careers. Students have been providing powerful digital instruction with engaging results.

CAASPP Mathematics Results

YEAR	2015	2016	2017
Exceeded Standard	8%	9%	9%
Standard Met	22%	21%	27%
Standard Nearly Met	33%	37%	32%
Standard Not Met	37%	33%	32%

Assessment results for ELA and mathematics for the past two years and is disaggregated by sub groups including students with disabilities (SWD), economically disadvantaged and students with limited English proficiency (LEP)

CAASPP Results							
Students with Disabilities							
English Language Arts/Literacy (ELA)				Mathematics			
	2014/2015	2015/2016	2016/2017		2014/2015	2015/2016	2016/2017
Standard Exceeded	0	0	1	Standard Exceeded	0	0	0
Standard Met	3	1	2	Standard Met	2	0	1
Standard Nearly Met	3	3	5	Standard Nearly Met	2	1	2
Standard Not Met	7	14	11	Standard Not Met	9	17	16
Students Tested	13	18	19	Students Tested	13	18	19

CAASPP Results							
Economic Status - Disadvantaged							
English Language Arts/Literacy (ELA)				Mathematics			
	2014/2015	2015/2016	2016/2017		2014/2015	2015/2016	2016/2017
Standard Exceeded	2	7	11	Standard Exceeded	0	2	5
Standard Met	12	34	31	Standard Met	2	6	9
Standard Nearly Met	6	13	14	Standard Nearly Met	8	27	20
Standard Not Met	8	8	6	Standard Not Met	18	27	26
Students Tested	28	62	62	Students Tested	28	62	62

CAASPP Results							
English Language Fluency - English Learner							
English Language Arts/Literacy (ELA)				Mathematics			
	2014/2015	2015/2016	2016/2017		2014/2015	2015/2016	2016/2017
Standard Exceeded	0	0	0	Standard Exceeded	0	0	0
Standard Met	3	4	1	Standard Met	1	1	0
Standard Nearly Met	3	5	6	Standard Nearly Met	1	1	1
Standard Not Met	7	3	5	Standard Not Met	10	10	11
Students Tested	13	12	12	Students Tested	12	12	12

II: Significant Changes and Developments

Grade level Student Enrollment

Ripon High School's enrollment has steadily increased over the last few years. The grade levels are fairly equal in size. RHS has lost students to our continuation school, Harvest High School with 15-20 students going over each year. Enrollment is expected to increase as the district currently has an additional 40 8th graders compared to this school year.

YEAR	9 th	10 th	11 th	12 th	Total
2015-2016	210	237	224	199	870
2016-2017	251	217	226	215	909
2017-2018	264	242	212	205	923

Administration Changes

The administrative team at RHS is a new team as of the last full WASC visit. In the 2016-2017 school year, the vice-principal was promoted to principal and the psychologist became the vice principal. The district added a Program Manager to assist with the support of professional learning, Content Cadres, and support for English Learners. In addition, Ripon Unified School District hired a new Superintendent for the 2015-2016 school year replacing the interim Superintendent. The staff has remained focused on the school's mission and systems have remained in place while continuing a positive school culture.

Faculty Changes

Since the 2015 WASC visit, RHS has experienced many changes. Eleven new teachers were hired to replace retirees and staff that left the district.

Instructional Coaching

Instructional coaching by definition is a confidential process through which two or more professional colleagues work together to work on current practices. At Ripon High, instructional coaching is much different than in most other districts. Due to budget restrictions, RHS has adopted a hybrid model of coaching, where teachers split time between teaching in the classroom and coaching colleagues. During the 2015-2016 school year, we had one teacher serving as an instructional coach for one period; last year that number increased to two teachers with two instructional coaching periods each; for the current school year, we have maintained two-teacher-two-period model.

Our vision for instructional coaching at RHS is to create a culture of collaboration to maximize student learning. We believe that instructional coaching can help reduce the isolation that is so common for teachers on high school campuses. Coaches have made every effort to communicate

to teachers what coaching is, and more importantly, what it isn't. Coaches at RHS have many roles including: listeners, collaborative partners, resource providers, research assistants, classroom supporters; coaches are not evaluators, program enforcers, therapists/psychologists, or administrators.

One of the most common tasks carried out each week by RHS instructional coaches are non-evaluative, unscheduled class visits. Many of these class visits are to collect data related to our agreed-upon norms. We are currently collecting data to measure student perceptions of daily learning goals (see the data in the section below). Last semester our primary focus was measuring both how often and in what manner teachers use for checking for understanding during a lesson.

In addition to collecting data, teachers are able to invite coaches into their rooms to observe something of their choosing, followed by immediate feedback and support. Although some teachers have been reluctant to invite coaches into their rooms, many have sought out support on a regular basis, especially regarding issues related to classroom management, technology integration into lessons, and strategies for checking for understanding. Since coaches are limited to two periods each day, having one-on-one follow-up discussions are not always possible; at the very least, coaches make an effort to email feedback, discuss class visits casually in the staff lounge during lunch or breaks, or even meet up before and/or after school.

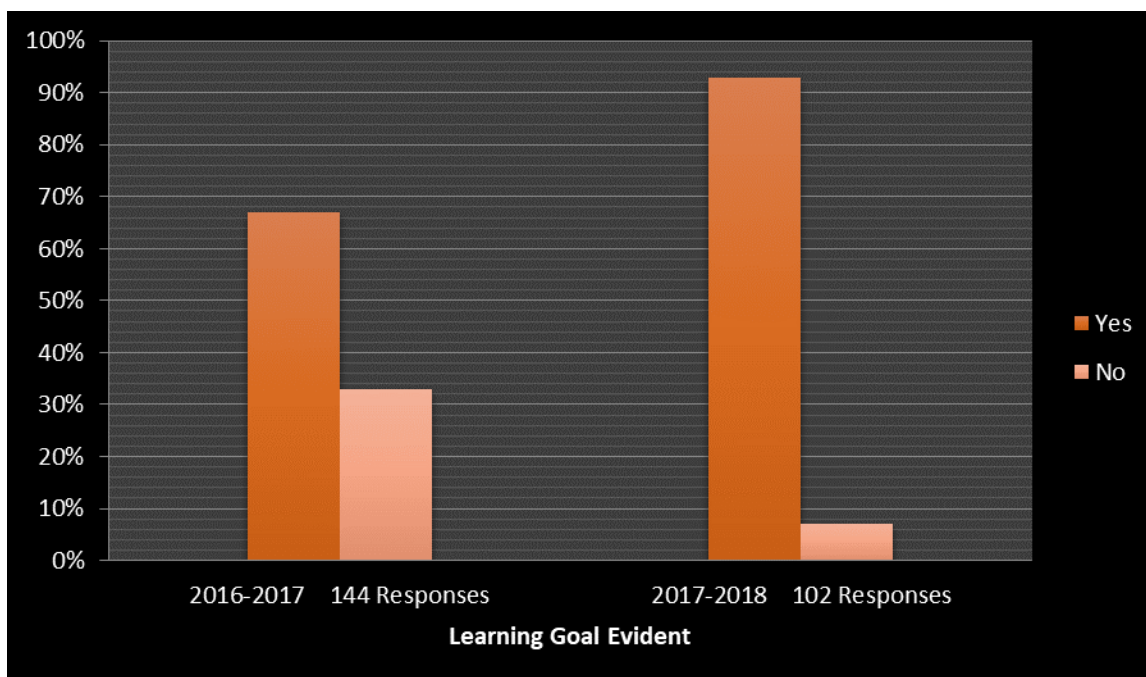
RHS instructional coaches also play a pivotal role in helping site administration plan and implement various professional development activities. Each Wednesday morning our staff meets for one hour of collaboration and professional development. Instructional coaches often use this time to present walkthrough data from the previous months, facilitate data-related discussions, and make presentations related to our site goals. Last year, our campus began using some of these Wednesday mornings to conduct various "breakout sessions" throughout the year. Coaches, along with select staff members and administrators, collectively planned out and presented many of these sessions. The breakout sessions have been planned within the framework of our site norms: daily learning goals, student engagement, and checking for understanding. Many of the breakout sessions include strategies to help teachers integrate technology in their lessons through use of Chromebooks, cell phones, or other devices.

In January, several teachers started meeting monthly for optional professional development beyond contract hours. The group, which is open to all educators in our district, is named Relevant Organized Group of Underground Educators (R.O.G.U.E.). The purpose of the group is to provide a network of educators who can support, encourage, and challenge each other to enhance their effectiveness in their classrooms. Teachers who participate in R.O.G.U.E. recognize that professional learning does not have to be a scheduled, sanctioned event in order to be meaningful and relevant. During the group's first-ever meeting in February, the group brainstormed ideas for its mission and vision. At the most recent meeting in March, the topic of discussion was grading philosophies, in which teachers from the math, science, social studies, English, and elective departments all participated.

