2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Pine Ridge Elementary School District
CDS Code:	10623726007066
LEA Contact Information:	Name: Steve Rosa Position: Superintendent/Principal Email: srosa@prsrattlers.org Phone: 559-841-2444
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$2231677
LCFF Supplemental & Concentration Grants	$53319
All Other State Funds	$191159
All Local Funds	$64176
All federal funds	$47308
Total Projected Revenue	$2,534,320

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$2755332
Total Budgeted Expenditures in the LCAP	$1414479
Total Budgeted Expenditures for High Needs Students in the LCAP	$63127
Expenditures not in the LCAP	$1,340,853

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$44500
Actual Expenditures for High Needs Students in Learning Continuity Plan	$115467

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$9,808
2020-21 Difference in Budgeted and Actual Expenditures	$70,967

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Any costs not included in the LCAP were dollars that go towards general operating costs for the school district.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pine Ridge Elementary School District

CDS Code: 10623726007066

School Year: 2021-22
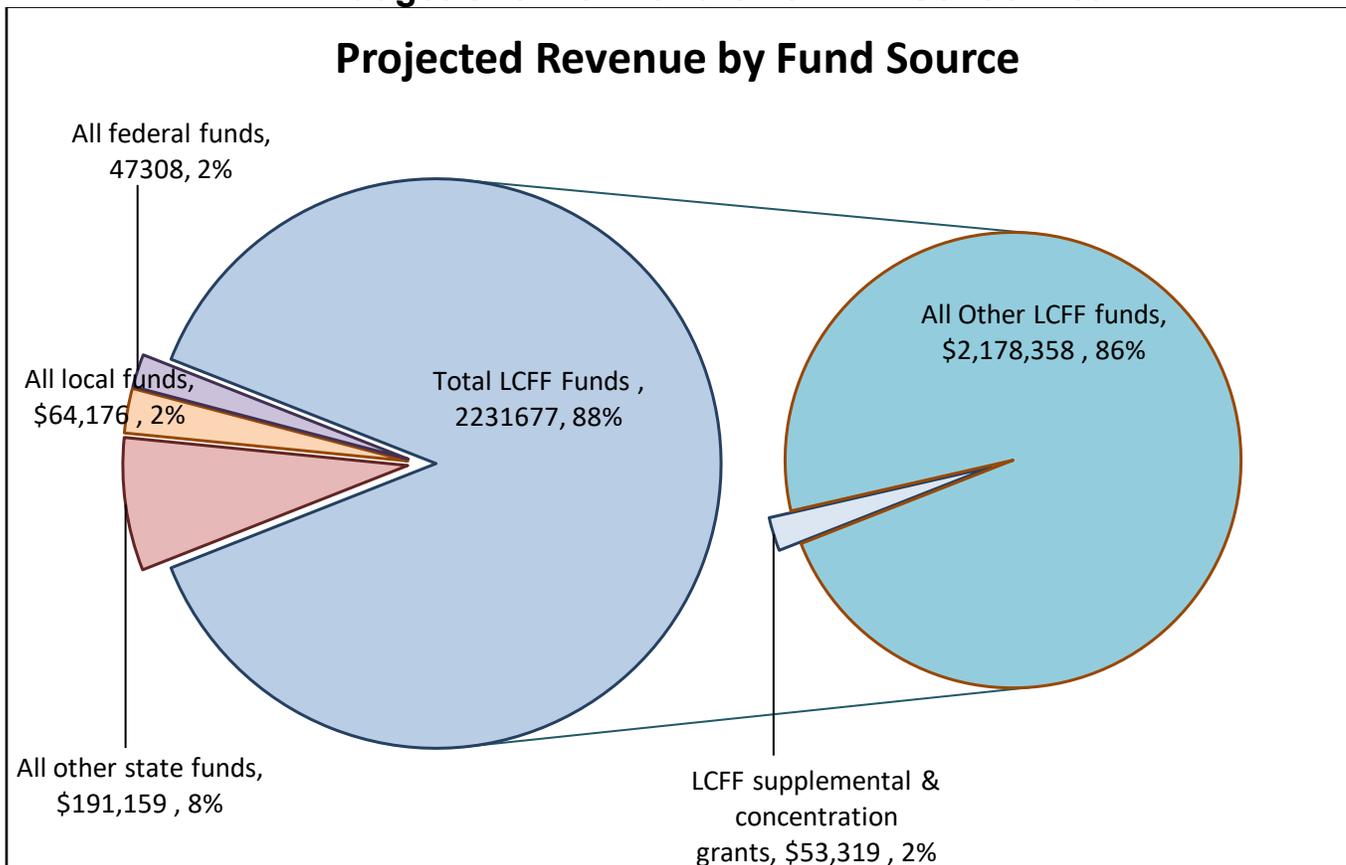
LEA contact information:

Steve Rosa

Superintendent/Principal

srosa@prsrattlers.org

559-841-2444

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, 47308, 2%

All Other LCFF funds, $2,178,358 , 86%

All local funds, $64,176 , 2%

Total LCFF Funds , 2231677, 88%

All other state funds, $191,159 , 8%

LCFF supplemental & concentration grants, $53,319 , 2%

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

The total revenue projected for Pine Ridge Elementary School District is $2,534,320, of which $2231677 is Local Control Funding Formula (LCFF), $191159 is other state funds, $64176 is local funds, and $47308 is federal funds. Of the $2231677 in LCFF Funds, $53319 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

