



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ripon High School	39686503935756	3/24/2025	4/7/2025

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
NA

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Ripon High School and district take input from all educational partners, needs assessments, surveys, CAASPP scores, the California Dashboard and more. From this information, needs are summarized, goals created and plans developed. The School Plan is written to be in alignment with the Local Control Accountability Plan (LCAP) and federal addendum. All plans support the eight state priorities and WASC needs.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A Site Council Survey was given on 10/14/24 to help establish strengths, areas of improvement and establish school priorities. The results and feedback continues to be in the area of additional space and facilities to support the growth of enrollment and current programs. We have added a new CTE building to support growth. Educational partners continue to feel spirit and moral is high at Ripon High School. Student and staff participation continue to be high at the school site. Feedback and input continues to be a priority when making improvements to Ripon High.

LCAP surveys were given in the fall of 2024 to all Ripon High School parents, students, and teachers. The results and data are evaluated annually by the site leadership, Site Council, English Language Acquisition Committee (ELAC), and our WASC Focus groups to help determine site goals for the Single Plan for Student Achievement and the current Action Plan in the WASC Report. An area of strength is most students feel they have at least one adult that they have built a strong relationship with during the school year as well as a feeling safe while on campus.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted through a comprehensive evaluation system that adheres to the RUTA contract, ensuring that all teachers, including probationary ones who receive a minimum of four evaluations, are provided with structured feedback. In addition to these formal evaluations, weekly drop-ins by administration offer timely, informal feedback through various methods such as email, direct discussions, or even a quick sticky note. This multi-tiered approach was further enriched in the spring of 2024 during Instructional Rounds, where observers focused on student engagement and the implementation of Universal Design for Learning (UDL) strategies, thereby supporting all learners.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At Ripon High, we annually review student performance using a comprehensive array of state and local assessments. For instance, students take the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts and Math, as well as the California Science Test (CAST). All English Language Learners participate in the English Language Proficiency Assessments in California (ELPAC), which helps us monitor growth and inform reclassification decisions.

In addition to these state assessments, we also administer college readiness tests such as the PSAT, SAT, ACT, ASVAB, and EAP. The results from these assessments support the development of both individual and school-wide goals. Our subject area teams even develop teacher-designed assessments that are integrated into our annual standards-based instructional calendars and pacing guides, ensuring regular progress monitoring and mastery of the standards.

Teachers at RHS make effective use of this data to drive instruction. They analyze information from various sources—including the LCAP survey, WASC survey, and direct student feedback—to tailor lessons that address student needs. With tools like Edulastic, an online assessment platform, educators can access real-time data to adjust instruction immediately.

Furthermore, our Student Data Review Team—comprising the Principal, resource specialists, counselors, mental health clinicians, and classroom teachers (and occasionally the Director of Student Services, district psychologist, or nurse)—meets regularly to review assessment results and other data. This team works collaboratively to identify and prioritize the needs of under-performing students, ensuring that every student receives a coordinated instructional program complete with necessary adaptations or modifications.

Weekly, content-specific department meetings are held during the contracted day. These sessions are critical for aligning our programs with the Common Core State Standards (CCSS) and for integrating supplemental materials that support these standards. Based on assessment results, teachers develop and implement targeted intervention plans and use student feedback surveys to further refine instruction.

Lastly, both state standardized tests and local benchmark assessments are used as interim measures to gauge student progress toward mastering the standards. These benchmarks help pinpoint areas needing reteaching and also inform the ongoing evaluation of individual programs, scope and sequence, and the pace of lessons

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

CAASPP Interim Assessments are used to ensure that students are on track and modify individual student programs as necessary.

Ripon High School uses program-based and teacher-made assessments to monitor student progress toward meeting their educational goals. We use the information gained from this data system to inform and modify our instruction, reteaching where needed and accelerating when possible.

Departments continue to collaborate to create common assessments, finals, and frequent on-going assessments. Grade level departments are held to review student progress and make adjustments to instruction as needed.

Math, science, and English are implementing a database online assessment tool Edulastic and IXL to gather instant information on student progress. This data helps drive instruction and maximize student learning.

Departments continue to create a scope & sequence to align alike courses with common assessments. IXL has been used to create and support benchmarks to help individualize students needs. IXL is a comprehensive learning platform that provides personalized instruction and assessments for students. We are able to adapt to each learner's individual needs, offering targeted practice problems and real-time feedback. IXL helps students master concepts at their own pace, reinforcing strengths while addressing areas that need improvement. The platform's detailed analytics allow teachers and parents to track progress, identify learning gaps, and adjust instructional approaches accordingly. Through its interactive format, IXL encourages active engagement, making learning more dynamic and accessible while providing meaningful assessments that guide students toward mastery.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Under the ESSA, the NCLB highly qualified teacher requirements were eliminated and replaced with applicable State certification and licensure requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The staff at Ripon High School actively engages in professional development to enhance teaching strategies. Every staff member is committed to adopting best practices to improve student learning outcomes. The school is focused on Universal Design for Learning (UDL), both at the district and site level, to remove barriers and support all students' educational needs. During support days, teachers examine and implement specific strategies, drawing on their professional experience to assess both their teaching methods and student progress. Additionally, staff have received training in Thinking Maps, which are now used across all subject areas. Teachers regularly attend both in-person and virtual conferences and workshops on CCSS math, science, English Language Arts, and ELD instructional strategies. Ripon High School is also a participant in the California Coalition for Inclusive Literacy (CCIL) Grant, where a collaborative team, including two administrators, four teachers, a counselor, a para-professional, and county support, has been established to further these goals.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional learning is driven by the specific needs of individuals and is designed to support all student groups. These needs are articulated in Professional Development Plans created at the district, site, and individual teacher levels, with new plans submitted each year. Key focus areas currently include aligning instructional materials with state standards, refining instructional strategies to foster student mastery of the Common Core State Standards, integrating technology as both an instructional and professional tool, and utilizing formative assessment data to identify the instructional needs of all student groups.

Site and district leaders actively support and encourage teachers to enhance their curriculum, teaching methods, and assessment practices through participation in professional development opportunities such as staff development sessions, virtual workshops, in-service trainings, courses, and institutes. Both teachers and administrators engage in this training, which is always aligned with student developmental needs. Ongoing training is funded by district and site resources, though funding is limited. Teachers are also expected to contribute to the development of the site and district educational programs, ensuring that these efforts effectively support student achievement. Departments collaborate weekly to discuss standards-based curriculum, share best teaching practices, and review student assessments and performance to monitor individual and class progress. Adjustments are made as needed to optimize student learning.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ripon High School has established a teacher for two periods to serve as a mentor, instructional support and creating weekly Newsletters on classroom instruction. RHS staff examined the state testing data and disaggregated results. We will ensure that all students are making adequate progress towards meeting expectations by frequent monitoring assessments and ongoing checking for understanding. Student Data Review Teams will continue to meet throughout the year looking at academics, behavior, and social and emotional needs.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Each week, RHS staff are allocated one hour for collaboration, dedicated to working with colleagues to analyze student assessment data, adjust instructional strategies, modify pacing guides, and engage in cross-curricular teamwork to address school-wide issues. A weekly schedule is created to structure teacher collaboration and professional development. This year, the focus of these collaborative efforts has been on implementing Universal Design for Learning (UDL).

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All current core subject materials are fully aligned with state standards. Elective courses are also linked to these standards as appropriate, using state or guide standards when available. Faculty at RHS meet weekly to review student progress toward state standards, using the insights gained to adjust their instruction to better meet students' needs. Teachers in English Language Arts and Math have received training in Common Core Standards—which they share with their colleagues—while science teachers are focusing on the NGSS.

Every student receives curriculum and instruction aligned with CCSS, delivered through programs and strategies that have been shown to boost achievement. Students who are not meeting grade-level standards are provided with targeted intervention programs and supplemental instruction based on proven practices. Additionally, all students are provided with a Chromebook to access curriculum and resources

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

NA

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Ripon High School utilizes curriculum from state and district approved lists. Appropriate instructional materials are available to all student groups. Current textbooks are connected to the standards and are utilized in standards-based instruction including CTE. Lab equipment and materials are available for science classes. A yearly review of texts and a replacement priority has been established. Chromebooks are accessible for all students to use to help enhance the curriculum as we are 1 to 1 at RHS.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All core, CTE, and Visual and Performing Arts courses are fully aligned with their respective State Standards and adhere to the guidelines outlined in their individual Frameworks. Elective courses seamlessly incorporate core standards whenever appropriate to enhance learning outcomes. To further support student growth, the Response to Intervention (RTI) system is in place, offering targeted assistance to learners in need. RHS currently provides an Academic Literacy (English Intensive) class specifically designed to support students struggling with reading comprehension. Programs like Math 180, Read 180, and Academic Support continue to be instrumental in helping students achieve grade-level standards. Additionally, Math Support Foundations was introduced as an extra support period, aimed at strengthening students' math skills and ensuring their success in Integrated Math 1. Both general education students and those with disabilities have access to Academic Support, allowing for a more personalized approach to meet the individual needs of every student. These initiatives work together to create an inclusive environment that fosters academic growth for all learners.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Ripon High School, we are committed to reducing current and potential learning barriers through the implementation of Universal Design for Learning (UDL). By utilizing UDL, we ensure that all students have access to the necessary instruction to meet grade-level standards, while also supporting underperforming students in achieving proficiency in the California Common Core State Standards.