Learning Goals Data Collected by Instructional Coaches

To create a baseline instructional coaches and administration performed a couple hundred walk-throughs to collect data on our instructional norms. Google forms were created to collect the data and shared with staff monitoring results. After growth was seen, our staff determined we wanted

to see if our data matched up with what the students thought. We then randomly selected students within classrooms to get instant feedback from students using a simple google form. Teachers are able to see exactly what their students stated about their learning and has provided powerful feedback to help drive instruction. Students have stated their voice being heard is important as it has built a strong learning community from our learners as well as staff. Our data shows overwhelmingly of an increase of clear learning goals being communicated to learners and understand not just what to do in class, but more importantly what they are expected to learn. As we celebrate our growth, we now will begin to measure Student Engagement and Checking for Understanding to improve best practices to maximize student learning.



Counseling Services Increased

RHS was able to increase counseling services by hiring another counselor to help support the need of students. This counselor is on the Ripon High School campus 75% of the time and the remaining 25% at Harvest High School, the district continuation school. Counseling support services was an area of recommendation from parent surveys and the last visiting WASC Team. College and Career Planning has been a focus at RHS. The counseling office has added presentations or meetings with each grade level per year. Freshmen receive a Personality Inventory through a college and career readiness program called Naviance. Throughout the year students and parents make appointments with counselors regarding their four year plans. By the end of April all freshmen are presented with how to create a four-year plan including the details of A-G's offered at Ripon High School. The school counselors offer a College 101 evening presentation for all 9th and 10th grade parents at Back-to-School-Night and also have a table available at our annual Spring Open House. Sophomores complete a Career Interest Profiler in Naviance during their history class each year. Four-year planning is conducted during the school

counselors' balloting presentations each spring and parent meetings are encouraged to go over individual plans. Juniors are offered presentations in the classroom concerning placement testing and college assessments for their upcoming application year. College presenters are on campus approximately three times a month during September and November. A detailed College Prep Presentation is given in English classes during the school year. The counselors host a College Awareness Night for juniors and their parents. Juniors meet with the college counseling department in the spring of to go over their post-secondary plan and recommendations are made in areas of classes, tests, essays, etc. Seniors receive a college presentation in their English courses which include trade, community and four-year colleges. Scholarship and Financial Aid Opportunities are also discussed. College Application Night is offered to all senior parents and student to get more information to complete the process before the application deadlines. Financial Aid Night has also been added, which includes a presentation from a college financial aid advisor and a working lab for parents that want to stay to fill out the FAFSA. Individual college appointments are also scheduled with seniors to go over their plan and make adjustments as needed depending on their post-secondary goal.

College Reveal Night

College Reveal Night is an evening to celebrate all post-secondary paths for graduating seniors (Community College, Trade School, Military, and Four Year College). Each student is announced with the post-secondary school or military branch, walk down a red carpet walkway facing all families, and then sign a large college bound poster that hangs up in the library. A photographer takes photos for all families with their seniors and their college gear.

Tribe Award

The Tribe Award is an evening celebrating the connections and relationships between staff and students. Students are allowed to wear their Tribe Award Medallion during graduation. This is to celebrate student-teacher relationships and continue to promote a culture of community.

College & Career Readiness Grant

This grant has served our unduplicated students at Ripon High School. We have been able to take EOP students to college field trips, pay for PSAT exams for students who receive free/reduced lunch, pay for entire AP exams for free/reduced lunch students, and are still in the process of scheduling more college trips for unduplicated students.

English Language Learner Support Increased

At RHS we service our ELL students by pushing bilingual paraprofessionals into their classrooms and assisting students with areas of need. Our students' ELL levels vary, so the services we provide vary from student to student. Some students need translations, others need help with comprehension, while other students just need encouragement. Many of our EL's need help and guidance to prepare them with what to do after graduation, so we assist our students with filing for FAFSA, applying to colleges/universities, applying for jobs, or help with writing essays for scholarship opportunities.

Collaboration with staff is crucial and ELLEVATION is one of the resources we have to communicate about our EL students. Teachers are required to add notes and writing samples of the EL students in their classrooms, so that other staff members is aware of where our EL

students stand academically, their strengths and weaknesses, and what they may need additional help on (vocabulary, grammar, etc). Another resource we use for collaborating are ELD checklists. Teachers fill out the checklists and we, at times, fill them out together to see if we are on the same page with students' progress. Teachers are great about reaching out to discuss what we can do as a team to service our EL students to better meet their needs. We hold meetings with parents to discuss grades, expectations, and look for solutions to the varying challenges.

Our ELAC meetings consist of parents, staff and guest speakers. During our ELAC meetings we discuss RHS activities, deadlines and upcoming events, we answer questions parents have, and parents give us their LCAP input to share with our district. We have implemented a Parent Night consisting of dinner and guest speakers to present information on school goals, how to support their child in college and career readiness, and opportunities to get involved in their child's learning.

Mental Health Services

RHS has steadily experienced more students with anxiety, depression and the need for social and emotional support. In 2016 RHS added a full time Mental Health Clinician to support our Tier 3 levels of support for social-emotional needs. We are working on adopting a social-emotional curriculum for use during the advisory period to address this growing issue. All teachers completed a Social Academic and Emotional Behavior Risk Screener (SAEBRS) assessment on each student in their 4th period class to identify at-risk students.

Multi-Tiered Systems of Supports (MTSS)

MTSS is a framework that is rooted in the idea that students perform better when their Academic, Social, and Emotional needs are measured and addressed as necessary. MTSS has a focus on Tier 1 instruction with the foundation being in UDL. There is an emphasis on data and ensuring that all populations within the school are addressed in an "All Means All" approach. With UDL the most severe and vulnerable of our populations (Special Ed, EL, etc.) are maintained in a general education setting with their like peers. We are doing this because we know that this approach will address many of the needs that we have on campus and will help increase student needs in academic and social/emotional areas. We have completed many trainings sponsored by the county, the district and the SUMS initiative. We have assembled a site team and continue to address our specific site needs and goals to meet the needs.

We have implemented the Social Academic and Emotional Behavior Risk Screener (SAEBRS). A copy of the SAEBRS was sent to every teacher to measure the current social/emotional status of their students in their fourth period classes. We are in the process of choosing a Social Emotional Curriculum for teachers to implement during advisory period next year. We have a tiered system of social/emotional support for students. Tier II is sessions with the school psychologist or school psychologist intern, Tier III is a referral with the district clinician or MFT interns. A small team of four people will be attending a Restorative Circles training on March 19/20. The intense two- day training will address: principles and key elements of restorative practices, understand the relationship between restorative practices and restorative justice, gain skills and tools for leading restorative circles, develop strategies for overcoming the challenges to effective implementation, recognize the benefits of restorative practices and their positive impacts on school discipline, suspensions and overall climate.

Academic interventions include the SST process. We are currently running the HOPS (Homework, Organization, Planning Skills) Intervention in all three Academic Support classes with all Freshmen and Sophomores in the class.

PBIS (Positive, Behavior, Interventions, Supports) posters are in every classroom and office. We have weekly ACE ticket winners, announcements about how to demonstrate the ACES from attendance to helping to keep the school and community clean. We also administered a survey recently to get student feedback.

Professional Development

The staff at Ripon High school take advantage of all professional development opportunities. Currently, math teachers are participating in CCSS curriculum training, science teachers are participating in NGSS training, and all staff are working to increase strategies such as essential questions, close reading and depth of knowledge. A weekly professional development calendar has been set in place to provide support in best teaching practices. Two part-time instructional coaches are in place to support staff in professional learning. Support days are used look for specific teaching strategies and practices that have been identified by each teacher and using extensive professional experience to analyze our teaching and student learning.

Teachers continue to attend conferences/workshops in CCSS math, science, English Language Arts, and ELD instructional strategies. Staff development is determined by individual needs, site needs and district needs. Teachers were given a survey to determine professional development needs. These needs are expressed in Professional Development Plans written at the district level, site level and individual teacher level. A new plan is written and submitted each year. Teachers are given opportunities to learn from each other in Break-Out sessions four times a year during collaboration time. All the plans have common threads and stem from the overall district plan. Current areas of focus include continued alignment of instructional materials to the state standards and developing instructional strategies to support student mastery of the new Common Core State Standards, integrating technology as an instructional and professional tool, using formative assessment data to identify instructional needs of all sub group students, ELL, Hispanic, Socio-Economically Disadvantaged and Special Needs students in order to develop instructional practices that will result in positive growth and close the growth gap when they are compared to the total student population.