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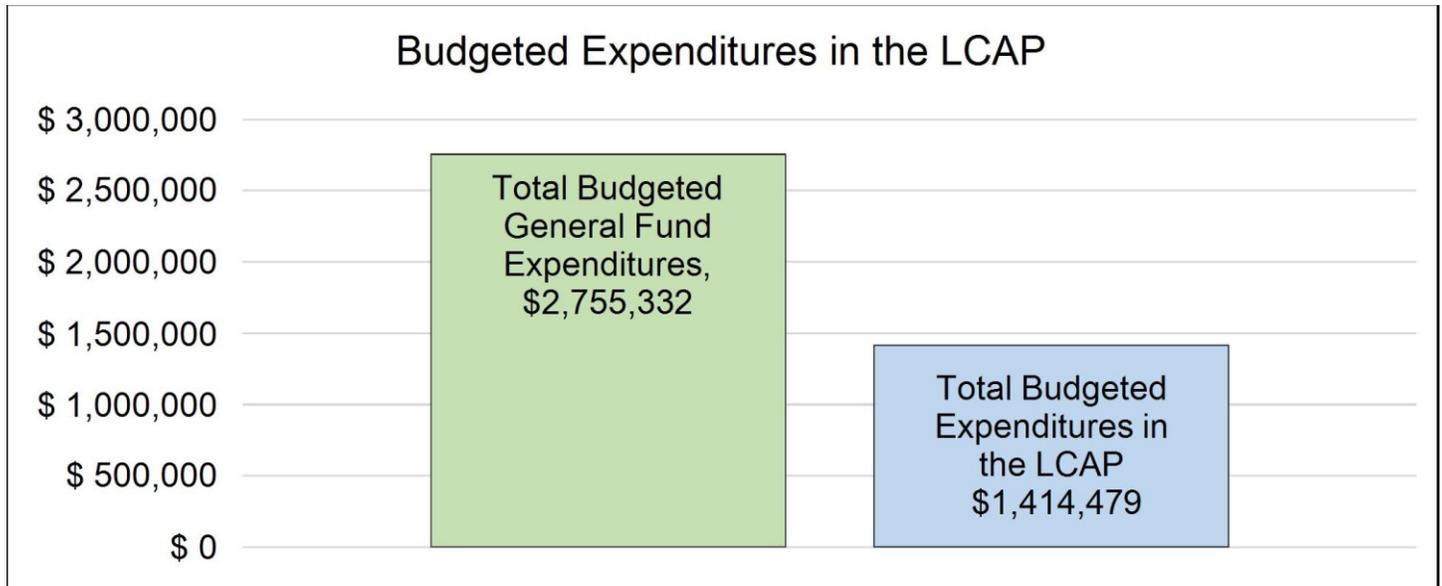
This chart provides a quick summary of how much Pine Ridge Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pine Ridge Elementary School District plans to spend $2755332 for the 2021-22 school year. Of that amount, $1414479 is tied to actions/services in the LCAP and $1,340,853 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
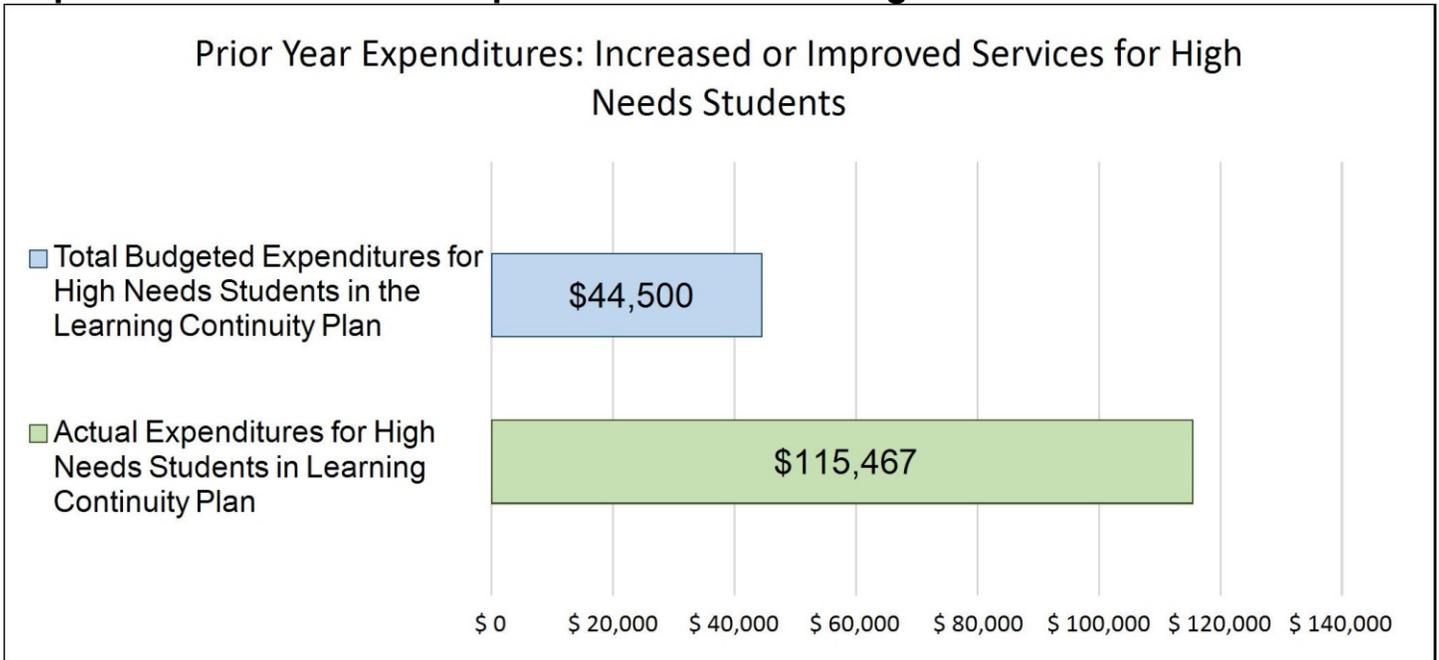
Any costs not included in the LCAP were dollars that go towards general operating costs for the school district.

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

In 2021-22, Pine Ridge Elementary School District is projecting it will receive $53319 based on the enrollment of foster youth, English learner, and low-income students. Pine Ridge Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pine Ridge Elementary School District plans to spend $63127 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$44,500
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$115,467

Axis: $ 0, $ 20,000, $ 40,000, $ 60,000, $ 80,000, $ 100,000, $ 120,000, $ 140,000

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

In 2020-21, Pine Ridge Elementary School District's Learning Continuity Plan budgeted $44500 for planned actions to increase or improve services for high needs students. Pine Ridge Elementary School District actually spent $115467 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Pine Ridge Elementary School District	Steve Rosa Superintendent/Principal	srosa@prsrattlers.org 559-841-2444

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

Goal 1

Pine Ridge Elementary will provide a high quality instructional program and broad course of study to all students by:
a) providing state standards-aligned instructional materials to all students including English Learners, foster and homeless youth, and Economically Disadvantaged students;
b) providing good "first teaching" based on the Universal Design for Learning framework;
c) providing effective progress monitoring and timely academic intervention in small groups and one-on-one as needed;
d) ensuring students have one-to-one access to state of the art technological tools; and,
e) attracting and retaining appropriately credentialed and assigned teachers who are provided ongoing professional development in standards-aligned instructional practices.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Sufficient core instructional materials as measured by annual board resolution of sufficiency of materials. **19-20** 100% sufficient instructional materials **Baseline** 2015-16 100% of students had access to core instructional materials.	GOAL MET: 100% of students have access to core instructional materials by the annual Board resolution September 2019
Metric/Indicator State standards implemented as measured by annual teacher participation in professional development in CCSS **19-20** 100% **Baseline**	GOAL MET: 100% of teachers have implemented the state standards as evidenced by aligned curriculum and participation in ongoing professional development.

Expected	Actual
2015-16 100% of teachers implemented the state standards	
Metric/Indicator SBAC scores in MATH **19-20** 50% will meet or exceed standards **Baseline** 2015-2016 49% met or exceeded the standards	GOAL NOT MET: 34.48% of students met or exceeded the standards in Math as measured by SBAC results
Metric/Indicator SBAC scores in ELA **19-20** 55% will meet or exceed standards **Baseline** 2015-2016 58% met or exceeded the standards **Metric/Indicator** EL annual growth as measured by CELDT/ELPAC. **19-20** N-A **Baseline** 2016-2017 There were no EL's enrolled.	GOAL MET: 64.34% of students in Grades 3-8 met or exceeded the standards in ELA as measured by SBAC results. No English Learner students are enrolled at Pine Ridge Elementary School
Metric/Indicator EL reclassification rate as compared to previous year. **19-20** N-A	No English Learner students are enrolled at Pine Ridge Elementary School

Expected	Actual
Baseline 2016-2017 There were no EL's enrolled.	
Metric/Indicator Attendance Rate as measured by district average attendance **19-20** Increase by 1/2 % **Baseline** 2016-2017 Average Daily Attendance Rate was 95%.	The metric used to set the district's average attendance rate is not stated. However, P1 data shows the district's attendance rate as 95.7. Using this metric, the district met the goal of increasing attendance by 1/2%.
Metric/Indicator Metric moved to Goal 2 **Baseline** 2016-2017 Due to administrative turn over, this data is not available	Due to administrative turn over, this data is not available
Metric/Indicator Metric moved to Goal 2 **Baseline** 2015-2016 0%	Due to administrative turn over, this data is not available
Metric/Indicator Metric moved to Goal 2 **Baseline** 2016-2017 100% Grade 5 in Healthy Fitness Zone Grade 7: not enough students to report data	100% of students fell into the Healthy Fitness Zone

Expected	Actual
Metric/Indicator NWEA assessment ELA **19-20** NWEA assessments in ELA will show a 2% increase over last year. **Baseline** NWEA assessments in ELA showed 60% met or exceeded standards school-wide by January 2018; 89% achieved their NWEA RIT score by May 2018.	GOAL MET The percent of students scoring proficient or above on the NWEA ELA assessment increased from 60% to 69%.
Metric/Indicator NWEA assessment math **19-20** NWEA assessments in math will show a 2% increase over last year. **Baseline** NWEA assessments in math showed 47% met or exceeded standards school-wide by January 2018; 97% achieved their NWEA RIT score by May 2018.	GOAL MET: The percent of students scoring proficient or above on the NWEA Math assessment increased from 47% to 54%
Metric/Indicator LCFF 5 x 5 chart in ELA **19-20** BLUE **Baseline** 2016-17: ORANGE	GOAL NOT MET:. Although our score increased by 3.9 points, Pine Ridge's rating went from BLUE to GREEN in ELA because our score failed to increase by the required 15 points to stay in the BLUE range.
Metric/Indicator LCFF 5 x 5 chart in math **19-20** GREEN **Baseline** 2016-17: ORANGE	GOAL NOT MET: Pine Ridge maintained a score in the ORANGE range as Math scores increased by only .4 points.