The Response to Interventions program continues to support learners through our Learning Center, providing the targeted instruction needed to help students reach their full potential. The Student Study Team meets regularly to assess individual student performance and make recommendations for their success, with referrals coming from parents, teachers, and other support staff.

In addition, the Student Data Review Team meets bi-annually to evaluate the progress of students in key areas, addressing academic needs, monitoring behavior, and promoting social and emotional learning. This collaborative effort ensures that students are on track for graduation and developing holistically.

Ripon High School teachers are dedicated to improving instruction for all students. Our focus remains on enhancing proficiency in direct instruction, peer-to-peer discussions, and providing students with choices for demonstrating mastery. Teachers are available before and after school to offer additional support, and a systematic schedule of math tutoring is available during lunch and outside class hours, provided by both staff and peers.

Evidence-based educational practices to raise student achievement

Ripon High School has established clear instructional norms focusing on a defined Learning Goal, consistent Checking for Understanding, and active Student Engagement. We use monthly staff meetings and weekly collaboration time to enhance our teaching skills, with the support of Instructional Coaches. These coaches assist in professional learning, provide instructional support, and gather data through walkthrough observations. Teachers and administrators collaborate regularly to collect and analyze instructional data, ensuring continuous improvement.

Technology is seamlessly integrated into the curriculum through tools such as document readers, projectors, iPads for both students and teachers, various educational applications and software, computer labs, whiteboard projection systems, cameras, and internet access, enhancing the overall learning experience.

Our approach to Universal Design for Learning (UDL) is grounded in creating flexible learning environments that cater to diverse student needs, abilities, and backgrounds. The use of UDL aligns with Tier 1 educational practices by offering varied instructional methods that provide students with greater autonomy in their learning. For example, EduProtocol lesson frames allow students to choose how they engage with content (e.g., video clips, articles, podcasts) and demonstrate their understanding through different formats (e.g., screencasts, infographics, Flipgrid responses, essays, or quizzes).

Further Tier 1 practices at RHS include offering students the choice to work individually, with a partner, or in small groups on assignments and projects. Increasingly, RHS teachers are incorporating educational technology tools, such as Quizizz, Socrative, and Google Classroom, to support student-centered learning. This shift minimizes the need for direct instruction and provides real-time feedback to students, fostering engagement and increasing autonomy. Dan Pink's *Drive: The Surprising Truth about What Motivates Us* highlights the importance of autonomy in fostering engagement over compliance, aligning perfectly with our approach.

For mental health support, the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) is used to assess students' social-emotional needs and place them in appropriate service tiers. Counselors visit classrooms daily to provide additional support, ensuring all students receive TIER 1 intervention to determine whether further assistance is necessary.

In addition, Thinking Maps are used to help students visually organize their thoughts and learning. Research by Hyerle and Yeager shows that visualizing thinking helps students grasp abstract concepts more concretely. With 80% of information entering the brain through visual stimuli, Thinking Maps leverage this to improve memory retention and comprehension. These visual strategies are consistent across multiple subjects and grade levels, allowing students to carry their learning experiences across the years. This practice, also aligned with Tier 1, supports the development of essential cognitive skills.

Overall, Ripon High School is dedicated to enhancing instructional practices, integrating technology, and supporting the social-emotional well-being of students, ensuring an inclusive and engaging learning environment for all.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Ripon High School has a variety of parent groups representing key focus areas for our accreditation process (WASC). The School Site Council (SSC) plays a crucial role in providing ongoing input into school programs. It actively seeks and considers feedback from the school community, using this information to evaluate the effectiveness of the school plan. The SSC also contributes to shaping the LCAP goals and priorities.

The Parent Boosters Club enhances student learning by offering financial support for instructional needs. This includes funding for technology such as computer labs, classroom computers, projectors, document readers, and iPads to aid underperforming students. The Parent Faculty Club organizes and funds educational field trips across all departments and subjects.

Ripon High School offers several opportunities for parents to get involved through various booster clubs, including the RHS Boosters, JROTC Boosters, Music Boosters, and the local QB Club.

The school has a strong social media presence, with active accounts on Twitter, Facebook, and SuperFan, boasting over 6,000 followers. This platform effectively communicates important information and events to students, staff, and educational partners throughout the year.

The English Learner's Advisory Committee (ELAC) provides valuable input and support for English Learner (EL) students and their programs. ELAC reviews data on student performance and helps assess the effectiveness of the EL program and action plans. The committee also offers input for the LCAP and the SPSA.

Additionally, Ripon High School saw a high turnout of parents at multiple college information nights organized by the counselors.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School site, district (Parent Advisory Committee and District English Learner Advisory Committee) and community educational partners meet on a regular basis to provide input for the Local Control Accountability Plan (LCAP). Dates are posted on the district website. These groups meet to plan, analyze data, and then, evaluate the implementation of such programs. All educational partners input is considered, and adjustments are made to site and district plans, as appropriate.

The School Site Council is made up of parents, students, classified, and certificated staff and works together to develop and oversee the Single Plan for School Achievement. Members of our Site Council also are members of the District Parent Advisory Committee. Parents have participated in Western Association of Schools and Colleges (WASC) focus groups to support in creating improvements in student achievement, and school culture.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title II is used to provide professional development and Title III provides funding for our Limited English Proficient program. Through the LCAP, supplemental funds provide additional materials and services to unduplicated students. All students have access to RTI and the Learning Center if they need support beyond the general education classroom. Career Technical Education Grant funding will continue to help students be prepared to join the work force and have the appropriate skills in a high demand high wage vocation.

Fiscal support (EPC)

The school/district's funds are coordinated and allocated to align towards implementation of the LCAP and eight state priorities. These include... A. Conditions of Learning: Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1) Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2) Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7) Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9) Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10) B. Pupil Outcomes: Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4) Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8) C. Engagement: Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3) Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5) School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6) Essential Program Components (EPC)s in Reading Language Arts/English Language Development, mathematics and the Single Plan for Student Achievement (SPSA).

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Community partnerships provide essential feedback and input that guide the development of the SPSA. Ripon High School's staff and Leadership Team meet on a monthly basis to evaluate site needs and establish goals. Surveys are distributed to educational partners, gathering their perspectives, which directly shape the creation of site-specific objectives. Throughout the year, discussions with the Student Site Council (SSC), English Learner Advisory Committee (ELAC), and Boosters are held to address site needs and monitor progress.

The principal regularly engages with department heads and staff, with goal reviews taking place each month. Additionally, feedback from the visiting WASC committee is incorporated into the action plan, ensuring its alignment with the SPSA on an annual basis. These ongoing collaborations foster a dynamic and responsive approach to continuous improvement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Ripon High School needs assessment continues to be in the area of facilities as space is an issue with the continued growth. The new Career Technical Education (CTE) building is finished and all appropriate staff are moving in. This has allowed more space and classroom availability.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	286	254	281
Grade 10	285	271	248
Grade 11	224	257	267
Grade 12	242	216	252
Total Enrollment	1,037	998	1,048

Conclusions based on this data:

1. Enrollment has increased overall since last year by 50 students.
2. We currently have more students on a IDA attending RHS than students on a IDA that left the district.
3. The senior class (Class of 2024) increased by 36 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	74	58	50	6.4%	7.1%	4.8%
Fluent English Proficient (FEP)	169	174	185	15.5%	16.3%	17.7%
Reclassified Fluent English Proficient (RFEP)	27	25		20.9%	12%	

Conclusions based on this data:

1. The percent of English Learners decreased by 8.
2. The percent of English Proficient (RFEP) has remained consistent into the current year.
3. The number of fluent English proficient students has remained consistent throughout the three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	221	250	266	209	245	260	209	245	260	94.6	98.0	97.7
All Grades	221	250	266	209	245	260	209	245	260	94.6	98.0	97.7