RHS Wednesday Late-Start Professional Learning Plan

<u>Month</u>	<u>Date and Description</u>	7:50-8:50
August	16: Professional Learning in Library-Goals/Norms/instructional coaching, World's Greatest High School 23: Department Collaboration (Goal Setting) in Dept. Chair Room 30: Department Collaboration-Common Assessments, grading practices	
Sept	6: Professional Learning in Library-Instructional Norms, Data collection, School Goals 13: Department Collaboration-Goal Setting 20: Cross Department Collaboration in Library-ELD development. ELLvation 27: Department Collaboration-Single Plan, Student Achievement,	
Oct	4: Professional Learning in Library-School Goals, Action Plan 11: Department Collaboration/ PL Follow-up in Dept. Chair Room 18: Cross Department Collaboration in Library-ELD 25: Breakout Sessions-Class management, Google classroom, APPS to Check for Understanding	
Nov	1: Professional Learning in Library-MTSS 8: Department Collaboration/ PL Follow-up in Dept. Chair Room 15: Cross Department Collaboration in Library-MTSS 22: BREAK –No Meeting 29: Department Collaboration-Meet in Chair Room-Goal progress	
Dec	6: Professional Learning in Library-Student Feedback, peer to peer feedback 13: Department Collaboration/ PL Follow-up in Dept. Chair Room 20: MIN DAY- No Meeting 27: BREAK- No Meeting	
Jan	3: BREAK- No Meeting 10: Department Collaboration/ PL Follow-up in Dept. Chair Room 17: Cross Department Collaboration in Library-Feedback to drive instruction, Exit Tickets 24: Department Collaboration-Meet in Chair Room-WASC critical areas of follow up 31: Professional Learning in Library-WASC, S.L.O's	
Feb	7: Department Collaboration-Critical areas of follow up 14: Cross Department Collaboration in Library-MTSS, Social Emotional Screening 21: Breakout Sessions-IEP 101, Pair Deck, Checking for Understanding, Student Feedback to Drive Instruction, Higher Level Questioning 28: Professional Learning in Library-Instructional norm data	
March	7: Department Collaboration-Department Goals, Critical Areas of Follow Up 14: Cross Department Collaboration in Library-Data analysis, safety, lockdown 21: Department Collaboration-Meet in Chair Room 28: BREAK- No Meeting	

April	4: Professional Learning in Library-CAASPP Training 11: Department Collaboration/ PL Follow-up in Dept. Chair Room 18: Cross Department Collaboration in Library-CAASPP Training 25: Breakout Sessions-TBA
May	2: Professional Learning in Library-WASC VISIT 9: Department Collaboration/ PL Follow-up in Dept. Chair Room 16: Cross Department Collaboration in Library-Common Finals, Assessments 23: Department Collaboration-Meet in Chair Room 30: MIN DAY- No Meeting

Math Trainings 2017/2018

Grades 9-12: MATH

Types	Classes	# of Days	Total
CPM Summer Training	9-12	5 days	5
CPM Training	9-12	4 days	4
CPM Observations	9-12	4 days(no subs)	4
Total			13 days

Science-Next Generation Science Standards Trainings 2017/2018

9 - 12: NGSS

Types	Classes	# of Days	Total
Cadres	9-12	3 days each	3
Summer Work	Physics & Bio	5 days	5
Total			8 days

LCFF & LCAP

Implementation of the Local Control Funding Formula (LCFF) began in 2013-2014. The Local Control and Accountability Plan (LCAP) is an important component of the LCFF. Under the LCFF all LEAs are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities. The LCAP focuses on eight areas identified as state priorities. The plan demonstrates how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes. Multiple stakeholder group meetings were held to help develop the LCAP for RUSD. The following are RUSD's goals identified on the LCAP:

Goal 1: Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships that produce students who are college and career ready.

Goal 2: Maintain a 3-tier Multi-Tiered System of Supports (MTSS) program that meets the needs of students across the district and accelerate the growth of all students, including our underperforming subgroups in all areas.

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

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

III: Ongoing School Improvement

Ripon High School's Single Plan for Student Achievement (SPSA) serves as the source for identifying the instructional goals of RHS, implementing the professional development plan, administering the budgetary decisions made by all faculty, and determining and addressing instructional needs based on analysis of data. The SPSA is a collaborative document which incorporates input from all curricular stakeholders. It also includes the process used for analyzing student achievement data, measures the effectiveness of improvement strategies, uses state and site goal-measurement tools to understand critical causes of areas of growth, and identifies achievement goals and key program and improvement strategies that align with the Ripon Unified School District. This document defines timelines, accountability and responsible parties. Monitoring the SPSA is necessary to specifically define the extent to which allocation of resources have been successful in meeting the following goals:

Goal 1: Improve school wide student achievement and proficiency in ELA and mathematics. All students will reach high academic standards, at a minimum, attaining proficiency or better.

Goal 2: English Language Learners will become proficient in English and math. as evidenced by the English Language Proficiency Assessments for California ELPAC scores, and improve growth in standards met as evidence in CAASPP.

Goal 3: All students will be educated in learning environments that are effective, engaging and safe at school. Effective instructional strategies will be included in Common Core State Standards lessons, Response to Intervention (RTI) through MTSS (multi-tiered system of supports) and using restorative justice practices to support student needs in conflict and reducing student suspensions.

Goal 4: Students will develop college/career plans and participate in productive activities which further develop students as Academic Achievers, Community Contributors, and Effective Communicators. All students will graduate RHS college and career ready. Students will have the technology skills necessary to be successful in their college and or career paths.

The process of combining the SPSA and the Ripon School Action Plan is done through a collaborative effort with Department Heads, Site Staff, Site Council, English Language Advisory Committee (ELAC), District Leadership Team and approval from the School Board. These committees consist of: certificated staff, classified staff, parents, students, and community members. All stakeholders read, review and provide feedback. Four areas of focus on the SPSA is to meet all learners needs while aligning with Ripon Unified School District LCAP goals and Critical Areas of Follow-Up consist of: Academics, Social and Emotional through MTSS, School Culture, and College and Career Readiness.

Curricular departments provided content expertise in the School Single Plan for Student Achievement modifying information as needed, in their respective sections and content areas. Departments generated instructional strategies to improve student achievement, with an emphasis on how to assure the success of our English Learners, Socio-Economical Disadvantage, and Students with Disabilities.

Ripon High School's leadership team consisting of the Principal, Vice Principal, Counselor, and Department Heads review and monitor the implementation of the school plan. Other stakeholders such as Site Council and ELAC, consists of certificated staff, classified staff, parents, students and community members give input and feedback in developing and making appropriate changes each year to improve Ripon High School. Instructional Coaches provided data to help develop the appropriate professional learning to support staff in constantly improving that will maximize student learning. The two principals meet regularly with the Leadership Team, Instructional Coaches, Counselors, and Activities Director to analyze data, discuss observations that are seen throughout campus, determine professional development needs, provide student support structures, and addressing other curricular issues. Principal Keith Rangel addressed with the Leadership Team in April of 2016 regarding Ripon High School's status with WASC and the upcoming Mid-Cycle One Day Review in the following Spring. The WASC format and midterm progress report were discussed with timelines for completing the necessary tasks. The Instructional Leadership Team assessed the school's progress on the Critical Areas of Follow Up in early Fall. As a whole staff during Wednesday collaboration in August, Ripon High School's Single Plan was presented and reviewed from the previous year. Staff celebrated success with high ELA scores on the CAASPP and although growth still needed, a 5% increase in math. It was determined that our unduplicated students are an area of needed improvement. Staff was surveyed through google forms to determine needs for professional learning and what they felt was each of their strengths regarding delivery of instruction and how they could use that to support peers. Information such as student data, progress on common assessments, benchmarks, and special programs that support learners, was requested from Department Chairs as they met during weekly collaboration to add to the report working in their curricular teams. It was distributed at the School Site Council Meeting and the English Advisory Meeting in October and at the Leadership Team meeting in December. The feedback given suggested to continue on concentrating our pathways in Career Technical Education and English Learners. Revisions were made and data was updated. Critical Areas of follow up on increased depth of knowledge was presented to each department as rubrics, common assessments, benchmarks, and other data was gathered. In January each staff provided one form of measurement to assess the SLO's and agreed that each lesson would address at least one of the SLO's and would be communicated daily to the learners. Students were also given a survey to get feedback on measuring the SLO's. During collaboration throughout the year, departments worked in small groups addressing areas of follow up and progress. Suggestions for further revisions to the plan were made within departments in February. The Mid-Cycle Review was written by six department heads, two instructional coaches, bi-lingual aides, counselors, principal, vice principal, program manager and the district data analyst.

IV: Progress on Critical Areas for Follow-up/School wide Action Plan

Schoolwide Critical Areas for Follow-up Identified by the Visiting Committee

The visiting committee concurs with the school's identified areas that are outlined in the school wide action plan. These are summarized below.

- Continue to work toward providing and improving technological resources for staff/students. Continued support is needed to encourage all teachers to use technology most effectively to enhance student learning.
- Increase awareness, understanding, purpose, and implementation of the School-Wide Learner Outcomes for staff and students.
- Continue to develop and improve the effectiveness of the weekly advisory period.