Expected	Actual
Metric/Indicator Properly credentialed teachers with no misassignments or vacancies per SARC report **19-20** 100% **Baseline** 100% of teachers were properly credentialed with no misassignments	GOAL MET: 100% of teachers are properly credentialed with no misassignments.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. To increase academic achievement a highly qualified staff must be hired and retained	1000-1999: Certificated Personnel Salaries Base 643,769 2000-2999: Classified Personnel Salaries Base 21,911 3000-3999: Employee Benefits Base 304,974 1000-1999: Certificated Personnel Salaries Title I 6,292 3000-3999: Employee Benefits Title I 3,047	1000-1999: Certificated Personnel Salaries Base 628,343 2000-2999: Classified Personnel Salaries Base 22,167 3000-3999: Employee Benefits Base 182,040 1000-1999: Certificated Personnel Salaries Title I 6,869 3000-3999: Employee Benefits Title I 1,077
2. PRESD will use an intervention teacher to help with students proficiency in ELA and Math. 3. PRESD will use NWEA to measure student achievement in ELA, Math and Science.	included in certificated salaries cost 1000-1999: Certificated Personnel Salaries Base 89,880 Low-performing Student Block Grant 4000-4999: Books And Supplies Other 1,575	included in certificated salaries cost 1000-1999: Certificated Personnel Salaries Base 95,111 Low-performing Student Block Grant 4000-4999: Books And Supplies Other 1,575
4. To implement and increase the use of STEM activities and delivery of Common Core materials in our classes, certificated teachers will be offered standards-aligned professional development with an emphasis in Science.	5000-5999: Services And Other Operating Expenditures Base 5,000	5000-5999: Services And Other Operating Expenditures Base 4,032

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5. Based on our 2018 CAASPP Reading scores and to better target the learning needs of all students, including our unduplicated students, in reading skills, Pine Ridge will continue to provide a deployed Guided Reading/RTI program for Grades 1-6. To improve the effectiveness of the Guided Reading program, we will assign two Instructional Aides to work with students in small groups to support the teaching of foundational reading skills. The Guided Reading Team will meet and determine best practices for assessing student reading growth periodically. We expect 75% of students will leave Grade 3 and Grade 6 having met or exceeded state reading standards at their grade level.	2000-2999: Classified Personnel Salaries Supplemental 20,318 3000-3999: Employee Benefits Supplemental 5,079.50	2000-2999: Classified Personnel Salaries Supplemental 0 3000-3999: Employee Benefits Supplemental 0
6. We will implement twice annually all-school writes and data sharing as measured through the Step Up to Writing program and SBAC Performance Task rubrics.	Not Applicable Not Applicable No Cost	Not Applicable Not Applicable No Cost
7. Provide Instructional aides in the Kindergarten classroom and in combination grade classrooms to reduce student/teacher ratio and in other classes to provide extra academic help to students with IEPs.	2000-2999: Classified Personnel Salaries Title I 17,640 Low-performing Student Block Grant 2000-2999: Classified Personnel Salaries Other 10,650 3000-3999: Employee Benefits Title I 2,940	2000-2999: Classified Personnel Salaries Title I 18,650 Low-performing Student Block Grant 2000-2999: Classified Personnel Salaries Other 10,650 3000-3999: Employee Benefits Title I 2,995
8. A shared student assessment spreadsheet will be updated trimesterly. A roving substitute teacher will be provided to allow time for classroom teachers to meet with the principal and intervention teacher to assess for and assign needed student interventions.	Low-performing Student Block Grant 1000-1999: Certificated Personnel Salaries Other 800	Low-performing Student Block Grant 1000-1999: Certificated Personnel Salaries Other 750
9. PRESD will continue to subscribe to a site license for IXL Grades K-8 for ELA, math and Science. (We will not use IXL for Social Studies anymore.)	Low-performing Student Block Grant 5000-5999: Services And Other Operating Expenditures Other $2,895	Low-performing Student Block Grant 5000-5999: Services And Other Operating Expenditures Other 2995

Goal Analysis

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

All Actions/Services were implemented. The difference in proposed and actual expenditures did not impact the District's ability to provide increased and improved services for its high-needs pupils. What impacted those services was the COVID19 pandemic and resulting school closure. This was the primary cause of the difference in expenditures. Parent and Community data shows overall satisfaction with how the District was able to maintain mental health services, student connectivity, and tutoring support for our unduplicated youth in a distance learning environment. In action one, the difference in cost was due to a miscalculation in employee benefit base. In action five, the difference in cost was due to the inability to hire/recruit a guided reading team. Due to administrator turn over, the district was not able to implement all of their actions. Now that there will be consistency in administration, Pine Ridge School will be able to monitor and implement all goals.

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

Successes: We were pleased with the overall effectiveness of the Actions/Services related to Goal #1. We saw academic gains in achievement. Our NWEA benchmark data indicated that students Grades K-8 made growth based on the NWEA benchmark for ELA and remained consistent in math. We attribute much of our academic growth to quality first instruction, in the classroom Tier I and II interventions, the support of the Intervention Teacher and Instructional Aides and our after-school intervention program, our Guided Reading program, our benchmark tool (NWEA), our staff intervention meetings. When COVID- 19 caused schools to close in March of 2020 we were able to provide the appropriate devices and packets for all students to be able to access their distance learning classes.

Challenges; There was turn over in administration which caused a lack of consistency and no clear leadership direction. Teachers took the lead in providing supports for students and the transitions needed when COVID-19 closed schools.

Overall Effectiveness: The above listed successes are noted by increased NWEA benchmark data and student overall academic success. The district went through a search firm to identify a new Superintendent/ Principal to provide leadership and support for the district. The firm identified a Superintendent based on qualities that that were gathered from community surveys and teacher input.

Goal 2

PRESD will maintain a safe and well-maintained campus that;
a) provides a positive and welcoming school climate,
b) engages students with a broad course of study and a selection of extracurricular opportunities,
c) develops students' creative/artistic and social/emotional skills,
d) responds to student behavior in a restorative rather than a punitive manner whenever possible,
e) provides transportation within this rural setting to students living within the district boundaries, and
f) invites parents/guardians to participate in the school program and in decision making.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Properly credentialed teachers with no misassignments or vacancies per SARC report. **Baseline** 2015-16 100% of teachers were properly credentialed with no misassignments or vacancies.	GOAL MET. There are no teacher vacancies at Pine Ridge and all teachers are properly credentialed with no misassignments.
Metric/Indicator Access to broad course of study as measured by review of teachers' course outlines **19-20** 100% **Baseline** 2016-2017	GOAL MET: 100% of students have access to a broad course of study appropriate for their grade level as evidenced by course outlines.