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2650.	2624.	2628.	40.19	32.24	33.46	35.89	36.73	35.77	17.70	18.37	18.46	6.22	12.65	12.31
All Grades	N/A	N/A	N/A	40.19	32.24	33.46	35.89	36.73	35.77	17.70	18.37	18.46	6.22	12.65	12.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	34.45	28.98	28.85	56.46	57.14	58.46	9.09	13.88	12.69
All Grades	34.45	28.98	28.85	56.46	57.14	58.46	9.09	13.88	12.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	48.33	44.08	38.85	45.93	45.71	48.08	5.74	10.20	13.08
All Grades	48.33	44.08	38.85	45.93	45.71	48.08	5.74	10.20	13.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	15.79	16.33	15.38	76.08	73.06	76.15	8.13	10.61	8.46
All Grades	15.79	16.33	15.38	76.08	73.06	76.15	8.13	10.61	8.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	34.45	25.71	30.00	60.77	64.90	59.62	4.78	9.39	10.38
All Grades	34.45	25.71	30.00	60.77	64.90	59.62	4.78	9.39	10.38

Conclusions based on this data:

1. The percentage of students taking the test has stayed consistent at 97.7%.
2. The percent of students overall achievement stayed consistent with a small increase.
3. The last two years have been consistent in the three domains of reading, writing, and research.
 Reading (Demonstrating understanding of literary and non-fictional texts) 2022-2023: 28.98% 2023-2024: 28.85%
 Writing (Producing clear and purposeful writing) 2022-2023: 44.08% 2023-2024: 38.85%
 Research/Inquiry (Investigating, analyzing, and presenting information) 2022-2023: 25.71% 2023-2024: 30.00%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	221	250	266	211	244	260	211	244	260	95.5	97.6	97.7
All Grades	221	250	266	211	244	260	211	244	260	95.5	97.6	97.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2631.	2606.	2611.	22.27	19.67	20.77	32.23	25.41	24.23	25.12	24.59	25.00	20.38	30.33	30.00
All Grades	N/A	N/A	N/A	22.27	19.67	20.77	32.23	25.41	24.23	25.12	24.59	25.00	20.38	30.33	30.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	26.07	21.31	23.08	60.66	61.48	54.23	13.27	17.21	22.69
All Grades	26.07	21.31	23.08	60.66	61.48	54.23	13.27	17.21	22.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	18.96	20.08	20.77	67.77	60.66	61.15	13.27	19.26	18.08
All Grades	18.96	20.08	20.77	67.77	60.66	61.15	13.27	19.26	18.08

Conclusions based on this data:

1. The percentage of students in Grade 11 performing at or above the standard in Communicating Reasoning increased from 18.96% in 21-22 to 20.77% in 22-23, and further to 20.77% in 23-24. This shows consistent improvement in performance in this category over the past three years.
2. An Increase in Lower Performance Levels: The percentage of students not meeting the standard increased significantly from 20.38% in 2021-22 to 30.33% in 2022-23 and remained high at 30.00% in 2023-24. This suggests a growing proportion of students struggling to meet academic expectations, highlighting the need for targeted interventions.

3. Grade-Specific Fluctuations: While data for specific grades isn't fully clear, the general trend shows that there is an improvement in the percentage of students at or near the standard in the last year across various grades.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1523.6	1558.7	1543.7	1511.0	1548.0	1536.8	1535.8	1568.6	1549.9	21	17	14
10	1571.6	1549.0	1559.3	1568.8	1533.9	1552.0	1573.9	1563.6	1565.7	20	14	16
11	*	*	1562.2	*	*	1544.1	*	*	1580.1	10	8	14
12	*	*	*	*	*	*	*	*	*	8	5	6
All Grades										59	44	50

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	5.88	0.00	52.38	76.47	64.29	19.05	5.88	28.57	28.57	11.76	7.14	21	17	14
10	30.00	7.14	25.00	45.00	50.00	50.00	15.00	28.57	12.50	10.00	14.29	12.50	20	14	16
11	*	*	14.29	*	*	57.14	*	*	14.29	*	*	14.29	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.95	13.64	14.00	49.15	54.55	56.00	16.95	15.91	18.00	16.95	15.91	12.00	59	44	50

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	9.52	29.41	28.57	52.38	58.82	57.14	19.05	0.00	7.14	19.05	11.76	7.14	21	17	14
10	40.00	35.71	37.50	45.00	28.57	50.00	10.00	21.43	0.00	5.00	14.29	12.50	20	14	16
11	*	*	35.71	*	*	42.86	*	*	7.14	*	*	14.29	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.51	31.82	34.00	47.46	43.18	50.00	10.17	11.36	4.00	11.86	13.64	12.00	59	44	50

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	0.00	23.81	41.18	42.86	38.10	52.94	35.71	38.10	5.88	21.43	21	17	14
10	10.00	7.14	12.50	30.00	28.57	43.75	45.00	50.00	25.00	15.00	14.29	18.75	20	14	16
11	*	*	0.00	*	*	50.00	*	*	35.71	*	*	14.29	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.78	2.27	4.00	27.12	40.91	42.00	42.37	40.91	36.00	23.73	15.91	18.00	59	44	50

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.76	5.88	7.14	66.67	88.24	78.57	28.57	5.88	14.29	21	17	14
10	10.00	7.14	12.50	75.00	78.57	75.00	15.00	14.29	12.50	20	14	16
11	*	*	7.14	*	*	78.57	*	*	14.29	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.08	9.09	10.00	74.58	81.82	76.00	20.34	9.09	14.00	59	44	50

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	52.38	76.47	64.29	28.57	11.76	28.57	19.05	11.76	7.14	21	17	14
10	80.00	57.14	75.00	20.00	21.43	12.50	0.00	21.43	12.50	20	14	16
11	*	*	71.43	*	*	14.29	*	*	14.29	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	69.49	65.91	70.00	20.34	15.91	18.00	10.17	18.18	12.00	59	44	50

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.76	11.76	7.14	52.38	76.47	57.14	42.86	11.76	35.71	21	17	14
10	30.00	21.43	18.75	45.00	50.00	56.25	25.00	28.57	25.00	20	14	16
11	*	*	14.29	*	*	50.00	*	*	35.71	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.25	11.36	12.00	54.24	63.64	54.00	30.51	25.00	34.00	59	44	50

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	5.88	0.00	71.43	88.24	85.71	28.57	5.88	14.29	21	17	14
10	0.00	7.14	6.25	85.00	85.71	81.25	15.00	7.14	12.50	20	14	16
11	*	*	28.57	*	*	64.29	*	*	7.14	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.39	15.91	12.00	76.27	72.73	78.00	20.34	11.36	10.00	59	44	50

Conclusions based on this data:

- Overall Language Performance Remains Stable with a Shift from Lower to Mid/Higher Levels
Most students continue to perform at Level 3, while the proportion in the lowest category (Level 1) has declined (from 16.95% in 21-22 to 12.00% in 23-24). This suggests that fewer students are struggling overall, even though the overall distribution remains centered around Level 3.
- Oral Language Skills Show Consistent Improvement
The percentage of students reaching the highest performance level (Level 4) in oral language increased from 30.51% to 34.00% over the period. In addition, the mid-level category (Level 2) saw a notable drop (from 10.17% to 4.00%), indicating that more students are moving into higher proficiency levels in speaking and oral comprehension.
- Domain-Specific Trends Highlight Gains in Listening and Writing
In the Listening domain, the “Well Developed” category doubled (from 5.08% to 10.00%), suggesting improvements in comprehension and auditory processing. Meanwhile, in the Writing domain, there was a significant reduction in students scoring at the “Beginning” level (from 20.34% to 10.00%), even as “Somewhat/Moderately” and “Well Developed” categories showed positive shifts. These changes point to the potential impact of targeted instructional strategies in these areas.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,048	21.9%	4.8%	0.2%
Total Number of Students enrolled in Ripon High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	4.8%
Foster Youth	2	0.2%
Homeless	26	2.5%
Socioeconomically Disadvantaged	230	21.9%
Students with Disabilities	101	9.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	0.9%
American Indian	4	0.4%
Asian	58	5.5%
Filipino	16	1.5%
Hispanic	409	39%
Two or More Races	39	3.7%
Pacific Islander	4	0.4%
White	499	47.6%

Conclusions based on this data:

1. A Diverse and Multifaceted Student Body

With a total enrollment of 1,048, Ripon High School features significant racial/ethnic diversity. White (47.6%) and Hispanic (39%) students make up the largest groups, while other populations such as Asian (5.5%), Filipino (1.5%), and students identifying with two or more races (3.7%) contribute to a multifaceted school community.

2. Economic Challenges Impact a Notable Portion of Students

Approximately 21.9% of the student body is identified as socioeconomically disadvantaged. In addition, subgroups like Homeless (2.5%) and Foster Youth (0.2%) indicate that a segment of students face additional economic and social challenges that may require targeted support services.

3. Special Populations Highlight the Need for Tailored Educational Supports

With 4.8% of students classified as English Learners and 9.6% as Students with Disabilities, there is a clear need for differentiated instruction and specialized resources to ensure these students receive the support necessary for academic success.