In addition, the visiting committee identified areas that need to be strengthened.

1. Students will demonstrate an increased depth of knowledge across the curriculum to improve their higher order thinking skills as measured by the systematic use of formative, summative, and embedded school wide assessments.
2. Students in all subgroups will attain a level of achievement at least comparable to the school wide average (Areas to consider: curriculum, course offerings, counseling services, tardies, suspensions, testing, assessment and graduation rates)
3. All students will have (minimally) yearly touchpoints regarding academic progress and postsecondary goals as well as timely access and opportunity to meet with counselors for academic, college/career, and social/emotional needs.
4. Integrate various plans into one plan: The Single Plan for Student Achievement.
5. All students will develop college and/or career plans; participate in productive activities; and use tools such as Naviance during Advisory which further develop students as Academic Achievers, Community Contributors, and Effective Communicators.

1: Students will demonstrate an increased depth of knowledge across the curriculum to improve their higher order thinking skills as measured by the systematic use of formative, summative, and embedded school-wide assessments.

Over the past 3 years, the district program manager and instructional coaches provided presentations and materials on higher order thinking and assessments through whole staff professional development and Break-Out sessions during collaboration. The district also conducted Break-Out sessions, which offered training in higher order thinking and assessments for staff members who chose to go to those sessions.

Science and math teachers have participated in district science and math cadres for the past 3 years. The groups work together to share best practices, develop curriculum, explore newly adopted standards and strategies for addressing these standards. The science department has developed formal assessments for all classes and common assessments for courses taught by more than one teacher.

We further refined the action plan goal to focus specifically on English Language Arts and Mathematics on our Single Plan for Student Achievement: Improve school-wide student achievement and proficiency in Language Arts and Mathematics. All students will reach high academic standards, at a minimum, attaining proficiency or better in language arts and mathematics.

- The percentage of students meeting or exceeding standards on the CAASPP will remain constant or increase 1% in ELA and increase 3% in Mathematics.
- Continue to keep graduation rates above 95%
- Continue to keep or improve AP test pass rate at or above 65%

In 2017, 74% of students met or exceeded the standard on the ELA portion of the CAASP; the number of students exceeding the standard increased by 4% in compared to the year prior. The number of students not meeting the standard decreased from 10% in 2015 to 8% in 2017. The English department has always been a strong department and much of their success is attributed to their consistent collaboration with one another. Grade level teachers work together to ensure classes are at the same point in their units and are doing the same activities and assessments.

In addition, The English Department created a benchmark test for all grade levels from the StudySync curriculum that was recently adopted. The department gave their first benchmark test in October at the beginning of the 2nd quarter and plan to give it again at the end of the third quarter. This benchmark test is a standards based benchmark that focuses mainly on the English Language Arts Common Core Standards of reading and writing. The English department reviewed and discussed the results from this benchmark immediately. The benchmark test showed the department that at all grade levels the students were performing well as far as reading comprehension was concerned; however, the department noticed a deficiency in the students' ability to back up what is being said with evidence or correctly identifying what evidence should be used to best support an argument. With the scores in mind, the English department decided to allow these results to drive their instruction by putting more of an emphasis on citing evidence and reviewing what good evidence looks like. The English department will give the same benchmark test at the end of the third quarter to see if any improvement can be seen in the area of citing evidence. For next year's benchmark, the English Department is also looking at ways to delineate the data, so they can easily pull out information on the students who fall into the different subgroups. This act will allow the department to also target the areas of improvement for the subgroups more easily. The department is working to further develop these benchmarks over the summer to align with the CAASP and to administer the assessments at the end of each quarter as opposed to 2 times per year.

The English Department also reviewed the results of last year's SBAC and noticed that the students' scores were low in the standard of listening, so the department started implementing listening activities in the hopes of improvement on this year's SBAC.

While our math scores are comparable to other schools in the region, it has remained an area for growth for several years. Our math scores on the CAASP have improved over the past 3 years. The number of students exceeding the standard has increased by 1% since 2015 and the number of students meeting the standard has increased by 5 % since 2015, while the number of students not meeting the standard has decreased by 5% since 2015. While we celebrate this growth, we expect continued growth as this is the first year 11th graders testing will have received three years of instruction of integrated math compared to the traditional pathway of algebra, geometry, and algebra II. The math department has used peer to peer observations this year helping the collaboration process to spark conversations on what was seen and evident of student learning.

Changes in the curriculum occurred as we moved from the Mathematic Vison Project (MVP) to College Preparatory Mathematics (CPM). The process included a year of pilot instruction as well as other staff members having experience using it at previous districts. There multiple demonstration lessons, trainings, and presentations from the company to address questions. The committee felt CPM had additional resources to support EL students and provided various measures of assessments. RHS hosted a Math Night to provide an opportunity for the community, parents, and students to ask questions and give feedback regarding the new curriculum. The math department recently has implemented a department-wide benchmark assessment plan. Staff currently look at results as a form of baseline to measure growth to drive instruction to meet the learners needs.

We are currently using the Interim Block Assessments on the CAASPP website as our benchmarks. The plan involves utilizing 3 specific block assessments for each course level, Math I, Math II and Math III. Each Block will be given twice during the year, with the intent that the data will show growth in student scores from the first assessment to the second. The resulting data is shared with others at the same course level and use that data to help determine student needs and instruction delivery. Current discussions include writing our own benchmark assessments for next year and using the Edulastic Internet Platform to implement those assessments.

In the 2016-2017 school year nearly 99% of the student population completed the requirements to graduate. The number of students taking AP exams is at the highest they've ever been, with 343 students set to take the AP exams this year and 284 who took the exam in 2017. In 2016, the number of students taking the dropped from 268 in 2015 to 199. In 2016, the AP coordinator was off-campus, which resulted in less marketing and information delivered to students regarding the AP exams. This was also the first year that we openly publicized that students who take AP classes are not required to take the exam. However, that year the number of students passing the AP exam increased 2%. Though 85 more students took the AP exam in 2017 than 2016, the percentage passing dropped by 8%.

Action Steps	Timeline	Person(s) Responsible	Assessment
ELA and Math Action Items: 1. Improve instruction through the use of technology, including Chromebooks, I-Pads, calculators, and laptop	Start Date : 1/1/2018 Completion Date : 12/31/2018	High School Administration Counselors Teachers Support Staff	Staff will review and analyze annual test results and identify weaknesses in student performance related to

<p>computers to allow for enhanced Common Core instruction and to take the Smarter Balanced Assessment to improve students familiarity with the test.</p> <p>2. Common Instructional Practices- Instructional Norms developed to maximize student learning.</p> <p>3. Develop clear instructional goals with each department.</p> <p>4. Develop a common vision of effective instruction based on research.</p> <p>5. Using data to monitor progress/effective and constant feedback to students and teachers</p> <p>6. Celebrate student success with a reward system such as; swim day, Renaissance, ACE tickets, movie tickets for progress on state testing.</p> <p>7. Use of walkthrough observations to support gathering instructional data and provide feedback to teachers to drive their instruction.</p> <p>8. Professional Learning in differentiated instruction through Universal Design for Learning strategies to that aim to lower barriers to learning and optimize each students opportunity to learn.</p> <p>9. Use county support in math curriculum and technology.</p> <p>10. Use of a structured collaboration calendar to provide professional learning to discuss best teaching practices.</p> <p>11. In order to better facilitate</p>			<p>specific standards. In addition, to catch deficiencies early, benchmark exams will be given to all students in ELA and math .</p> <p>Benchmarks tests will be aligned with the standards taught to date at the time of the exams. Results will be reviewed and appropriate adjustments to instruction will be made.</p>
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<p>the delivery of Common Core lessons we will provide teachers with document camera and projectors.</p> <p>12. Instructional Cadres are developed to increase collaboration and support teacher growth.</p> <p>13. Ripon High School has created two instructional coaching positions on campus to support best teaching practices.</p> <p>14. All students will complete benchmark tests to establish a baseline and help determine level of need and or support.</p>			

2: Students in all subgroups will attain a level of achievement at least comparable to the school-wide average. We focused this goal on English Language Learners. Goal #2 on our Single Plan for Student Achievement states: English Language Learners will become proficient in English and math. During the 2016-17 school year, English learners will become proficient in English as evidenced by growth in CELDT scores, and improve growth in standards met or exceeded in the 2017 CAASPP ELA and math assessment scores.

As the number of English Language Learners has steadily increased each year, more and more students are redesignated each year. 13 students were redesignated during the 2015-2016 school year, and another 13 were redesignated in the 2016-2017 school year. Because the CELDT was phased out this past year, ELL staff must wait to redesignate students until the LPAC results come in during the next school year. The increase in number of students redesignated is partially attributed to a specified criteria established for redesignation; prior to this, there was not explicit criteria for redesignation. In addition, we have increased the amount of support ELL students receive through bilingual aides and the adoption of Read 180 curriculum for the English Intensive course. While there was always an English Language Development course, there was no set curriculum or assessments for the class. Read 180 provides students and teachers with a systematic approach that directly ties to progress monitoring assessments.