Expected	Actual
Course outlines revealed 100% of teachers offered a broad course of study.	
Metric/Indicator Number of physical education minutes per SARC report **19-20** 100% of grade levels will achieve their minimum Physical Education minutes **Baseline** 2016-17 All grade levels met their minimum required minutes of physical education.	GOAL MET: Pine Ridge is a K-8 elementary school district. All students meet or exceed the required 200 minutes of Physical Education every 10 days.
Metric/Indicator California Healthy Kids Survey (CHKS) results for -student perception of safe and positive school climate **19-20** 89% of 7th Graders will report feeling safe and positive about school **Baseline** Due to complete administrative turn over in the last year, the CHKS results could not be found. Baseline will be established in 2017-2018	The survey to determine the percent of 7th graders who report feeling safe and positive about school has not yet been determined because students are not in school due to school closure. The student survey will be administered when they return. However, 95.8% of parents who responded to the Parent Surrey reported that their child feels safe at school.
Metric/Indicator California Healthy Kids Survey (CHKS) results for student feelings of high levels for school connectedness. **19-20** 82% of 7th Graders will report high levels of school connectedness	The survey to determine the percent of 7th graders who report feeling a high level of connectedness to school has not yet been determined because students are not in school due to school closure. The student survey will be administered when they return. However, 78.8% of parents who responded to the parent survey feel their child feels connected at school, 8.7% have no opinion and 13% disagree.

Expected	Actual
Baseline Due to complete administrative turn over in the last year, the CHKS results could not be found. Baseline will be established in 2017-2018	
Metric/Indicator Suspension Rate **19-20** fewer than 2% **Baseline** 2016-17 0% of students were suspended	GOAL MET: .01% students were suspended during the 2019-2020 school year.
Metric/Indicator Expulsion Rate **19-20** fewer than 2% **Baseline** 2016-17 0% of students were expelled	GOAL MET:. Pine Ridge has a 0% expulsion rate (BLUE rating) as measured by the District records
Metric/Indicator Facilities maintained as measured by annual FIT tool **19-20** Exemplary **Baseline** 2016-17 score on FIT was "exemplary"	GOAL MET: We used the California Department of Education's Facilities Inspection Tool (FIT) to determine a FIT score of EXEMPLARY.
Metric/Indicator Parent Survey results measuring percent feeling involved in school and in school decision-making **19-20** greater then 70%	93% of parents who responded report feeling welcome to be involved in school activities.

Expected	Actual
Baseline 2016-17 Due to complete administrative turn over in 2016, the parent survey results were not available.	
Metric/Indicator Parent engagement as measured by parent attendance sheets for Back to School Night and Parent/Teacher Conferences **19-20** 72% of parents will participate in Back to School Night and 92% will attend Parent Teacher Conferences. **Baseline** 2016-17 Due to complete administrative turn over in 2016, the parent survey results were not available.	93% of parents who responded attended Back to School night 100% of parents who responded attended Parent-Teacher Conferences
Metric/Indicator Chronic Absenteeism Rate as measured by percent of students with 10% or more absenteeism. **19-20** Decrease by 3% **Baseline** 2016-17 Due to administrative turn over this data is not available.	GOAL NOT MET:.The California Dashboard shows Chronic absenteeism for Pine Ridge is 12.7%, declining only .3%
Metric/Indicator Middle School Dropout Rate **19-20** 0% **Baseline** 2015-16 0%	GOAL MET: Pine Ridge has a 0% Middle School Dropout Rate

Expected	Actual
Metric/Indicator Other outcomes of a broad course of study: Physical Fitness Testing **19-20** Maintain minimum of 90% HFZ **Baseline** 2016-17 100% of Grade 5: in Healthy Fitness Zone; Grade 7: not enough students to report data	No goal was set for 2019-20. However, current Physical Fitness Testing results indicate the percent of 5th grade students scoring in the Healthy Fitness Zone: Aerobic activity: 56.2% Body Composition: 68.8% Abdominal Strength 75.0% Trunk Extension: 100% Upper Body Strength> 93.8% Flexibility: 81.2% There are too few 7th grade students to report data.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. PRESD will provide instruction in 21st century learning skills which will require technology purchases and technical support.	4000-4999: Books And Supplies Base 8,000	4000-4999: Books And Supplies Base 8,986
2. All students will participate in visual and performing arts K-8.	2000-2999: Classified Personnel Salaries Base 850 4000-4999: Books And Supplies Base 1,450 5000-5999: Services And Other Operating Expenditures Base 1,500	2000-2999: Classified Personnel Salaries Base 0 4000-4999: Books And Supplies Base 0 5000-5999: Services And Other Operating Expenditures Base 0
3. Pine Ridge school is committed to providing a fully credentialed Physical Education teacher.	Cost included in certificated salaries in Goal 1. 1000-1999: Certificated Personnel Salaries Base $0	Cost included in certificated salaries in Goal 1 1000-1999: Certificated Personnel Salaries Base 0
4. Moved from Goal #3 and updated: PRESD will continue to implement a quality Character Education curriculum to promote safe and healthy behavior including self-	Not Applicable Not Applicable 0	Not Applicable Not Applicable 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
regulation and empathy. Instruction will be delivered by certificated personnel.		
5. To provide a safe environment, facilities and grounds will be maintained.	2000-2999: Classified Personnel Salaries Base 122,935 3000-3999: Employee Benefits Base 74,289 4000-4999: Books And Supplies Base 26,000 5000-5999: Services And Other Operating Expenditures Base 19,890	2000-2999: Classified Personnel Salaries Base 121,241 3000-3999: Employee Benefits Base 53,892 4000-4999: Books And Supplies Base 27,410 5000-5999: Services And Other Operating Expenditures Base 19,107
6. To ensure student engagement in a rural school, home to school transportation is required.	2000-2999: Classified Personnel Salaries Base 50,095 3000-3999: Employee Benefits Base 31,285 4000-4999: Books And Supplies Base 26,000 5000-5999: Services And Other Operating Expenditures Base 19,890	2000-2999: Classified Personnel Salaries Base 46,107 3000-3999: Employee Benefits Base 16,177 4000-4999: Books And Supplies Base 40,000 5000-5999: Services And Other Operating Expenditures Base 20,092
7. PRESD will maintain a high quality surveillance system on the campus with a monitor screen in the office.	Measure E Bond Funds 4000-4999: Books And Supplies Other 10,400 Measure E Bond Funds 5000-5999: Services And Other Operating Expenditures Other 17,500	Measure E Bond Funds 4000-4999: Books And Supplies Other 28,956 Measure E Bond Funds 5000-5999: Services And Other Operating Expenditures Other 0
8. Purchase an Art Curriculum and related art materials for at all grade levels.	Art supplies 4000-4999: Books And Supplies Base 4,000	Art supplies 4000-4999: Books And Supplies Base 0
9. Begin developing an Outdoor Learning Center including a garden, compost center, greenhouse, and more.	4000-4999: Books And Supplies Base 1,000	4000-4999: Books And Supplies Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Base 1,500	4000-4999: Books And Supplies Base 0
10. Administration and support staff are required to implement new standards, support positive behavior and involve parents in the educational process.	1000-1999: Certificated Personnel Salaries Base 108,000	1000-1999: Certificated Personnel Salaries Base 110,000
	3000-3999: Employee Benefits Base 38,000	3000-3999: Employee Benefits Base 25,977

Goal Analysis

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

The difference in proposed and actual expenditures did not impact the District's ability to provide services for its pupils. What impacted the VAPA and Outdoor learning centers services was the COVID19 pandemic which resulted in school closure. This was the primary cause of the difference in expenditures. Due to administrator turn over, the district was not able to implement all of their actions. Now that there will be consistency in administration, Pine Ridge School will be able to monitor and implement all goals. Parent and Community data shows overall satisfaction with how the District was able to maintain mental health services, student connectivity, and tutoring support for our unduplicated youth in a distance learning environment.