School and Student Performance Data

Overall Performance







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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>Orange</div>		
<div>College/Career</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1. **Strong Graduation Rate with Slight Decline**
Ripon High maintains a high graduation rate at 97.6%, earning a Blue performance rating. However, this marks a slight decline of 1.5% from the previous year. While the rate remains strong, continued monitoring and support for at-risk students may help prevent further decreases.
2. **Challenges in College and Career Readiness**
The College/Career Readiness rate is at 57.1%, which has declined by 12.9% and is rated Orange. This suggests a need for enhanced college and career counseling, more rigorous coursework opportunities, or increased support for students to meet postsecondary readiness benchmarks. However after further investigation all the data was not entered resulting in a substantial decline. Correctable measures have taken place to prevent this from happening again.
3. **Mixed Academic Performance with Room for Growth in Mathematics**
While English Language Arts (ELA) performance is strong at 46.8 points above standard (Green), Mathematics remains a challenge, performing at 14.8 points below standard (Yellow). This highlights a need for targeted interventions and instructional strategies to improve math proficiency across student groups.

School and Student Performance Data

Academic Performance English Language Arts

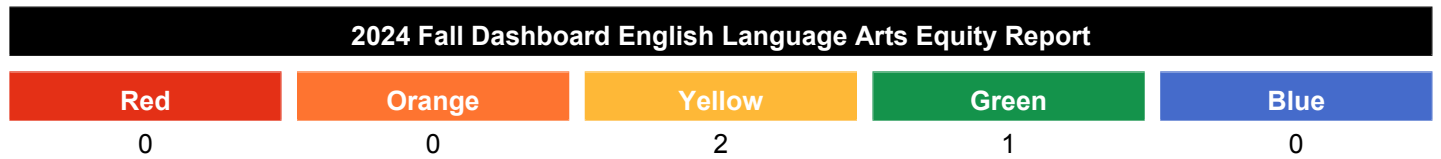
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>46.8 points above standard</div> <div>Maintained 0.9 points</div> <div>254 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>75.4 points below standard</div> <div>Declined 44.2 points</div> <div>24 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>4.5 points above standard</div> <div>Declined 3.0 points</div> <div>64 Students</div>

Students with Disabilities  No Performance Color 112.3 points below standard Declined 18.2 points 20 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 82.3 points above standard Declined 22.0 points 16 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Yellow 20.5 points above standard Declined 17.1 points 93 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 59.9 points above standard Increased 13.0 points 128 Students

Conclusions based on this data:

- Overall Strong ELA Performance with Stability**
Ripon High students performed 46.8 points above standard in ELA, earning a Green rating. Performance remained stable with a slight increase of 0.9 points, indicating consistent academic achievement in this subject.
- Achievement Gaps Among Student Groups**
While overall performance in ELA is strong, English Learners (75.4 points below standard, -44.2 points), Students with Disabilities (112.3 points below standard, -18.2 points), and Socioeconomically Disadvantaged students (4.5 points above standard, -3 points, Yellow rating) show significant disparities. These groups require targeted support through interventions, differentiated instruction, and additional resources.
- Notable Performance by White and Hispanic Students**
White students performed 59.9 points above standard with a 13-point improvement, maintaining a Green rating. Hispanic students, while performing 20.5 points above standard, saw a decline of 17.1 points, placing them in the Yellow category. Addressing this decline among Hispanic students could help maintain equity and improve outcomes across all groups.

School and Student Performance Data

Academic Performance Mathematics

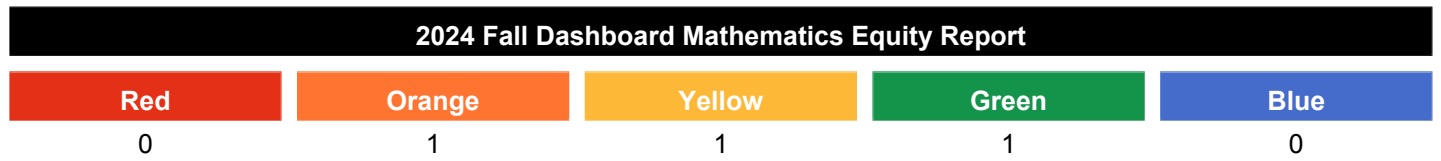
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>14.8 points below standard</div> <div>Maintained 2.7 points</div> <div>255 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>117.4 points below standard</div> <div>Declined 29.0 points</div> <div>25 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>68.9 points below standard</div> <div>Declined 4.4 points</div> <div>65 Students</div>

Students with Disabilities  No Performance Color 174.5 points below standard Declined 10.7 points 20 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 42.1 points above standard Declined 5.9 points 16 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Yellow 45.0 points below standard Declined 13.9 points 93 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 4.2 points below standard Increased 7.9 points 129 Students

Conclusions based on this data:

- Overall Mathematics Performance Remains Below Standard**
Ripon High students scored 14.8 points below standard in Mathematics, earning a Yellow rating. While performance was maintained with a slight improvement of 2.7 points, this indicates a continued need for focused math interventions and instructional support.
- Significant Disparities Among Student Groups**
Several student groups struggled significantly in math:
English Learners performed 117.4 points below standard, with a 29-point decline.
Socioeconomically Disadvantaged students scored 68.9 points below standard, with a 4.4-point decline (Orange rating).
Students with Disabilities were 174.5 points below standard, with a 10.7-point decline.
These trends highlight a pressing need for targeted interventions and differentiated instruction to support struggling learners.
- Positive Gains Among White Students, but Declines for Other Groups**
White students improved by 7.9 points, now scoring 4.2 points below standard (Green rating), showing steady progress.
Hispanic students declined by 13.9 points, scoring 45 points below standard (Yellow rating).
Asian students, despite performing 42.1 points above standard, saw a decline of 5.9 points.
The decline in performance among Hispanic and Asian students suggests a need to explore instructional strategies that maintain or accelerate progress for all student groups.

These insights emphasize the importance of math interventions, equity-focused support, and instructional strategies to address achievement gaps.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 Orange
33.3% making progress.	28.9% making progress.
Number Students: 45 Students	Number Students: 38 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.7%	40%	2.2%	31.1%

Conclusions based on this data:

1. Low English Learner Progress with an Orange Rating
Only 33.3% of English Learners (ELs) are making progress toward English proficiency, earning an Orange rating. This indicates that two-thirds of EL students are not progressing adequately, highlighting the need for enhanced language development support and instructional interventions.
2. Significant Proportion of Students Struggling to Advance
26.7% of EL students regressed, decreasing by at least one ELPI level.
40% maintained lower ELPI levels (1, 2L, 2H, 3L, 3H), showing no advancement.
Only 2.2% maintained ELPI Level 4 (the highest level), indicating that very few students are reaching and sustaining full proficiency.
These figures suggest the need for targeted support, structured interventions, and additional resources to help EL students advance.
3. Long-Term English Learners Are Struggling Even More

Long-Term English Learners (LTELs) have an even lower progress rate, with only 28.9% making progress. Since LTELs often face higher academic challenges, this data underscores the urgency for specialized support, such as additional instructional time, differentiated curriculum, and expanded tutoring programs.

These insights highlight the critical need for enhanced English language development programs, structured academic interventions, and teacher training to better support English Learners at Ripon High.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

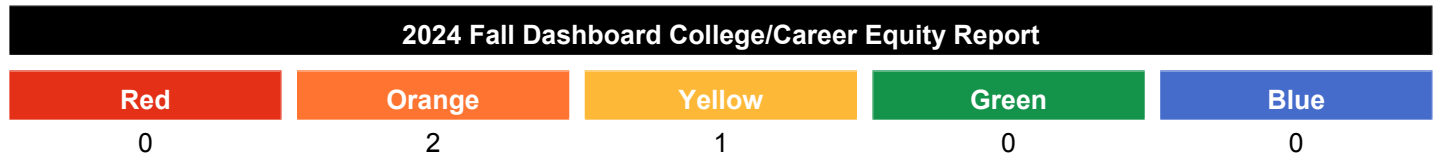
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>57.1 Prepared</div> <div>Declined 12.9</div> <div>254 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>22.2 Prepared</div> <div>Declined 25.1</div> <div>18 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>23.5 Prepared</div> <div>Declined 26.5</div> <div>17 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>46.2 Prepared</div> <div>0</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>39.4 Prepared</div> <div>Declined 21.3</div> <div>99 Students</div>

Students with Disabilities  No Performance Color 11.5 Prepared Declined 13.5 26 Students	African American  No Performance Color Less than 11 Students 0 2 Students	American Indian  No Performance Color Less than 11 Students 0 1 Student
Asian  No Performance Color 75 Prepared Declined 25 12 Students	Filipino  No Performance Color Less than 11 Students 0 6 Students	Hispanic  Orange 54.2 Prepared Declined 10.3 96 Students
Two or More Races  No Performance Color 45.5 Prepared 0 11 Students	Pacific Islander  No Performance Color Less than 11 Students 0 1 Student	White  Yellow 58.9 Prepared Declined 12.8 124 Students