Though more and more students are being redesignated, ELL's are not showing improvement on the CAASP for English Language Arts or Math, which remains an area for growth.

Action Steps	Timeline	Person(s) Responsible	Assessment
<p>1. TIER 1 Interventions- Instructional strategies will focus on best practices and scientifically based research practices. Instructional norms have been established.</p> <p>2. Conduct benchmarks on lexile scores and assessments.</p> <p>3. Learning Center and bilingual support with push in and pull services based on students need.</p> <p>4. MTSS will be implemented to develop a clear path of support.</p> <p>5. After School Tutoring with bilingual aide support for English Language learners.</p> <p>6. Refer students to Student Study Teams to develop next step on interventions.</p> <p>7. Professional development will focus on English Learners and best practices through cadres, support days, and conferences.</p> <p>8. Teachers will collaborate on weekly meetings to analyze data, curriculum, materials, and feedback from students to drive instruction to meet needs.</p> <p>9. Professional Learning in differentiated instruction through Universal Design for Learning strategies to that aim to lower barriers to learning and optimize each students opportunity to learn.</p>	<p>Start Date : 1/1/2018</p> <p>Completion Date : 12/31/2018</p>	<p>High School Administration Counselors Teachers Support Staff</p>	<p>Staff and administration will analyze the data to determine steps of Tier interventions. MTSS will be used to monitor and support students. Ripon High has established a Student Data Review Team (SDRT) comprised of administration, psychologist, special education staff, counselors, and district directors. The team will use input from lexile scores, benchmarks from Reading 180 and English Intensive assessments, CELDT growth, CAASPP scores. Staff and bilingual paraprofessionals regularly collaborate to monitor EL students progress.</p>

3: All students will have (minimally) yearly touchpoints regarding academic progress and postsecondary goals as well as timely access and opportunity to meet with counselors for academic, college/career, and social/emotional needs.

The greatest factor in being able to address this goal is having another counselor on campus. This has allowed the counselors to meet with more students and provide various workshops on college preparedness, the process of applying for college, writing personal statements, and financial aid. The counselors present in all English classes to discuss graduation requirements and courses need to be accepted into 4-year colleges. The addition of another counselor has also given the counselors time to explore and utilize the Naviance system with students. The counselors are continuing to look for ways to use this program during the advisory period and/or English classes.

Another important component of this goal is addressing the social/emotional needs of all students. Ripon High School has a high number of students suffering from anxiety and depression. We further address this on our Single Plan for Student Achievement within Goal #1, “Intervention Action Items”. The development of the Multi-Tiered Systems of Support (MTSS) team. MTSS is a framework that is rooted in the idea that students perform better when their Academic, Social, and Emotional needs are measured and addressed as necessary. MTSS has a focus on Tier 1 instruction with the foundation being in UDL (Universal Design Learning). There is an emphasis on data and ensuring that all populations within the school are addressed in an “All Means All” approach. With UDL the most severe and vulnerable of our populations (Special Ed, EL, etc.) are maintained in a general education setting with their like peers. We are doing this because we know that this approach will address many of the needs that we have on campus and will help increase student needs in academic and social/emotional areas. We have completed many trainings sponsored by the county, the district and the SUMS initiative. We have assembled a site team and continue to address our specific site needs and goals to meet the needs.

We have implemented a Social/Emotional Screened utilizing the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS). The SAEBRS is a tool supported by research for use in universal screening for behavioral and emotional risk. A copy of the SAEBRS was sent to every teacher to measure the current social/emotional status of their students in their fourth period classes. We are in the process of choosing a Social Emotional Curriculum for teacher to implement during advisory period next year. We have a tiered system of social/emotional support for students. Tier II is sessions with the school psychologist or school psychologist intern, Tier III is a referral with the district clinician or Marriage, Family, Therapist Interns (MFT). A team of staff members consisting of teachers, administration, and counselors will be attending a Restorative Circles training on March 19/20. The intense two-day training will address: principles and key elements of restorative practices, understand the relationship between restorative practices and restorative justice, gain skills and tools for leading restorative circles, develop strategies for overcoming the challenges to effective implementation, recognize the benefits of restorative practices and their positive impacts on school discipline, suspensions and overall climate.

Academic interventions include the SST process. We are currently running the HOPS (Homework, Organization, Planning Skills) Intervention in all three Academic Support classes with all Freshmen and Sophomores in the class. The plan below addresses the social-emotional aspect of the action plan and Single Plan for Student Achievement.

Action Steps	Timeline	Person(s) Responsible	Assessment
<p>Intervention Action items:</p> <ol style="list-style-type: none"> 1. All students will receive Tier 1 support with high quality instruction based on research and best practices. 2. Students not meeting grade level standards will receive Tier 1, 2 or 3 interventions as needed. 3. After school math tutoring is available. Support is provided by peers and teachers. 4. Library homework support is provided before and after school by each department. 5. English Language Learners will be provided instructional support with bilingual aides during and after school. 6. Intervention support classes are being implemented such as; Math 180, Reading 180, Math support, Academic Support class, and an English Intensive course. 	<p>Start Date : 1/1/2018</p> <p>Completion Date : 12/31/2018</p>	<p>High School Administration Counselors Teachers Support Staff</p>	<p>The Student Data Review Team (SDRT) will meet yearly to review every grade high school student who is struggling to meet graduation requirements. The team will thoroughly review each student's strengths and weaknesses and document any academic, medical, language, social/emotional, and/or behavioral needs that student may have.</p>

4: Integrate various plans into one plan: The Single Plan for Student Achievement.

We have built the Single Plan for Student Achievement around the school-wide action plan and recommendations presented by the WASC committee. Some of the goals developed from the

recommendations by the WASC committee were made into more specific goals that were more measurable and addressed critical areas of need.

5: All students will develop college and/or career plans, participate in productive activities, and use tools such as Naviance during Advisory, which further develop students as Academic Achievers, Community Contributors, and Effective Communicators (ACE).

Over the past 3 years, we've utilized the Advisory period for assemblies/rallies, guest speakers, safety discussions, lock down drills, and voting for homecoming and elections. We've also used this period to discuss current events/issues, school related topics such as spirit, and ways we can improve our school. Last year, an instructional coach put together short lessons for teachers to use. Lessons ranged from subjects like credit scores for seniors to inspirational TED Talks for all grade levels. With recent emphasis on the need for social-emotional education, we have agreed to adopt a social-emotional curriculum for 9th and 10th grade students. We are currently deciding between Character Counts and Character Strong curricula.

Counselors are continuing their work with Naviance and ways to better incorporate the program into advisory. With advisory being a 21-minute period and Naviance being a computer based program, this poses a challenge as to how to effectively utilize the system during such a short period. The counselors work with freshmen in health courses to complete a personality inventory. Juniors complete college and career exploration activities, scholarship searches, write personal statements, and develop their profiles for their senior year.

In order to further promote the ACE's, teachers hand out ACE tickets to recognize students for various acts that demonstrate academic achievement, community contributions, and/or effective communication. Students can turn in these tickets for a weekly drawing. Winners are announced during morning announcements. Students can win gift certificates, dance tickets, credit towards the student store. When a student is awarded with an ACE ticket, staff clearly communicate what behavior was being displayed in regards to being an Academic Achiever, Community Contributor, or an Effective Communicator. Modeling expectations to staff and students is a vital aspect for success. Training to staff as well as videos were made for staff and students.

Action Steps	Timeline	Person(s) Responsible	Assessment
1. Continue to expand our a-g course offerings as well as Advanced Placement courses (AP). RHS currently has 13 AP courses. 2. We will continue to apply to the University of California for all courses that fit and meet criteria. 3. Continue to increase the rigor by ensuring all courses are aligned with	1/1/18-12/31/2018	School staff, administration, counselors	Graduation rates, a-g completion, CTE completers, and parent student and staff surveys. Our technology committee will also provide input. We will evaluate student attainment of the SLO's.