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

Successes: We believe that when students have the opportunity to explore their talents outside of the typical academic world of reading, writing and figuring, that they develop all aspects of their personality and talents. Our music program and performances enable students to do that. We are pleased to have a structured social-emotional curriculum for all grade levels. This is helping students learn about their emotions, how to regulate their emotions, and how to interact with others successfully. We are now spending more time teaching students before a negative behavior happens instead of just responding after a negative behavior happens.

Challenges; There was turn over in administration which caused a lack of consistency and no clear leadership direction. Teachers took the lead in providing supports for students and the transitions needed when COVID-19 closed schools.

Overall Effectiveness: The above listed successes are noted by student and parent survey feedback and overall enjoyment of the VAPA program. The district went through a search firm to identify a new Superintendent/ Principal to provide leadership and support for the district. The firm identified a Superintendent based on qualities that that were gathered from community surveys and teacher input.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional technology: Students living in disadvantaged circumstances generally do not have reliable access to technology to support their learning needs which becomes critical in a distance learning model. This action supports the purchase of additional learning devices and access to internet connectivity for students and staff. These devices principally benefit low-income, English Learners, and Foster Youth students, for whom the lack of this equipment would exacerbate the challenges for optimizing learning .	$35,000	35,000	Yes
Purchase of additional sanitation supplies	$3,100	1714.65	No

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

There were no substantive differences between the planned actions or budgeted expenditures.

Analysis of In-Person Instructional Offerings

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

Successes: In January of 2021 we were able to reopen with modification within our schedules to increase safety and ease of drop off and pick up for our families. The LEA purchased protective equipment and classroom materials for a safe-space and facilities. We provided professional development for teachers to support the transition between distance learning and in-person learning. Feedback from staff and community indicated that they were pleased to reopen and were happy with the procedures that were put into place to keep everyone safe. Multiple Zoom community calls were held to explain and collect feedback on the reopening of schools. Training videos were created to show procedures at the bus stop, on the play ground, in the classroom, library, cafeteria, and throughout the day. Another success was that we were able to meet all of our families needs after the Creek fire. We worked to ensure they were located, their needs were surveyed and we worked with agencies to help secure additional services to meet any need that could arise. We arranged for mental health services, helped locate temporary housing, as well as helped with basic needs.

Challenges: The challenges to open were the closure due to the pandemic, the larger challenge was the Creek Fire and making sure that all families had all the tools they needed to be safe. Feedback from staff, parents and students indicated that the school managed smooth transitions, but that in-person instruction was preferred.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Edgenuity for student intervention/remediation/acceleration: Data shows that our unduplicated student groups need additional opportunities and progress monitoring tools in order to reduce learning loss as a result of the COVID-19 pandemic. The district will purchase adaptive online programs to monitor pupil progress for English Language Arts and Mathematics. This will allow the LEA to monitor student engagement and participation and provide qualitative feedback to improve student achievement. Resources contributing to increased or improved services for the unduplicated pupil population are principally directed and effective of meeting the needs of students. The system of assessments used are equipped with tools and analytics designed to identify gaps/learning loss of disproportionately affected student groups. Data will help inform the identification of specific needs and strategies to improve outcomes (dollar amount accounted for in the Learning Loss section).	$0 (see LLS)	55667.37	Yes

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

COVID-19 brought additional distance learning costs for one to one devices, hotspots and additional unexpected technology expenditures

Analysis of the Distance Learning Program

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

Continuity of Instruction: The successes of implementing our distance learning program started with the cohesiveness of services that we were able to provide our community despite experiencing the Creek Fire. The purchase of Edgenuity was paramount in helping

mitigate any learning loss experienced by each student. The quality of the curriculum and instruction did not change based on the mode of delivery. The Creek FIre created difficulty to provide Continuity of Instruction due to all the fact that all basic services were destroyed or interrupted. Pine Ridge recorded lessons to ensure students to access learning regardless of other barriers outside of the districts control. Parent survey feedback requested the return to in-person learning as soon as possible in a full time model.

Distance Learning Professional Development: Prior to the school year starting our staff participated in a Distance Learning conference, where they brought back best practices to help support student learning; and still collaborate as a staff around best practices even though we are now in person for school. The district sent out surveys to teachers and staff to guide professional development needs. Teacher feedback determined a new for curriculum mapping and vertical articulation of the standards across all grade levels in preparation for the 21-22 school year. The Creek FIre created difficulty due to the fact that 40% of the staff lost their homes in the fire. The goal of the district was to provide additional mental support and provide them the support needed to be able to come back to work.

Access to Devices and Connectivity: Pine Ridge was able to provide all students with the required technology to attend class virtually each day. To ensure families are fully supported with devices and connectivity, the district provides assistance to families with devices, password resets, and any other technology related issues. During the first week of school, any student who did not log into classes, were contacted by phone to see why they were not logging in. We provided web cameras, monitors, hot spots, headsets, and whatever was needed for our teachers and families to ensure success for both distance and in person learning. Teacher's were able to email all requests and feedback shows that all teacher requests in regards to access to technology were met. To ensure appropriate technology, all teachers have access to a laptop. The district purchased web cameras for all teacher classrooms, and offered teachers the option for the district to buy headsets and an additional monitor.
The Creek Fire created difficulty due to the fact that all internet and other basic services were down. The district sent out surveys to make sure that families had hot spots, devices, and whatever was needed to support learning. Survey Data indicates that all students now have access to devices and connectivity as needed.

Pupil Participation and Progress: Our staff made every effort to reach out to all of our students that lost their homes or all the students that were evacuated as well. Once all families were located and needs were assessed we quickly and efficiently coordinated services to ensure that all needs were met. Each staff member took attendance each zoom session and submitted it to our attendance clerk, who alerted administration of any students that had missed their school zoom appointments. Teachers held individual zoom sessions with students that needed additional supports as needed. Attendance data shows that students were participating and kids were completing their work at a high level. Positive feedback was provided based on the social emotional and health supports that were provided to our students and families. Teachers sent out lists to students based on need and all items were purchased (back packs, lunch boxes, head phones, pencils, notebooks).

Support for Pupils: We are very proud of the work that our staff did in relation to supporting our community. Teachers held individual zoom sessions with students that needed additional supports. Additionally, we had paraprofessionals that scheduled individual zooms with students with special needs, as well as supporting them during their regularly scheduled zooms. Each staff member took

attendance each zoom session and submitted it to our attendance clerk, who alerted administration of any students that had missed their school zoom appointments. Small groups were also created to provide additional supports for students who need extra tutoring or help. Teachers also provided home visits to make sure students needs were being met and that all students were able to be successful academically. Local NWEA data shows growth in math and ELA.

Staff Roles and Responsibilities: The Creek Fire caused another disruption to the staff roles and responsibilities. Bus drivers delivered food, clothes, technology and anything that families needed. All full time employees were able to bring their children to work if they were not able to secure childcare. All other staff were on campus, following the district health and safety measures. As the district receives updated health guidelines, responsibilities were adjusted. Additional metal and counseling supports were provided through wellness events where people were able to come together to form community and emotional support for each other. The wellness events were attended by the majority of our staff and were well received and provided support and healing. The staff and community were provided opportunities to share what they were feeling and how they were dealing with the impacts of the Creek Fire and COVID-19 Pandemic. The community feedback indicated that they were pleased that the district was coordinating all services and supports including wrap around services.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Edgenuity for student intervention/remediation/acceleration: Data shows that our unduplicated student groups need additional opportunities and progress monitoring tools in order to reduce learning loss as a result of the COVID-19 pandemic. The district will purchase adaptive online programs to monitor pupil progress for English Language Arts and Mathematics. This will allow the LEA to monitor student engagement and participation and provide qualitative feedback to improve student achievement. Resources contributing to increased or improved services for the unduplicated pupil population are principally directed and effective of meeting the needs of students. The system of assessments used are equipped with tools and analytics designed to identify gaps/learning loss of disproportionately affected student groups. Data will help inform the identification of specific needs and strategies to improve outcomes.	$9,500	24,800	Yes

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

There was not a substantive difference between the planned and the actual budget, as we are currently using Edgenutiy as a tool for student

Analysis of Pupil Learning Loss

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

Successes:Our biggest success is that our students showed growth in their ELA scores as measured by the NWEA. We compared students scores from prior to the pandemic and when we returned we had approximately 65% of our students showed growth in their ELA scores. In our close knit community we had a number of staff members reach out and made socially distant home visits to help meet students individual needs. For students demonstrating learning loss, contact was made with students and parents via Zoom and students were provided with additionally tutoring and/or home visits. Teachers held individual zoom sessions with students that

needed additional supports. Additionally, we had paraprofessionals that scheduled individual zooms with students with special needs, as well as supporting them during their regularly scheduled zooms.