Conclusions based on this data:

- College and Career Readiness Remains Strong Despite Reported Decline:
Ripon High's College/Career readiness rate is 57.1% (Orange rating). While the report shows a 12.9 percentage point decline, this decrease is believed to be inaccurate due to a data entry error with new staff. Given this, the actual readiness level may be higher than reported, and the school should work with the state to ensure accurate data representation as well as improving the reporting process.
- Achievement Gaps Still Exist Among Student Groups:
Socioeconomically Disadvantaged students had a 39.4% readiness rate (Orange rating), with a reported 21.3-point decline.
English Learners and Long-Term English Learners had 22.2% and 23.5% readiness rates, respectively, with steep declines of 25.1 and 26.5 points—though these figures should be reviewed for accuracy.
Students with Disabilities had the lowest readiness rate at 11.5%, with a 13.5-point reported decline, indicating a continued need for specialized postsecondary support and transition planning.
- Despite Reported Issues, Targeted Support Can Improve Readiness Rates:
White students (58.9% prepared, Yellow) and Hispanic students (54.2% prepared, Orange) both declined, reinforcing the need for academic and career-focused interventions.
Asian students, despite a strong 75% readiness rate, saw a 25-point drop, which may require further investigation into data accuracy and program effectiveness.

Students from historically underserved backgrounds continue to need additional college and career readiness resources, such as CTE pathways, AP course access, dual enrollment, and internship opportunities.

Action Steps

Verify and correct the data entry error to ensure an accurate representation of College/Career Readiness.

Continue to expand career and college preparation programs to support all student groups.

Enhance counseling and transition support for at-risk populations, especially English Learners and students with disabilities.

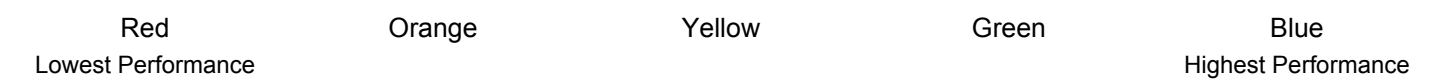
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data reported for this year 2025.

School and Student Performance Data

Academic Engagement Graduation Rate

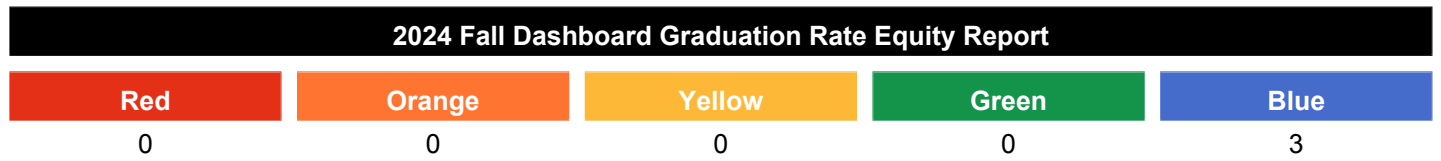
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>97.6% graduated</div> <div>Declined 1.5%</div> <div>254 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>100% graduated</div> <div>Maintained 0%</div> <div>18 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>100% graduated</div> <div>Maintained 0%</div> <div>17 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>84.6% graduated</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>96% graduated</div> <div>Declined 2.9%</div> <div>99 Students</div>

Students with Disabilities  No Performance Color 96.2% graduated Increased 2.4% 26 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 100% graduated Maintained 0% 12 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Blue 97.9% graduated Declined 2.1% 96 Students
Two or More Races  No Performance Color 90.9% graduated 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Blue 98.4% graduated Maintained 0.7% 124 Students

Conclusions based on this data:

1. Ripon High continues to demonstrate strong graduation outcomes, with 97.6% of students graduating, earning a Blue rating. However, there was a minor decline of 1.5 percentage points, suggesting the need to monitor and support students at risk of not graduating.
2. Strong Performance Among Student Groups with Some Declines:
English Learners (100%) and Long-Term English Learners (100%) maintained their graduation rates, demonstrating effective support for these students.
Hispanic students (97.9%) and Socioeconomically Disadvantaged students (96%) experienced small declines (2.1% and 2.9%, respectively).
Students with Disabilities showed an improvement, reaching 96.2% graduation, with a 2.4% increase, highlighting effective interventions.
While graduation rates remain high across most groups, continued efforts are needed to prevent further declines, especially among historically underserved populations.
3. Disparities Exist Among Smaller Student Populations
Homeless students had a lower graduation rate (84.6%), indicating a need for additional support services and interventions.
Students identified as Two or More Races graduated at 90.9%, lower than the schoolwide average, suggesting a need for further analysis into their academic pathways.
Asian and White students had the highest graduation rates (100% and 98.4%, respectively), with White students maintaining their performance while experiencing a slight 0.7% decrease.

School and Student Performance Data

Conditions & Climate Suspension Rate

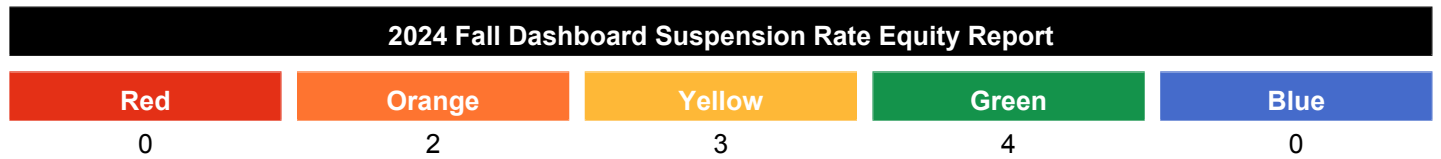
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>3.2% suspended at least one day</div> <div>Declined 1.5%</div> <div>1074 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>5% suspended at least one day</div> <div>Declined 2.6%</div> <div>60 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>6.7% suspended at least one day</div> <div>Increased 0.7%</div> <div>45 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>Orange</div> <div>10% suspended at least one day</div> <div>Increased 7.2%</div> <div>30 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>5.3% suspended at least one day</div> <div>Declined 1.2%</div> <div>301 Students</div>

Students with Disabilities  Yellow 8.3% suspended at least one day Declined 4.6% 108 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Yellow 1.7% suspended at least one day Maintained 0.1% 60 Students	Filipino  No Performance Color 0% suspended at least one day Declined 5.9% 16 Students	Hispanic  Green 4% suspended at least one day Declined 2.2% 426 Students
Two or More Races  Yellow 7.5% suspended at least one day Declined 1.1% 53 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	White  Green 2% suspended at least one day Declined 1.3% 501 Students

Conclusions based on this data:

- Overall Suspension Rate Declining with a Green Rating:
Ripon High has a 3.2% suspension rate, earning a Green rating, and saw a decline of 1.5 percentage points. This suggests that efforts to improve student behavior, implement restorative justice practices, or enhance school climate initiatives have been effective.
- Concerns with Rising Suspension Rates Among Specific Student Groups:
Long-Term English Learners (6.7%, Orange) and Homeless students (10%, Orange) saw increases in suspensions (0.7% and 7.2%, respectively). Students with Disabilities (8.3%, Yellow) and students identifying as Two or More Races (7.5%, Yellow) had declines in suspension rates but remain at higher risk compared to other groups. These trends indicate a need for targeted behavioral support interventions, counseling services, and alternative disciplinary approaches for these vulnerable student populations.
- English Learners (5%) and Socioeconomically Disadvantaged students (5.3%) had declining suspension rates, maintaining a Green rating:
Asian students had one of the lowest suspension rates at 1.7% (Yellow) but showed no significant improvement. White students (2%, Green) and Hispanic students (4%, Green) also saw declines, reflecting positive behavior management strategies. Filipino students had 0% suspensions and saw a notable improvement. While the overall trend is positive, the disproportionate suspension rates for Homeless students, Long-Term English Learners, and Students with Disabilities suggest a need for equity-focused behavior interventions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal:

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

Goal 1

In accordance with the Ripon Unified School District (RUSD) Multi Tiered System of Supports (MTSS) initiative, Ripon High School students will improve overall in English Language Arts and Mathematic performance as measured by overall percentage of students that have met or exceeded standards in the CAASPP accountability system.

Identified Need

Although scores stayed consistent in both ELA and math, student groups consisting of English Learners and Students with Disabilities need to be an area of continued focus. A small decline in writing proficiency, continued challenges in mathematics, and gaps in reading comprehension. Addressing these priority areas through targeted instruction, intervention programs, and skill-based learning strategies will be essential in improving overall student performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores:	<p>Baseline performance outcome in 2022 of all 11th graders:</p> <p>2023 Scores: 11th-grade students in ELA: 68.98% met or exceeded the standard.</p> <p>2023 Scores: 11th-grade students in Math: 45.08% met or exceeded the standard.</p> <p>Actual Outcome:</p> <p>2024 Scores: 11th-grade students in ELA: 69.23 % met or exceeded the standard.</p>	<p>2025:</p> <p>2% increase to 72% will meet or exceed the standard in ELA for all juniors.</p> <p>2% increase to 47 % will meet or exceed the standard in Math for all juniors.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2024 Scores: 11th-grade students in Math: 45% met or exceeded the standard.	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be a focus with emphasis placed upon our English Learners. and economically disadvantaged.