<p>the Common Core Standards.</p> <p>4. School leadership team will identify best teaching practices to increase student achievement by implementing a professional learning plan.</p> <p>5. Ripon High will identify Career Technical Education pathways for students as they exit our programs career ready or prepared for future training.</p> <p>6. Ripon High will ensure that our programs follow the 11 guidelines of a high quality CTE program.</p> <p>7. Build articulation with community, Institutes of Higher Learning, and other College Resources.</p> <p>8. Student survey to meet needs with high demands and high wages.</p> <p>9. Industry Recognized Certificates</p> <p>10. Develop Teacher Assistant Roles (TA's), tutoring, group learning, and supporting students.</p> <p>11. WorkAbility placement to give students with special needs an opportunity to get job skills and</p>			
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<p>experience.</p> <p>12. Senior Exit Survey</p> <p>13. Naviance data for all students to explore information to support options after high school.</p> <p>14. Increased Counselor contact. All students will have (minimally) yearly touch points regarding academic progress and post-secondary goals as well as timely access and opportunity to meet with counselors for academic, college/career, and social/emotional needs.</p> <p>15. Ripon High has become part of a county consortium to apply for CTE grant money to increase career technical support.</p> <p>16. Parent survey to be done to get feedback on best methods of communication to increase parent involvement.</p> <p>17. RHS will put on a Parent College Night, Financial Aide Night, and CTE Night to increase parent involvement and awareness to help parents better support their student.</p>			
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Schoolwide Critical Areas for Follow-Up Identified by Ripon High School

The following goals were identified in completing the last self-study and agreed upon by the visiting committee.

Continue to work toward providing and improving technological resources for staff and students. Continued support is needed to encourage all teachers to use technology most effectively to enhance student learning.

All English teachers now have Chromecarts and have received training in the StudySync curriculum. There are 10 additional Chromecarts in constant use by teachers who check them out from the library. In addition, all teachers now have projectors that have been mounted within their rooms and English and Math teachers have document cameras.

Teachers have received professional development in Google applications, Weebly, and ELLEVATION. Teachers have had the opportunity to participate in additional training in online tools such as Socrative, Kahoot, EdPuzzle, Google applications, and Weebly through our site-breakout sessions. Such presentations have also been offered through our yearly district Break-Out sessions.

Two teachers on campus have been trained to be Google certified educators. One of these teachers has finished the certification process, while the other is continuing to work through the testing process. These teachers provide the staff with training during Break-Out sessions and collaboration periods, as well as additional technological support as needed. Four teachers attended last year's Google Summit, where they learned of the various ways Google applications can be used in the classroom.

One teacher participates in the district technology cadre which works to improve technology on our campuses and share information with the staff at their home sites about possible professional development opportunities and changes happening across the district.

Action Steps	Timeline	Person(s) Responsible	Assessment
<p>1. Improve instruction through the use of technology, including Chromebooks, I-Pads, calculators, and laptop computers to allow for enhanced Common Core instruction and to take the Smarter Balanced Assessment to improve students familiarity with the test.</p> <p>2. In order to better facilitate the delivery of Common Core lessons we will provide teachers with document camera and projectors.</p>	<p>Start Date : 1/1/2018</p> <p>Completion Date : 12/31/2018</p>	<p>High School Administration Counselors Teachers Support Staff</p>	<p>Staff survey on professional development</p>

Increase awareness, understanding, purpose, and implementation of the Schoolwide Learner Outcomes for staff and students.

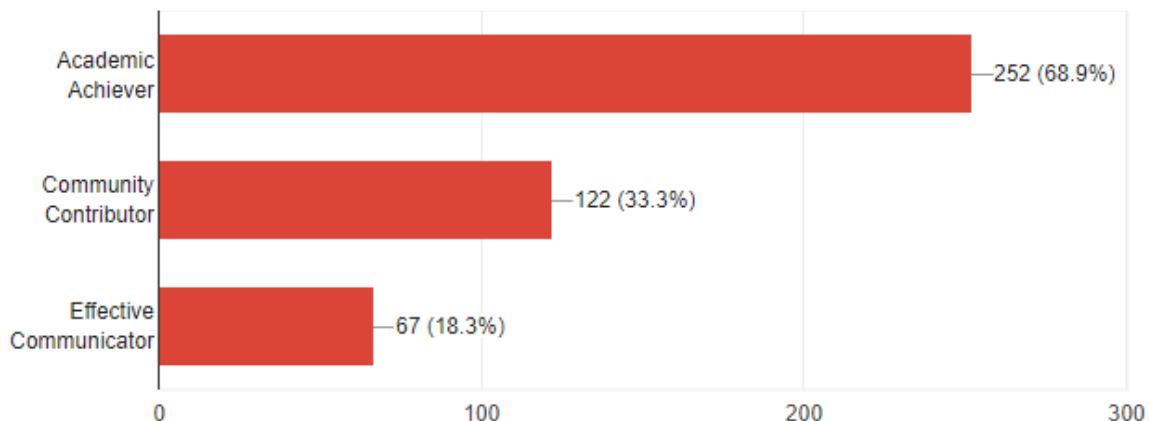
The most widely recognized way that we have tried to make students and staff aware of the school SLO’s is through the use of ACE tickets. Staff members are to hand out ACE tickets when they notice a student demonstrating the qualities of an ACE (Academic Achiever, Community Contributor, Effective Communicator). Students turn these tickets into the office for a weekly drawing. Students’ names that are drawn are announced once per week over the morning announcements. Students have the opportunity to win tickets to dances and graduation, spirit-wear, gift certificates, and credit towards the student store. The whole staff met during collaboration to determine effectiveness of measuring the SLO’s. Each staff provided one form of measurement consisting of: surveys, tally ACE tickets, exit interviews, portfolios. Staff have agreed to make addressing and communicating the SLO’s in each lesson.

Each month the students and staff have the opportunity to nominate a student and a staff member who demonstrates characteristics of an ACE. The ASB Leadership team looks at these nominations and identifies the student and staff member with the most votes. The Journalism class writes an article about each of these nominees, which goes in their quarterly publication and creates a video about each nominee, which is publicized through the class’ news website.

Students were asked to complete a survey regarding their knowledge and understanding of the SLO's. The following graphs represent student responses:

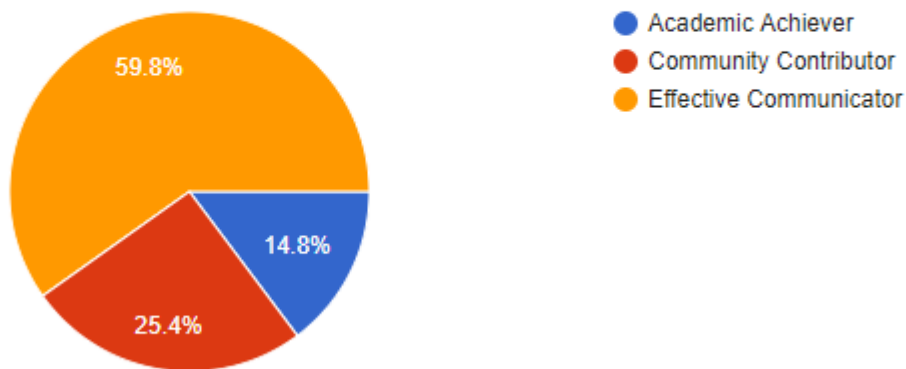
Which ACE are you the most familiar with and can easily explain?

366 responses



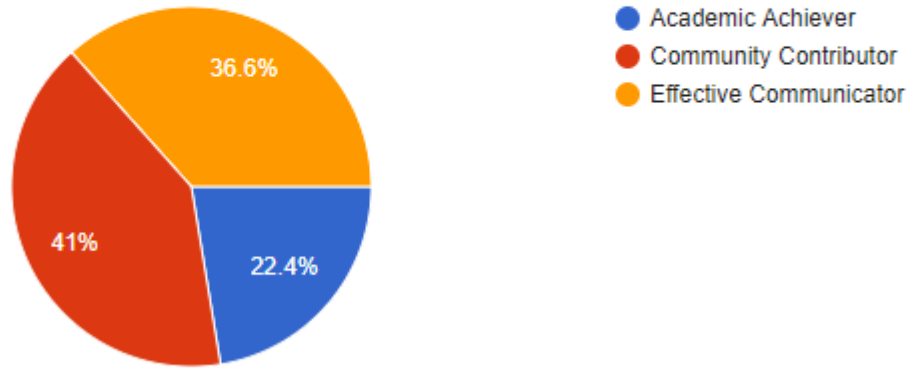
Which ACE are you the least familiar with and would have the most difficult time explaining?

366 responses



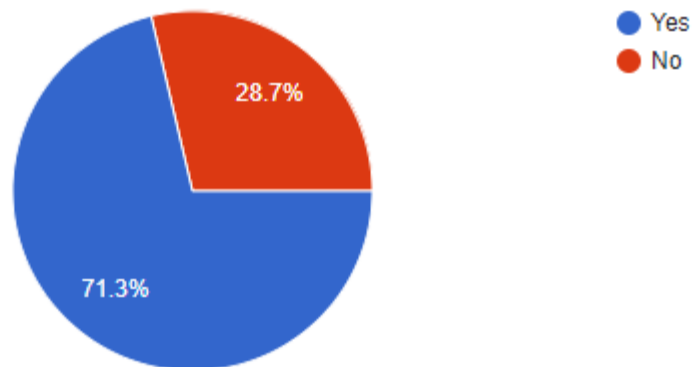
Which ACE do we need to focus on or do a better job defining and recognizing?