Challenges: Our greatest challenge was connectivity, with the Creek Fire many basic services were not available to families, internet included. We were able to secure hotspots and pay for internet service for our families, as well as extra Chromebooks for any students that lost theirs in the Creek fire. Surveys indicate that all students have access to the technology needed to be successful.

Analysis of Mental Health and Social and Emotional Well-Being

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

Successes: As a result of the Creek Fire during the pandemic, we have made expanded mental health services a high priority this school year. In addition to the discuss Mindful Littles, Calm Room, adding days of our school psychologist, a LMFT counselor once a week. The district continued to work with FCSS and All 4 Youth. All 4 Youth is mental health support for students and their families. They provide counseling for students and/or families and help students gain access to psychiatrists if medication is needed. In addition to these resources, the district has local organizations that provided services to students and families. These wrap around services included community wellness events, housing, food, counseling, and any other service that was needed. Survey data indicates that the community felt a high level of support for their mental and social and emotional well-being during the fire and pandemic.

Challenges: Our biggest challenge is ensuring that we have "wrap-around" services to be able to provide comprehensive services to our students and families during this extremely stressful recovery period of the fire and the COVID pandemic. The LEA continued to maintain daily efforts of communication. In addition, community feedback included the preference for in-person support and learning environment.

Analysis of Pupil and Family Engagement and Outreach

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

Successes: The greatest success of this previous year has been that we found all of our families after 100% of our school community was evacuated and approximately 35% of our school community losing their home in the fire. PIne Ridge School really worked hard to find ways for our school community to stay connected despite being displaced by the Creek Fire. We also looked for zoom and in person opportunities for families to come together, socially distanced, and heal as a community. In addition to locating all of our families, we also have been able to keep families engaged by holding "social" zooms where community members came together and "check-in" with each other as many neighbors were now living in different towns as a result of their evacuation. Pine Ridge School provided pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning.Phone calls, zooms, and evacuation protocol were used to make sure all students were safe and had all the tools they needed in order to re-engage in school. Pine Ridge reached out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction. We were very flexible due to the Creek Fire and allowed students to watch recorded lessons as needed to attend school as their living situation, connectivity and safety status changed.

Challenges: The Creek Fire made it difficult to track where families were staying during the evacuation process. The LEA maintained daily attempts to resume engagement and provide outreach via phone calls, online meetings, home visitations. Survey data indicated the desire to return to in person learning and the staff was able to reopen schools January of 2021. Staff did its best to maintain contact with all families and communicated the latest information with students and families through Omni-Alert.

Analysis of School Nutrition

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

Successes: We provided lunch delivery to all of our students during the pandemic and we continued this practice after the Creek Fire as well. All families appreciated the delivered lunches each day to their designated bus stop area. When in person instruction resumed, we continued to provide lunch for all students. During distance learning we provided 100% of our students a free lunch.

Challenges: With food service during the pandemic and forest fire was getting lunches to all of our displaced students. We ensured that all students had access to a school lunch.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

N/A

Overall Analysis

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

Our school community craves for continuity as it pertains to school administration and then with our LCAP. As a result of Distance Learning and then Creek Fire we have placed a concentrated focus on our Social Emotional and Mental Health supports. We have increased our mental health supports for all stakeholders; we have worked with our County Office of Education to provide additional school psychologists to help work with our families and students and to facilitate support groups here on campus and within the community. During this pandemic and ensuing wildfire we learned the importance of staying connected. We learned that in order for our students to be most successful they need to remain engaged and on campus. We also implemented Mindful Littles as a way to help support student and family overall well-being.

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

We are implementing an updated schedule that has a daily RTI block as well as a weekly Social Emotional learning block. The focus is on all students, but the district also knows that students with unique needs (low-income and pupils with exceptional needs) will need additional support and tracking. Teachers are aware of students who are in these categories and will communicate with administration if they see learning loss in their students. Teachers will use afternoon sessions for small group or one-on-one support to target the learning loss. These students will have first access to after school tutoring and once approved by the state, first access to in person intensive tutoring. The district has committed to ensuring that the students have access to tutoring. Learning loss will be addressed in the future by utilizing student achievement data to plan for any course of remediation needed. The tools we will use will include, IXL, Edgenuity, NWEA as well as teacher created formative and summative assessments.

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

There were no substantive differences between the descriptions and the actual actions.

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

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

Prior to the Creek Fire, our focus was on learning mitigation and ensuring we help meet the mental health needs of our student. After the Creek Fire, we really started to focus more on our student and community's mental health. We increased our school psychologist time, have a LMFT on campus for both students and members of our school community, and we also have made spaces on campus for a "Calm Room" as an escape for students that may have been triggered or having a rough time maintaining their composure in their classroom. I believe the biggest impact these plans had on the development of the 21-22 through 23-24 school years is our focus on mental health, our students overall well-being. We also found that our intervention tool that we purchased through Edgenuity has had success and our students enjoy the program. This will be a program that we will continue to use in our regular school year, and potentially in any summer school offerings.

Instructions: Introduction

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

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

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

  - Pupil Participation and Progress,

  - Distance Learning Professional Development,

  - Staff Roles and Responsibilities, and

  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

  o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,699,354.50	1,495,199.00
Base	1,600,218.00	1,420,682.00
Not Applicable	0.00	0.00
Other	43,820.00	44,926.00
Supplemental	25,397.50	0.00
Title I	29,919.00	29,591.00
	29,919.00	29,591.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	1,699,354.50	1,495,199.00
1000-1999: Certificated Personnel Salaries	848,741.00	841,073.00
2000-2999: Classified Personnel Salaries	244,399.00	218,815.00
3000-3999: Employee Benefits	459,614.50	282,158.00
4000-4999: Books And Supplies	79,925.00	106,927.00
5000-5999: Services And Other Operating Expenditures	66,675.00	46,226.00
Not Applicable	0.00	0.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,699,354.50	1,495,199.00
1000-1999: Certificated Personnel Salaries	Base	841,649.00	833,454.00
1000-1999: Certificated Personnel Salaries	Other	800.00	750.00
1000-1999: Certificated Personnel Salaries	Title I	6,292.00	6,869.00
2000-2999: Classified Personnel Salaries	Base	195,791.00	189,515.00
2000-2999: Classified Personnel Salaries	Other	10,650.00	10,650.00
2000-2999: Classified Personnel Salaries	Supplemental	20,318.00	0.00
2000-2999: Classified Personnel Salaries	Title I	17,640.00	18,650.00
3000-3999: Employee Benefits	Base	448,548.00	278,086.00
3000-3999: Employee Benefits	Supplemental	5,079.50	0.00
3000-3999: Employee Benefits	Title I	5,987.00	4,072.00
4000-4999: Books And Supplies	Base	67,950.00	76,396.00
4000-4999: Books And Supplies	Other	11,975.00	30,531.00
5000-5999: Services And Other Operating Expenditures	Base	46,280.00	43,231.00
5000-5999: Services And Other Operating Expenditures	Other	20,395.00	2,995.00
Not Applicable	Not Applicable	0.00	0.00
		0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,136,770.50	977,254.00
Goal 2	562,584.00	517,945.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$38,100.00	$36,714.65
Distance Learning Program		$55,667.37
Pupil Learning Loss	$9,500.00	$24,800.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$47,600.00	$117,182.02