Strategy/Activity

Professional Develop/Learning:
Departments will develop common assessments to be able to analyze student progress within each department. This includes design and implement Benchmarks via Toms and IXL- Benchmarks will be established at regular intervals to measure student progress and adjust instructional strategies accordingly. Teachers will use assessment data to identify trends, address learning gaps, and implement targeted interventions.

Develop Universal Design for Learning (UDL) Lessons: To meet the diverse needs of students, teachers will design Universal Design Lessons lessons that incorporate UDL principles, ensuring accessibility for all learners

Professional Learning and Instructional Strategies

Thinking Maps Integration: Thinking Maps will continue to be utilized as an instructional strategy to enhance student comprehension and engagement across mathematical concepts.

EL Strategies in Math: Since math is a universal language, additional English Learner (EL) strategies, such as visual supports through Thinking Maps, will be integrated to support all students, particularly English learners, by making abstract concepts more concrete.

Research-Based Rationale

John Hattie’s research indicates that effective professional development has an effect size of .51, demonstrating a significant impact on student achievement. Strategies with an effect size of .40 or higher are considered effective in improving student outcomes.

Additionally, Thinking Maps have been shown to increase student engagement and achievement. Research by Mona & Khalick (2008) highlights that when students are given control over their map constructions, they experience higher levels of metacognition, leading to improved problem-solving and academic performance.

This strategy aligns with evidence-based practices to support all learners, strengthen instructional effectiveness, and improve student outcomes in mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be reviewed for progress with a continued emphasis on English Learners and economically disadvantaged.

Strategy/Activity

Student Data Review Team:
To ensure student success, a Student Data Review Team will convene twice a year to analyze student progress and graduation status. This review process will help identify students in need of additional academic support and determine the most effective interventions.

Students requiring support will receive Tier 1, 2, and/or 3 interventions based on their specific needs. Targeted Tier 2 and 3 interventions include:
English Intensive Course
Universal Reading (Read 180)
Math 180
Math Support
Academic Support
English Learners receive embedded classroom support from bilingual aides and have access to after-school tutoring to strengthen language development and academic progress. Additionally, systematic morning math tutoring will continue daily with peer mentors and a dedicated math teacher to provide ongoing reinforcement of key mathematical concepts.

Research-Based Approach: Response to Intervention (RTI)
John Hattie identifies Response to Intervention (RTI) as “an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning.” The goal of RTI is to help students respond to interventions, close achievement gaps, and develop the skills needed for independent academic success in alignment with their peers. RTI strategies are a powerful method for delivering individualized, targeted instruction, ensuring students receive the attention they need to thrive academically.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Learning Recovery

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be reviewed for progress with a continued emphasis on English Learners and economically disadvantaged.

Strategy/Activity

Tier 1 Instruction: Universal Design for Learning (UDL)
Ripon High School is committed to ensuring that all students receive high-quality, inclusive instruction through Universal Design for Learning (UDL) as the foundation of Tier 1 instruction. Teachers will develop universally designed lessons that proactively address the diverse needs of all learners, removing barriers and providing multiple means of engagement, representation, and expression.

We continue to support and expand the established UDL Team, composed of Ripon High staff in collaboration with the San Joaquin County Office of Education as part of the California Coalition Inclusive Literacy (CCIL) grant. This team continues to drive professional learning, instructional coaching, and resource development to support teachers in implementing UDL principles effectively.

All students will benefit from evidence-based best practices grounded in UDL to promote equitable access to rigorous academic content. Instructional Rounds will be conducted regularly to collect instructional data, provide feedback to educators, and refine teaching strategies to optimize student success. These observations will focus on scientifically based research practices aligned with UDL principles to ensure that learning experiences are inclusive, engaging, and designed to prevent barriers.

Katie Novak, a leading advocate for UDL, emphasizes that:
"The building blocks of UDL include principles to eliminate barriers and remind educators to provide options to ensure that all students have equal opportunities to access and engage with rigorous academic curriculum."

"When teachers provide choices for students to engage with their learning, build comprehension by personalizing their pathway, and express what they know in their own way, both expert learning and deep understanding will result."

By integrating UDL as a Tier 1 instructional strategy, Ripon High School is dedicated to fostering an inclusive learning environment where every student has the opportunity to thrive, demonstrate mastery in diverse ways, and become an independent, expert learner.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will participate.

Strategy/Activity

Provide STEAM enrichment activities for all students. Maintain programs as well as increase STEAM component opportunities (Science, Technology, Engineering, Art, and Math) This includes materials, instructor, and professional learning. RHS added a drone course and Academic Decathlon with students competing in Mock Trial and science olympiad with a focus on STEAM activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Learning Recovery
127,586	Proposition 28

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will participate.

Strategy/Activity

Benchmarks and common assessments:
Teachers will use Edulastic, IXL, Desmos, TOMS or other common benchmarks to gather instant feedback to help drive instruction to maximize student learning. Department meetings will take place to review benchmarks and best teaching practices in specific math concepts. All 8th graders will take the MDPT in the spring and then again the following spring to measure growth within the year since only the 11th grade is tested on the CAASPP. Department meetings will take place to review data using Edulastic, TOMS, IXL and CAASPP Benchmarks to determine pace of lesson and scope/ sequence.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will participate.

Strategy/Activity

Before school intervention and tutoring will be available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Ripon High School has strategically implemented a variety of targeted interventions and instructional improvements to enhance student learning outcomes. These strategies are designed to support all students, with a particular focus on English Learners and economically disadvantaged students. The effectiveness of these strategies is measured through student achievement data, teacher observations, and benchmark assessments.

Incremental Growth in CAASPP Scores. ELA scores showed a slight increase from 68.98% (2023) to 69.23% (2024).

Math scores remained stable, indicating a need for continued focus on intervention strategies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All of these actions were implemented. The goals/actions will be carried over for the following school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goals/actions will be carried over for the following school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal: 2 MTSS

Extend a Multi-Tiered System of Supports (MTSS) that meets the social emotional needs of students across the district in order to accelerate the academic growth of all learners, including mental health services and culturally responsive teaching. Stakeholders are involved in strengthening learning environments that are safe, effective and engaging.

Goal 2

In accordance with the Ripon Unified School District (RUSD) Multi-Tiered System of Supports (MTSS) initiative, Ripon High School will develop a school environment that is positive, safe, and produces activities which further develops students as Academic Achievers, Community Contributors, and Effective Communicators through Positive Behavior Supports (PBIS) and Social Emotional Learning (SEL).

Identified Need

Ripon High School will continue to work to decrease suspensions and disciplinary issues for all student groups. Continue to build a positive climate and culture through PBIS and Social & Emotional learning. Despite the overall decline in suspensions, homeless students experienced an increase (7.2%) in suspension rates. This suggests that additional support and targeted interventions are needed for this student group.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data from CA Dashboard	Baseline School year 2023: 4.7% of students were suspended. Actual Outcome: School Year 2024: 3.2% of students were suspended.	School Year 2025 A reduction of suspensions by an additional 1 percent overall. Suspensions have been dramatically decreased due to using In-School Interventions versus suspensions. Additional vape detectors, cameras, and the ability to have access on work phones to increase security have been beneficial.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups targeted with an emphasis placed on the following student groups: English Learners, Socio-Economically Disadvantaged and Students with Disabilities.

Strategy/Activity

All students will receive Tier 1 Social and Emotional Learning (SEL) instruction through Character Strong and other evidence-based curricula, including the use of Restorative Circles. These instructional strategies will provide students with structured opportunities to develop essential communication skills—such as active listening, self-expression, and conflict resolution—within a safe and supportive environment. For example, Restorative Circles will be used in classrooms to help students express their thoughts and emotions constructively, while Character Strong lessons will explicitly teach empathy, responsible decision-making, and emotional regulation.

Research highlights the critical role of social-emotional skills in supporting students' academic performance, positive social behaviors, and peer relationships while reducing behavioral challenges and emotional distress (Elias, 2014; Jones & Kahn, 2017). By embedding SEL into daily instruction, students will be better prepared for success in college, careers, and social interactions beyond school.

Additionally, John Hattie's research underscores the significance of fostering strong relationships in education. His findings indicate that teacher-student relationships have a high effect size of 0.72, emphasizing their profound impact on student learning and engagement. Similarly, peer influences, with an effect size of 0.53, highlight the importance of collaborative and emotionally supportive classroom environments. To leverage these factors, teachers will be trained in relationship-building strategies and SEL-integrated instruction to enhance student well-being and academic success.