366 responses



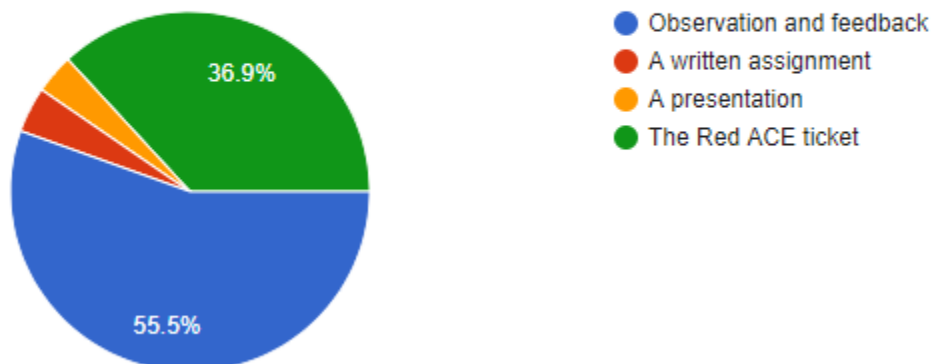
Have you ever been recognized with an ACE ticket?

366 responses



What is the best way we should measure student mastery of the ACE's?

366 responses



Continue to develop and improve the effectiveness of the weekly advisory period.

We continue to work on ways to best utilize the 21-minute advisory period. During the last 3 years, we've used this period for assemblies and rallies, guest speakers, surveys, and voting for homecoming and elections. In the 2015-2016 school year, RHS developed an Advisory Committee composed of ten staff members to develop an effective model of advisory. The committee wanted to use this time to develop student relationships and discuss topics based on grade level such as organization, decision making, preparing for adulthood, etc. State testing has occurred within advisory classes resulting in students feeling comfortable with the same peers and teacher throughout the four years of high school. When major events have happened in our community, country, and/or the world, we've used the period to have discussions with students. We have also held discussions on school related topics such as school safety and used the period to get feedback from students on ways to improve our school. With our newly implementation of MTSS, we have identified a need of social-emotional curricula. A leadership team of four have currently received professional learning at the California Association of Directors of Activities (CADA) on the importance and how this effects student achievement in areas such as academics and school culture. Additional training is scheduled for the Spring of 2018.

Last year, an instructional coach put together short lessons for teachers to use during advisory for each grade level. Lessons included quarterly and semester reflections, discussions on subjects like homework, videos topics like Richard St. John's 8 traits of successful people, and life skills such as how to email a teacher. Additionally, we have agreed to adopt a social-emotional curriculum for 9th and 10th grade advisory. We are currently deciding between Character Counts and Character Strong curricula.

V: School wide Action Plan Refinements

Changes continue in the efforts to improve and maximize student learning. Since the last WASC visit in 2015 RHS has added and modified our “Actions to be Taken” to better support all students and staff. Changes included consist of:

- **Multi-Tiered Systems of Supports (MTSS)**- Changes for RHS and the school-wide action plan continues to focus on supporting all students with efforts and services in Response to Intervention (RTI) however an additional focus on social, emotional, and behavior with the implementation of Multi-Tiered System of Supports MTSS. This had consisted of a MTSS team completing a self-survey with a detailed description on how to fully implement MTSS. Most scores showed RHS in the implementing stages. A universal screener was recently completed to assess what student’s needs may be and TIER 2 interventions. Multiple trainings to staff and discussion are taking place to support staff. We believe with MTSS it will
- **Instructional Coaching**-2015 was the first year RHS implemented instructional coaching with one period and little direction. Our Actions to be Taken to Improve have consisted of using two teachers, two periods, and have created a mission with clear goals. We have used hundreds of classroom walkthrough visits to gather baseline data and now able to see improved results in two short years.
- **Universal Design for Learning (UDL)** -RHS is in the implementing stages to give learners choice and more of a voice in their learning. Strategies to support all learning styles are being explored while keeping students responsible for their learning. We believe this will be the foundation of our TIER 1 instruction.
- **Student Data Review Teams (SDRT)** RHS was lacking a data process to best make decisions in supporting all students. We now have a SDRT Team that meets twice in the year to look at students grades, attendance, behavior, progress toward graduation, CAASP scores, CELDT scores, and benchmark progress to make decisions based on data on how to appropriately support each student.
- **Restorative Practices**-RHS is in the beginning stages of implementation of Restorative Practices to help solve conflicts appropriately and reduce behavior incidents such as suspensions and referrals.
- **Career Technical Education (CTE)** - As we continue to strive for all students to be college and career ready, we have joined a CTE Consortium with the County to receive additional funding through a CTE grant. We have established clear pathways in Agriculture Business, Agriculture Mechanics, Business Management, Software Systems Development, and Consumer Services to provide opportunities for students to receive skills needed as they transition into the workforce.
- **CAASP**-We have continued to increase the expectations of the percentage of students meeting or exceeding the standards in ELA and math. Our goal in 16-17 was to increase 5% in math and we met that. Our 2017-2018 goal is growth by another 5% making for a 10% growth in a couple years. Our ELA scores continue to be high, however the expectation is for another percentage of growth.

SCHOOL GOAL #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics and Language Arts
LEA/LCAP GOAL:
<p>LCAP Goal: Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships which produce students who are college and career ready.</p> <p>2) Build a thorough Multi-Tiered-System of Supports (MTSS) program that is consistent across the district to support all students.</p>
SCHOOL GOAL #1:
<p>Improve school wide student achievement and proficiency in Language Arts and Mathematics All students will reach high academic standards, at a minimum, attaining proficiency or better in language arts and mathematics.</p> <ul style="list-style-type: none"> • The percentage of students meeting or exceeding standards on the CAASPP will remain constant or increase 1% in ELA and increase 3% in Mathematics. • Continue to keep graduation rates above 95% • Continue to keep or improve AP test pass rate at or above 65%
Data Used to Form this Goal:
<p>The data used to form this goal are CAASPP results, AP Scores, Reading Inventory lexile scores, benchmark assessments, and graduation rates.</p>
Findings from the Analysis of this Data:
<p>Ripon High has consistently been one of the top schools in the county in standardized test scores. On the new CAASPP 74.5% of our students met or exceeded standards in ELA and 36% of our students met or exceeded standards in Mathematics according to 2017 CAASPP results. Our graduation rate has risen in the last two years to 99%. The AP exam pass rate was 64% with 284 exams taken from 173 different students.</p>
How the School will Evaluate the Progress of this Goal:
<p>Staff will review and analyze annual test results and identify weaknesses in student performance related to specific standards. In addition, to catch deficiencies early, benchmark exams will be given to all students in ELA and math. Benchmark tests will be aligned with the standards taught to date at the time of the exams. Results will be reviewed and appropriate adjustments to instruction will be made.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible
<p>ELA and Math Action Items:</p> <ol style="list-style-type: none"> 1. Improve instruction through the use of technology, including Chromebooks, I-Pads, calculators, and laptop computers to allow for enhanced Common Core instruction and to take the Smarter Balanced Assessment to improve student’s familiarity with the test. 2. Common Instructional Practices- Instructional Norms developed to maximize student learning. 3. Develop clear instructional goals with each department. 4. Develop a common vision of effective instruction based on research. 5. Using data to monitor progress/effective and constant feedback to students and teachers 6. Celebrate student success with a reward system such as; swim day, Renaissance, ACE tickets, movie tickets for progress on state testing. 7. Use of walkthrough observations to support gathering instructional data and provide feedback to teachers to drive their instruction. 8. Professional Learning in differentiated instruction through Universal Design for Learning strategies to that aim to lower barriers to learning and optimize each students opportunity to learn. 9. Use county support in math curriculum and technology. 10. Use of a structured collaboration calendar to provide professional learning to discuss best teaching practices. 11. In order to better facilitate the delivery of Common Core lessons we will provide teachers with document camera and projectors. 12. Instructional Cadres are developed to increase collaboration and support teacher growth. 13. Ripon High School has created two instructional coaching positions on campus to support best teaching practices. 14. All students will complete benchmark tests to establish a baseline and help determine level of need and or support. 	<p>Start Date : 1/1/2018 Completion Date : 12/31/2018</p>	<p>High School Administration Counselors Teachers Support Staff</p>
<p>Intervention Action items:</p> <ul style="list-style-type: none"> • All students will receive Tier 1 support with high quality instruction based on research and best practices. • Students not meeting grade level standards will receive Tier 1, 2 or 3 interventions as needed. • After school math tutoring is available. Support is provided by peers and teachers. • Library homework support is provided before and after school by each department. • English Language Learners will be provided instructional support with bilingual aides during and after school. • Intervention support classes are being implemented such as; Math 180, Reading 180, Math support, Academic Support class, and a English Intensive course. 	<p>Start Date : 1/1/2018 Completion Date : 12/31/2018</p>	<p>High School Administration Counselors Teachers Support Staff</p>