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$3,100.00	$1,714.65
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$3,100.00	$1,714.65

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$35,000.00	$35,000.00
Distance Learning Program		$55,667.37
Pupil Learning Loss	$9,500.00	$24,800.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$44,500.00	$115,467.37

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pine Ridge Elementary School District	Steve Rosa Superintendent/Principal	srosa@prsrattlers.org 559-841-2444

Plan Summary [2021-22]

General Information

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

Pine Ridge School's history began in the late 1800s when an old, two-room building, with only a few desks, a pipe organ, and a dictionary, became the first schoolhouse in the Shaver Lake/Pine Ridge area. The newly established school was dedicated to serving the children of families who logged lumber in the Sierra Nevada mountains 40 miles from Fresno. Over the next 125 years, the old building was replaced with newer facilities, and most recently, three new classrooms were added as a result of a successful bond campaign. The current facilities include 10 classrooms, a multi-purpose room, a library, a kitchen, and a gymnasium. The spacious grounds are surrounded by mountain trees and rocky terrain.

Pine Ridge is still a one school district with an enrollment that varies between 85-120 students in preschool through grade eight. 23% of the students qualify for free or reduced lunch and nearly 30% attend as transfers into Pine Ridge as a District of Choice. 76% of the students are White, 16.5% Hispanic, and 2.9% African American. There is one second language learner currently enrolled. Eighth-grade students go on to attend high school in the neighboring district of Sierra Unified about 10.5 miles away.

Unlike most districts in California, Pine Ridge receives a considerably reduced amount of state money because the main funding source is generated by local property taxes. When this amount exceeds the revenue limit calculation, it results in a financial label called Basic Aid.

Pine Ridge has a loyal and dedicated staff of 24 employees. Nine classroom teachers, pre-school through grade 8, a certificated Librarian, a full-time Resource Teacher, a technology technician, two instructional assistants, a Food Service provider, seven support staff, and one administrator. Physiological and Speech services are provided on a weekly basis by the Fresno County Superintendent of Schools Office. It is our goal to maintain our small classroom averages with a student-to-teacher ratio of less than 20-1 in order to know our students and meet their learning needs. Employees understand the commitment and dedication required of a small staff and serve in multiple roles to ensure that students experience all of the memory building opportunities of a larger district. The majority of the staff live within the school boundaries and many have a long history of families attending the school. Teachers with school-age children bring them to Pine Ridge.

Students have opportunities to be involved in extracurricular activities such as student council, band, music, visual and performing arts, flag football, volleyball, basketball, wrestling, track and field, and cheer. For students who remain after school or for parents who need child care, Pine Ridge provides an after school program until 6:00 PM, five days per week; this will continue again in the 21-22 school year. Due to Covid-19 restrictions we were unable to offer Preschool and Campus Club.

The school has a long history of taking advantage of its enviable location near both lakes and mountains. There are four elective days where staff and students either go bowling or up to China Peak for skiing lessons, as well as a day when students release newly hatched trout into

Shaver Lake. The Pine Ridge parents and community are highly engaged, supportive and serve as volunteers on field trips, in the classroom, and during special events. They participate in the Boosters, coach sports, and provide after school activities.

The five-member Board of Trustees believes that all students will learn. They value respectful and caring relationships, honesty, integrity, teamwork, collaboration, continuous improvement, and achievement They have a clear and focused vision that Pine Ridge School will enable ALL students to:

*Experience a caring and welcoming environment
*Strive for academic achievement
*Be self-disciplined, self-confident, and a lifelong learner
*Demonstrate respect for self and others
*Understand and participate meaningfully in our democratic society and global community
*Know their individuality is valued

Pine Ridge School provides students with a rich educational experience that makes it a place where students want to be. Community members are neighbors and friends and they like that their small school is a place where their children feel safe and connected.

Reflections: Successes

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

PRES has reason to celebrate the many areas of progress made during the 2020-2021 school year.

CONDITIONS OF LEARNING
1. BASICS-Standard Met:
100% of the teachers at PRES are properly credentialed with 0% misassignments. The PRES staff is small, but has three probationary teachers hired over the past few years. Hiring practices ensure that new hires are properly credentialed and assigned.
100% of students have sufficient instructional materials in core academic subjects. Adopted materials include the required texts, as well as supplemental materials. Students each have an electronic device assigned to them that allows them access to instructional materials at school and at home. Kindergarten students have an iPad and 1st- 8th graders each have a Chromebook to support instruction.
A successful PRES bond campaign allowed the school to complete the addition of a three classroom wing in February 2020. The custodial staff ensures that the older building, new facility, and grounds are kept safe, clean, and in good repair. The Maintenance, Operations and Transportation supervisor continually inspects all areas of the school and completes the Facilities Inspection Tool twice annually.
2. IMPLEMENTATION OF STATE STANDARDS- 100% of teachers have implemented the state standards in ELA, Math, Social Science, and Science.
3. ACCESS TO A BROAD COURSE OF STUDY-
All K-8 students have access to a broad course of study that includes English Language Arts, Math, Social Science, Science, Physical Education, and Visual and Performing Arts. The district employs a physical education teacher, a music teacher, and a certificated library media teacher who engages students in the performing arts each year.
4. EXPELLED YOUTH-PRES had no expelled youth.
5. FOSTER YOUTH-PRES has no foster youth at this time.

ENGAGEMENT

1. PARENT INVOLVEMENT- PRES is a small mountain community with strong, active parental and community involvement. The majority of staff live in Auberry/Shaver/Prather and have long-standing roots and connections in the area. Their children attend school with them. The local store owner, postal worker, former board members and former teachers support and still visit the school. There is a family-friendly volunteer system in which parents regularly work in classrooms, serve as sports coaches, and support school functions. The Boosters Club is organized, has officers, and holds regular meetings to plan for school events or teacher recognitions. Parents also serve on the Board of Trustees, School Site Council and Citizens Advisory Committee.

Critical parent information is mailed to parents, posted in the school lobby, listed in the Parent Handbook, and available on the district website. PRES also has a communication system that is designed to send information and alerts by text. Parents meet formally with teachers at conferences each semester, but also communicate via email.

To facilitate two-way communication, parents are encouraged to attend Board meetings, address the Board or meet with the administrators or teachers at any time. A parent survey is administered annually and results are incorporated into school planning and the LCAP.

2. STUDENT ENGAGEMENT

School Attendance- See next section

Chronic Absenteeism-See next section

Middle School Drop Out Rate--PRES is a K-8 school district with a 0% middle school drop out rate

3. SCHOOL CLIMATE

Suspension and Expulsion Rate- PRES had suspension rate of less than 1% in 2019-2020 and 0% in 2020-2021.

PRES believes that its small class sizes (less than 20-1) have a positive impact on the school climate. Office staff, teachers and administrative assistants know the students, siblings, and their families creating what is often referred to as a family atmosphere. School rules are published and the Rattler S.T.R.O.N.G. mantra reminders students to practice traits of a quality character. (S-strive for excellence. T - treat others kindly. R - responsible. O - on task. N - noble. G - good judgment).

The school's Positive Behavior Interventions and Supports (PBIS) team attended training and facilitated the full implementation of the PBIS model at Pine Ridge. Each staff member has a PBIS resource binder that outlines the discipline/behavior management plan. Staff buy-in allows the plan to be practiced by all. A student survey is administered annually to measure the level to which students feel safe, connected and involved.

PRES is most proud to have met the metric standards of Conditions of Learning, Parental Involvement, and School Climate. Collectively they contribute greatly to the positive culture at our school. PRES will continue the actions necessary to achieve positive results in these areas.