By prioritizing social-emotional learning in a structured and research-driven manner, our school aims to cultivate a safe, inclusive, and emotionally intelligent learning community for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups targeted with an emphasis placed on the following student groups: English Learners, Socio-Economically Disadvantaged and Students with Disabilities.

Strategy/Activity

In School intervention will take place for students constantly violating school rules. Intervention will consist of a self assessment and video instruction. This utilizes as a Tier 2 support with assistance from the following: counselor, mental health clinician, attendance supervisor, and staff members. Students will be referred to their counselor, caseload manager, or ELD instructor for support in determining the action that caused suspension and making better choices. Students will complete one section of the Ripples Effect Curriculum to empower them to address behavior problems and underlying risks for success in school and on life. One Study of 3800+ students using RE (Ripples Effects) in school saw a decline of 28% from fall to spring, a time when they normally increase (Ray, Patterson & Berg, 2008)

Dr. N Maynard, 'Hacking School Discipline' (2019), States school culture isn't built through better policies- it's built through better relationships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups targeted with an emphasis placed on the following student groups: English Learners, Socio-Economically Disadvantaged and Students with Disabilities.

Strategy/Activity

All staff will actively implement Positive Behavior Interventions and Supports (PBIS) by recognizing and reinforcing ACE (Academic Achiever, Community Contributor, Effective Communicator) behaviors. This will be achieved through daily distribution of ACE tickets to students who demonstrate positive behaviors such as completing assignments on time (Academic Achiever), assisting peers in collaborative activities (Community Contributor), and respectfully engaging in discussions (Effective Communicator). Staff will model these desired behaviors to create a school-wide culture of respect, responsibility, and engagement.

To further support PBIS, a structured recognition system will be in place. Students earning ACE tickets will participate in a weekly drawing where they can receive rewards such as school supplies, lunch with a teacher, or special privileges like extra recess. Additionally, each month, outstanding students and staff members who exemplify ACE qualities will be publicly acknowledged in school assemblies, newsletters, and classroom displays.

The National TA Center on PBIS highlights PBIS as a “decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.” By utilizing PBIS, our school aims to foster a supportive learning environment where positive behaviors are consistently reinforced, leading to enhanced student engagement, academic success, and social-emotional growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups targeted with an emphasis placed on the following student groups: English Learners, Socio-Economically Disadvantaged and Students with Disabilities.

Strategy/Activity

SAEBRS:
Ripon High takes a proactive approach to supporting students' social, emotional, and academic well-being, all students will complete the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)—an evidence-based tool designed to identify students' needs. The SAEBRS assessment will help us place students into appropriate tiers of support for Social-Emotional Learning (SEL), ensuring interventions are tailored to their specific needs.

Students identified through SAEBRS as needing additional support may be placed in a Tier 2 small-group intervention, where they receive targeted lessons on coping strategies and self-regulation skills. In contrast, a student exhibiting significant behavioral concerns may be provided Tier 3 individualized support, such as one-on-one counseling or behavior intervention plans.

This supports and addresses behavioral challenges before they escalate, reducing disruptions in the learning environment and fostering a positive school climate.

Research has shown that early identification and intervention significantly improve student engagement, emotional well-being, and overall academic success. Through this structured support system, we anticipate a decrease in behavioral incidents and an increase in students' ability to navigate social and academic challenges effectively.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The effectiveness of our enhanced vaping prevention strategies has led to an increase in the number of students identified. To further support student well-being, the Character Strong social-emotional learning curriculum has been integrated into Advisory. Additionally, student-centered approaches such as Restorative Circles and Edu-Protocols are being utilized through live-streamed Character Strong lessons. These live sessions during Advisory reinforce key themes, fostering a more engaging and supportive learning environment. By implementing these strategies, it aims to reduce suspensions to 2.2% overall by 2025 while addressing disparities among Homeless and LTEL students. A continued focus on restorative justice, mental health support, alternative discipline methods, and targeted interventions will ensure equitable and positive behavioral outcomes.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The addition of upgraded cameras, and vape detectors were added to help decrease students vaping.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Suspension data from the CA Dashboard will be reviewed at the end of the 2025 school year and discussed with staff and all community partnerships. Goals, Actions and Metrics will be carried over into the following school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal-3

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

Goal 3

English Learners will progress at least one level on the English Learner Progress Indicator (ELPI) or maintain at a level 4 status.

Identified Need

Although Ripon High is out of the red on the Dashboard and Target Support and Improvements (ATSI) Based on the 2024 English Learner Progress Indicator (ELPI) data, the percentage of English Learners making progress toward English proficiency is at a Very Low level, with an Orange rating and will need to continue to be a priority.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC scores	<p>2023 Baseline:</p> <p>All English Learners Making Progress (ELPI Growth or Maintaining Level 4) 2023: 24.4%</p> <p>Long-Term English Learners Making Progress 2023: 26.7%</p> <p>2024: Actual Outcome All English Learners Making Progress (ELPI Growth or Maintaining Level 4) 2024:33.3%</p> <p>Long-Term English Learners Making Progress 2024: 28.9%</p>	<p>2025: Expected 2% increase in All English Learners Making Progress (ELPI Growth or Maintaining Level 4) 35.3%</p> <p>2025: Expected 2% increase in Long-Term English Learners Making Progress 30.9%</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learner students to support growth in ELPAC

Strategy/Activity

Three-Tiered Support System for English Learners:

To ensure equitable access to learning and academic success for all English Learners, a comprehensive three-tiered system of support will be implemented:

Tier 1 – Universal Design for Learning (UDL):
Instruction will incorporate Universal Design for Learning (UDL) principles to provide students with multiple means of engagement, representation, and expression. Evidence-based instructional strategies, including Thinking Maps, Write from the Beginning and Beyond, and differentiated teaching methods, will be used to eliminate barriers and maximize student learning opportunities.

Tier 2 & Tier 3 – Targeted Interventions:
Students requiring additional support, particularly those at ELPI Levels 1-3, will receive targeted interventions to accelerate English language development. These interventions include:

English Intensive Programs: Read 180 and English Intensive courses
Extended Learning Opportunities: After-school tutoring and academic support sessions
Small Group & Structured ELD Instruction: Increased access to small-group instruction with paraprofessional support to strengthen language acquisition

Dr. Stephanie Reubell emphasizes the effectiveness of Thinking Maps, stating, "Thinking Maps utilize cognitive processes that align with how the brain naturally organizes and processes information. Teachers can implement these tools across disciplines to help students make meaningful connections to their learning. Research and classroom observations consistently highlight the benefits of Thinking Maps in enhancing student comprehension and retention."

This multi-tiered approach ensures that English Learners receive appropriate, data-driven support to achieve academic success and language proficiency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Support for English Language Learners and Academic Interventions:

To enhance academic success for English Language Learners (ELLs), the school will provide English Learners After School Homework Help (ELASHH), a structured support program facilitated by an EL para-professional or a credentialed teacher. This program will focus on reinforcing language acquisition skills, assisting with homework completion, and providing targeted academic support in English Language Development (ELD).

Additionally, before-school math tutoring will be available for all students, ensuring equitable access to instructional support in mathematics. This intervention aims to strengthen foundational math skills, improve problem-solving abilities, and build academic confidence among learners.

Research by John Hattie highlights the effectiveness of these strategies. Small group learning, which fosters individualized instruction and peer collaboration, has an effect size of 0.48, indicating a moderate impact on student achievement. Furthermore, Response to Intervention (RTI), a structured multi-tiered support system, has a significant effect size of 1.07, demonstrating its effectiveness in addressing learning gaps and accelerating academic progress.

By implementing these evidence-based interventions, the school aims to enhance student engagement, improve academic performance, and support the linguistic and mathematical development of English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Title III

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Commitment to Cultural Diversity and Inclusion

Ripon High School remains dedicated to fostering an inclusive and culturally rich educational environment by celebrating student achievements, including reclassifications, and promoting multicultural engagement. To support these efforts, the school will continue to highlight and expand cultural programs such as the Multi-Cultural Club, Korean Club, Estudiantes Unidos, and the Japanese exchange program. Additionally, Ripon High School will ensure that all students have opportunities to participate in school-wide events, including rallies, the Talent Show, and other activities designed to honor and embrace diverse cultural backgrounds.

Multicultural education serves as a foundation for creating an inclusive and equitable learning environment. Scholars emphasize that the core objectives of multicultural education include fostering meaningful relationships, enhancing cultural understanding, supporting positive self-concepts, developing inclusive school climates, and refining curricula that promote multicultural awareness (Banks, 2001; Banks, 2004). These goals are most effectively realized when cultural diversity is embraced as a valuable educational resource. By recognizing and integrating cultural differences, educators can cultivate an environment where students feel safe, respected, and connected, ultimately fostering a more unified and supportive school community (Wham et al., 1996).