SCHOOL GOAL #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Learner Achievement
LEA/LCAP GOAL:
Maintain a Multi-Tiered System of Supports (MTSS) that meets the needs of all students across the district and accelerate the growth of all students, including our underperforming subgroups in all areas.
SCHOOL GOAL #2:
English Language learners will become proficient in English and math. During the 2016-17 school year, English learners will become proficient in English as evidenced by growth in CELDT scores, and improve growth in standards met or exceeded in the 2017 CAASPP ELA and math assessment scores.
Data Used to Form this Goal:
CELDT, CAASPP scores, number of re-classified EL students.
Findings from the Analysis of this Data:
<p>The data was reviewed by staff, ELAC, Site Council, and administration that identified math as an area of improvement.</p> <ul style="list-style-type: none"> •English Language Arts: 79% of English only students met the standards compared to 8% of English Learners. •Math: 38% of English only students met the standards compared to none of the 12 English Learners that tested. •CELDT: English Language learners continue to increase the amount of students that become reclassified. 13 out of the 61 English Learners (21%) were reclassified during the 2016/ 2017 school year.
How the School will Evaluate the Progress of this Goal:
Staff and administration will analyze the data to determine steps of Tier interventions. MTSS will be used to monitor and support students. Ripon High has established a Student Data Review Team (SDRT) comprised of administration, psychologist, special education staff, counselors, and district directors. The team will use input from lexile scores, benchmarks from Reading 180 and English Intensive assessments, CELDT growth, CAASPP scores. Staff and bilingual paraprofessionals regularly collaborate to monitor EL student’s progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible
<p>1. TIER 1 Interventions-Instructional strategies will focus on best practices and scientifically based research practices. Instructional norms have been established.</p> <p>2. Conduct benchmarks on lexile scores and assessments.</p> <p>3. Learning Center and bilingual support with push in and pull services based on students need.</p> <p>4. MTSS will be implemented to develop a clear path of support.</p> <p>5. After School Tutoring with bilingual aide support for English Language learners.</p> <p>6. Refer students to Student Study Teams to develop next step on interventions.</p> <p>7. Professional development will focus on English Learners and best practices through cadres, support days, and conferences.</p> <p>8. Teachers will collaborate on weekly meetings to analyze data, curriculum, materials, and feedback from students to drive instruction to meet needs.</p> <p>9. Professional Learning in differentiated instruction through Universal Design for Learning strategies to that aim to lower barriers to learning and optimize each students opportunity to learn.</p>	<p>Start Date : 1/1/2018</p> <p>Completion Date : 12/31/2018</p>	<p>High School Administration</p> <p>Counselors</p> <p>Teachers</p> <p>Support Staff</p>

SCHOOL GOAL #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate and Culture
LEA/LCAP GOAL:
LCAP Goal: Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.
SCHOOL GOAL #3:
All students will be educated in learning environments that are effective, engaging and safe at school. Effective instructional strategies will be included in Common Core SS lessons, Response to Intervention through MTSS (multi-tiered system of supports) and using restorative justice practices to support student needs in solving conflicts and reducing student suspensions.
Data Used to Form this Goal:
<ul style="list-style-type: none"> • LCAP surveys completed by staff, parents, and students • Student feedback from Student Senate and Student Voices • Staff and student participation at extra-curricular activities • Attendance rates • Discipline, suspension, expulsion rates • Drug dog findings through the year • Positive Behavior Intervention tickets earned by students by demonstrating school learning outcomes
Findings from the Analysis of this Data:
<ul style="list-style-type: none"> • Ripon High School continues to have a strong attendance rate of about 96% • Suspension and expulsions continue to decline • 75% of Ripon High students are involved in a club, sporting event, or school activity outside instructional time. • An LCAP survey was given to all Ripon High School parents, students and teachers. The results from the parent survey indicated that 89.57% felt welcomed at the school and 82.45% are very satisfied with their child's learning experience. • Overall, 75.44% of parents felt that their child was provided multiple opportunities or opportunities to succeed. The student survey was conducted this year by 9-11th grade students. The results from the student survey indicated that 83.9% felt that their teacher

encouraged them to produce their best work. 84.73% of students felt that if they had a question their teacher would help them during or after class. About 75% of students feel that Ripon High is preparing them for college and career paths. The results from the teacher survey indicated that over 90% of the staff feels that Ripon High is a safe, positive environment to work, with adequate communication. 93.34%

Teachers felt that students are provided multiple opportunities or ways to succeed.

How the School will Evaluate the Progress of this Goal:

- Ripon High School will continue to review climate, safety, and procedures at weekly safety meetings by team.
- Quarterly School Site Council and ELAC meetings.
- Continued feedback from surveys to school stakeholders.
- Suspension/ expulsion rates.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. All students will participate in a Social and Emotional Screening to help determine student needs and support. 2. Continue our Positive Behavior & Interventions (PBIS) by recognizing students that display school expectations and demonstrate the Student Learning Outcomes (SLO). Students are given tickets and may receive prizes 3. The School Resource Officer supports the school safety committee. This role continues to support in the prevention of serious issues such as drugs, alcohol, and violent behavior. 4. Canine services are provided as a deterrent to prevent drugs on campus. 5. Perfect attendance awards 6. School staff continues to be trained in implementing PBIS to prevent serious discipline issues and increase in student expectations 7. Continue to push student involvement in co and extra-curricular activity 8. Association of Student Body (ASB) will continue to hold spirit rallies, anti-bullying campaigns, and increase student spirit 9. Bi yearly participation of Every 15 Minutes to educate the dangers of drinking and driving 10. Ripon High School has increased its security by installing cameras around campus 11. Ripon High continues to provide two campus supervisors throughout the school day 12. Safety Team meets weekly and reports to staff and district regarding questions, concerns, and procedures. 13. MTSS staff will receive professional learning in social restorative practices to help students solve conflicts appropriately and reduce suspensions. 	<p>Start Date : 1/1/2018 Completion Date : 12/31/2018</p>	<p>School staff, Principal, and SRO</p>

SCHOOL GOAL #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Ready
LEA/LCAP GOAL:
LCAP Goal: Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships which produce students who are college and career ready.
SCHOOL GOAL #4:
Students will develop college and/or career plans and participate in productive activities which further develop students as Academic Achievers, Community Contributors, and Effective Communicators. All students will graduate RHS college and or career ready. They will have the technological skills necessary to be successful in their college and/or career paths.
Data Used to Form this Goal:
Graduation rates, completion of University of California a-g requirements, and CTE completers, parent, staff, and student surveys.
Findings from the Analysis of this Data:
Our graduation rate has continued to rise (99%) and the number of CTE completers will continue to increase as 86 seniors graduated as a completer. Ripon High students continue to get accepted to colleges and universities all over the country with 95 seniors in the class of 2017 have met the A-G requirements to be eligible to apply for a UC and State Colleges.
How the School will Evaluate the Progress of this Goal:
Graduation rates, a-g completion, CTE completers, and parent student and staff surveys. Our technology committee will also provide input. We will evaluate student attainment of the SLO's.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible
<ol style="list-style-type: none"> 1. Continue to expand our a-g course offerings as well as Advanced Placement courses (AP). RHS currently has 13 AP courses. 2. We will continue to apply to the University of California for all courses that fit and meet criteria. 3. Continue to increase the rigor by ensuring all courses are aligned with the Common Core Standards. 4. School leadership team will identify best teaching practices to increase student achievement by implementing a professional learning plan. 5. Ripon High will identify Career Technical Education pathways for students as they exit our programs career ready or prepared for future training. 6. Ripon High will ensure that our programs follow the 11 guidelines of a high quality CTE program. 7. Build articulation with community, Institutes of Higher Learning, and other College Resources. 8. Student survey to meet needs with high demands and high wages. 9. Industry Recognized Certificates 10. Develop Teacher Assistant Roles (TA's), tutoring, group learning, and supporting students. 11. Work Ability placement to give students with special needs an opportunity to get job skills and experience. 12. Senior Exit Survey 13. Naviance data for all students to explore information to support options after high school. 14. Increased Counselor contact. All students will have (minimally) yearly touch points regarding academic progress and post-secondary goals as well as timely access and opportunity to meet with counselors for academic, college/career, and social/emotional needs. 15. Ripon High has become part of a county consortium to apply for CTE grant money to increase career technical support. 16. Parent survey to be done to get feedback on best methods of communication to increase parent involvement. 17. RHS will put on a Parent College Night, Financial Aide Night, and CTE Night to increase parent involvement and awareness to help parents to better support their student. 	<p>Start Date : 1/1/2018</p> <p>Completion Date : 12/31/2018</p>	<p>School staff, administration, counselors</p>