Ripon High School is committed to ensuring that all students, regardless of their cultural background, feel valued and empowered. By expanding culturally inclusive programs and events, the school will continue to strengthen its efforts in promoting equity, respect, and unity among its diverse student body.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Ellevation:

Staff will continue to support English Language Development (ELD) learners by using Ellevation to track progress, differentiate instruction, and enhance student outcomes.

Data-Driven Instruction – Ellevation provides educators with detailed student data, including language proficiency levels and progress tracking. This allows teachers to tailor instruction based on individual student needs, ensuring more effective language development.

Targeted Language Support – with research-based instructional strategies and activities that align with students' language proficiency levels. These strategies help ELD learners build academic language skills in a structured way.

Collaboration Between Educators – Ellevation facilitates communication and collaboration among teachers, ELD specialists, and administrators. This ensures that all educators involved in a student's learning process are aligned in their approach and can provide consistent support.

Progress Monitoring and Compliance – The platform helps schools track ELD students' progress over time, ensuring compliance with state and federal requirements. It also makes it easier to document and report student growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Ripon High is committed to increasing parent involvement in our English Language Acquisition Committee (ELAC) to better support our students and families. To achieve this, we will implement a multi-faceted outreach strategy that includes regular surveys to gather feedback, personalized phone calls to engage families directly, and timely reminders through emails, text messages, and newsletters. Additionally, we will host informational sessions and workshops tailored to address the specific needs of our English Learner (EL) families, ensuring they have the resources and knowledge to support their children's academic success. By strengthening these connections, we aim to build a more inclusive and collaborative educational partnership that empowers both students and their families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

EL Para-Professionals: Provide targeted support for English Learners by pushing into core classes to assist with instruction and reinforce learning. This enhances language development and comprehension by providing real-time assistance and scaffolding during instruction, and promotes academic progress by ensuring students receive individualized support to better engage with grade-level content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 7
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 English Language Learners

Strategy/Activity
 English Learner Development (ELD) students will actively participate in the Student Data Review Team (SDRT) process to assess their academic progress, English Language Proficiency Assessments for California (ELPAC) scores, and reclassification status. The SDRT, consisting of teachers, administrators, and EL specialists, will collaborate with content departments and the EL team during each grading period to analyze student performance data. When a student demonstrates readiness for reclassification, the team will ensure timely support and documentation. By integrating these data-driven discussions into regular review cycles, the SDRT will help create a more personalized learning experience, leading to improved academic outcomes for EL students

Proposed Expenditures for this Strategy/Activity
 List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Ripon High will continue to enhance English Learner (EL) proficiency by implementing a targeted and multi-tiered approach to language acquisition. The strategies focus on instructional support, professional development, data-driven monitoring, and family engagement, ensuring that EL students progress at least one ELPI level or maintain proficiency. EL progress increased from 24.4% in 2023 to 33.3% in 2024 (+8.9%), demonstrating significant improvement in ELPI levels. Long-Term English Learners also showed progress, moving from 26.7% in 2023 to 28.9% in 2024 (+2.3%).

This suggests that intervention strategies and professional development efforts contributed to more students advancing at least one ELPI level.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goals were implemented as planned and will continue.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

NA-no changes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 4: Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships which produces students who are college and career ready.

Goal 4

All Ripon High learners will be college and career ready when graduating according to the Ca Indicator Dashboard.

Identified Need

The data indicates that 57.1% of all students were classified as "Prepared," marking a 12.9% decline from the previous year, however a reporting error may have contributed to this decline. We understand it's crucial to verify and correct any inaccuracies in data submission before drawing firm conclusions about performance trends. However, even with this consideration, the low performance level (Orange, Level 2 of 5) signals a need for targeted improvement efforts. The Hispanic subgroup had a 54.2% preparedness rate (declining by 10.3%), while the Socioeconomically Disadvantaged group had a significantly lower 39.4% preparedness rate with a 21.3% decline.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Indicator based on CA Dashboard	Baseline: 2023 School Year: 70% of graduating students were college and career ready. Actual Outcome 2024 School Year 57.1% of graduating students were college and career ready.	2025 School Year An increase of 10% resulting in 67.1% of graduating seniors will be college and career ready.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students groups are targeted.

Strategy/Activity

Increased workshops informing families on resources and opportunities.

Counselors have increased class presentations to review A-G requirements and explain CTE courses as well as increasing informative workshops for families regarding college and career opportunities.

Ripon High will continue the MOU with Modesto Junior College for the 2025-2026 school year to add a dual enrollment course allowing students to earn college credits during the school day. Workshops will continue with college and career coaching sessions specifically designed for first-generation and low-income students expanding access to Financial and College Planning Resources.

Enhance scholarship and financial aid workshops to ensure students and families understand available funding options.

Develop a structured FAFSA completion initiative with incentives for early submission.

Robert Moore wrote, “CTE or Career and Technical Education give students the academic, technical and employability skills needed for postsecondary and workplace success.”

According to Brian Jacobs (Professor of Education Policy-U of Michigan) CTE can motivate students to attend school more frequently and be more engaged, and therefore improve core academic skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students targeted.

Strategy/Activity

Ripon High School continues to expand its Advanced Placement (AP) program with the addition of AP Pre-Calculus, African American Studies, and Physics, providing students with more opportunities to engage in rigorous coursework. The number of AP exams taken has increased, along with the percentage of students achieving a score of 3 or higher, demonstrating improved academic performance. This growth has been supported by a grant-funded initiative that covers exam fees for specific student groups, increasing access and participation. Additionally, RHS

remains committed to enhancing academic rigor by ensuring all courses are fully aligned with Common Core Standards, preparing students for college and career success

According to healthypeople.gov, "overall, high school graduation has the potential to improve population health. Research consistently shows that employment prospects and lifelong earning potential are better for high school graduates. For every year of high school that a student completes, their lifetime wealth increases by 15%"

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students targeted.

Strategy/Activity

CTE Awareness:
Ripon High School is committed to enhancing Career and Technical Education (CTE) pathways to better prepare students for postsecondary success. To support students balancing work and academics, RHS is working to establish paid internship opportunities in partnership with local businesses. Additionally, the school is expanding hands-on career training programs in high-demand industries, ensuring that CTE pathways align with local job market needs and increase students' chances of immediate employment upon graduation.

To further promote awareness and engagement, RHS has implemented an annual Career Fair, providing students with valuable insight into various career pathways and industry opportunities. Furthermore, all students and parents will have yearly touchpoints to discuss academic progress and postsecondary goals, with timely access to counselors for academic, college/career, and social-emotional support. Key events such as Parent College Night, Financial Aid Night, and CTE Night will continue to foster parent involvement and awareness, equipping families with the knowledge and resources needed to help students successfully complete a CTE pathway or transition into an Apprenticeship Program

Robert Marzano and John Hattie both agree that getting students to work with each other helps them to achieve better results. The use of cooperative learning groups adds value to whole-class instruction ($d = 0.41$) and to individual work ($d = 0.59-0.78$).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students targeted.

Strategy/Activity

Students feedback and input for LCAP surveys are looked at when deciding courses and pathways. Senior's will complete an Exit Survey to receive feedback and input to make changes if needed to improve skills needed for job interviews and resume building to help with the transition into post secondary education. Students will have yearly touch points to discuss the feedback 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Ripon High School has already taken significant steps in strengthening A-G, AP, Dual Enrollment, and CTE programs. However, targeted efforts to correct data reporting errors effecting results, support underrepresented student groups, and enhance career readiness initiatives can further boost preparedness rates. By refining current strategies and implementing additional improvements, RHS can work toward moving beyond the low-performance (Orange) level and ensuring more students graduate fully prepared for college and careers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implantation and or budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goals/actions will be carried over to the 2025 school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$147,586.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title III	\$5,000.00

Subtotal of additional federal funds included for this school: \$5,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Learning Recovery	\$15,000.00
Proposition 28	\$127,586.00

Subtotal of state or local funds included for this school: \$142,586.00

Total of federal, state, and/or local funds for this school: \$147,586.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Keith Rangel	Principal
Amy Mcpeak	Other School Staff
Tara Hooks	Other School Staff
Robert Mayfield	Classroom Teacher
Ann Pendleton	Classroom Teacher
Lisa Husman	Parent or Community Member
Petra Ingils	Parent or Community Member
Jamie Garner	Parent or Community Member
Elias Ramirez	Secondary Student
Teo West	Secondary Student
Gia Greywal	Secondary Student
Marybel Reyes	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: School Safety Team Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/7/25.

Attested:

Principal, Keith Rangel on 4/7/25

SSC Chairperson, Jamie Garner on 4/7/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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