In order to continue to serve our students, PIne Ridge School is working to develop a campus wide Response to Invention program to ensure that each student was receiving the specific supports needed to be successful in school. We are also considering the use of deployment in ELA & Math as a strategy to address student needs by grouping like ability students. We are continuing to refine our social emotional supports through expanded mental health services; including mental health services for our parents and community. We currently use Second Step as our social emotional curriculum and will implement peer support groups and eventually community support groups facilitated by additional school psychologists.

Reflections: Identified Need

In November 2019, the superintendent/principal of the district resigned. This change in leadership continued a concerning trend of frequent administrative turnover over the past five years. Without leadership stability, the focus on LCAP goals has been greatly interrupted. The staff has endured stops and starts in initiatives and inconsistencies in the implementation of LCAP actions.

The California Dashboard data shows two areas that need significant improvement.
STATE INDICATORS:
1) the number of students meeting or exceeding standards in Math.
During the 2021 Winter administration of the NWEA; approximately 40% of our students scored at grade level or above and our 2019 SBAC, results placed us the "orange" approximately 26.5 points below standard. Of the 20 PRES students identified as low income, 30% (6) failed to meet or exceed grade-level standards on the NWEA. In the Fall we will begin afterschool tutoring led by a fully credentialed teacher.

2) 12.7% of students are chronically absent from school. PRES is a mountainous community and while many parents bring their children to school, home-to-school transportation is provided each day.
30)% of the students attend as transfers into Pine Ridge as a district of choice. The school has an automated caller that contacts parents when students are absent, but the absentee rate declined only .4% from 2018

Additionally, we have purchased Edgenuity, which is an online curriculum that exports student results from the NWEA and then provides students a course of study that targets their specific academic needs. Edgenuity also updates the prescribed course of action for each student as they show mastery of the skills that they previously needed remediation. Within the next two years, we plan on utilizing a deployment model in both Mathematics and English Language Arts. This would allow us to utilize student grouping by specific skills needed. These groups would be fluid and student would move in and out of their groups as they show proficiency in that skill.

With attendance, we are working to develop incentives that will encourage families to get their children to school each day. We currently are not ADA based for our funding, instead we are a Basic Aid school district. Many of our families work in industries that do not necessarily follow a traditional calendar so they take vacations and plan trips during the school year as it works best within their families schedule. We offer independent study as a tool for students and families that are going to be taking time away from school. However, we do have a number of families that do not utilize Independent study as they feel their vacation is a time for family reconnection and not a time for academics.

LCAP Highlights

Pine Ridge has had three Superintendent/Principals in the past 5 years. The change in leadership and guidance has left the district without an articulated vision and focused direction. Pine Ridge is a wonderful community that has all of the ingredients to be high performing and distinguished. The goals and actions in this LCAP intend to focus on professional development, professional learning conversations, the use of student work/data to inform instruction, and provide targeted intervention. A focus on Math and Chronic Absenteeism is emphasized. The district's ability to meet all local indicators, and maintain suspension, expulsion, and middle school drop out rates in the BLUE range is testimony to the commitment of the staff and community.

Comprehensive Support and Improvement

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

Schools Identified

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

Pine Ridge is not eligible for comprehensive support and improvement

Support for Identified Schools

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

Pine Ridge is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Not Applicable to Pine Ridge

Stakeholder Engagement

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

The Superintendent developed a calendar of stakeholder surveys/meetings to ensure that all stakeholders were informed about the LCAP progress, and were provided an opportunity to express opinions and provide input about conditions of learning, student outcomes, and student and parent engagement at Pine Ridge School. Board members, administrators, teachers, classified staff, School Site Council, parents, and community members participated virtually and took surveys.

RESULTS:
Board of Trustees:
LCAP information and input meetings: January 13, 2021, February 10, 2021, March 10, 2021 and April 14 2021

Certificated Staff LCAP meetings:
March 2021, April 2021, May 2021

Classified Staff LCAP meeting:
March 2021

Bargaining Unit representative LCAP meeting:
One teacher represents the Pine Ridge certificated staff. She has been part of the staff meetings and staff surveys. Pine Ridge has no classified union.

Student Survey:
Students completed a school climate and engagement survey in the Spring of 2021

School Site Council/PAC LCAP meeting: May 20, 2021 (Virtual) - During this meeting our SSC discussed the importance for continuity and consistency. This group supported our draft LCAP goals and appreciated the improved mental health services. During this meeting we also invited parents of SWD's to discuss our RTI block scheduled into each day of school. With our small population of SWD's (six students) we are able to meet with each family to discuss how we can support them individually and help achieve their IEP goals. There were no questions by these groups regarding the proposed LCAP actions

Parent Survey -Stakeholder Input: A stakeholder survey was emailed to community members in April 2021, Approximately 50% of families responded to the survey.

SELPA Collaboration and Input
Pine Ridge is part of the Fresno County SELPA and participated in SELPA Operations meetings, where the LCAP was discussed with member districts and input was solicited from that stakeholder group. 2020 - 2021 Operations meetings were held on September 10, 2020, October 15, 2021, November 12, 2020, January 28, 2021, February 17, 2021, March 23, 2021, April 15, 2021 and May 13, 2021.

Public Meeting-Stakeholder Input Meeting:
May 6, 2021. Notice of this public meeting was posted in three locations in the district and announced using the district text/email notification system. However, due to the social distancing recommendation, this meeting was held virtually. A phone number was provided for the community to call in and provide LCAP input and/or ask LCAP questions.

There is only a superintendent/principal in the district and no other administrators in our district. This is also a single school district.

Our Public Hearing for the LCAP was help on 6/1/21, during this meeting we had no stakeholders attend and we had no comments of any type.

Our public comment was 5/17/21 - 6/1/21 and we did not have any written or oral comments in regards to our draft LCAP

There were no questions or any feedback that would have required the superintendent to answer in writing.

Our LCAP will be board approved on 6/8/21

Local indicators were presented in conjunction with LCAP

Adoption as per Ed Code 52064.5(e)(2)

A summary of the feedback provided by specific stakeholder groups.

Board of Trustees feels that there should be major focus in two areas 1a) improve student performance in math; 1b) use fiscal resources for professional development in math; and 2) use the high level of parent involvement to support academic focus. Our Board of Trustees would like to see consistency in our academic and social emotional goals, they support our draft goals.

Certificated Staff LCAP Meeting:
Teachers know that NWEA (local assessment), CAASPP results, and Dashboard indicators all show that students need support in math and supported the draft goals as presented and agreed with adding additional mental health services.

Bargaining Unit Feedback: They want consistency in administration and in the LCAP. The goals as presented are appropriate and all agree they have the best interests of the school community as their guiding principle. We have no classified staff bargaining unit.

Student Survey Results (Strongly Agree or Agree percentages)
85% Feel safe at school -
79% Feel comfortable telling school staff when I have a problem -

74% School staff responds quickly when I ask for help -
72% Feel welcomed at Pine Ridge School -
75% Feel like they are a valued part of Pine Ridge -
71% Feel that their classroom comments and contributions are respected -

School Site Council/District Advisory Committee : Had no feedback asking for modifications to the draft goals as presented

Parent Survey Results (Strongly Agree or Agree Percentages)
92% Facilities Well Maintained
76% Seeks Parent Input
84.75 Focus on Attendance
96.2% Children Feel Safe
92.3% Feel Welcome to Participate
96.2% Provides Quality Education
69.2% Promotes High Levels of Learning
89.5% Provides a Variety of Activities for Students
84.7% Promotes Academic Success
100% Welcomes Parent Participation
88.5% Uses Technology Treat Students with Respect
92.3% Parents Well Informed About School Activities
77% Enforces Rules Equally
93.3% Safe Place for Learning
84.6% Child Knows Where to Go For Help
73.1% Effectively Communicates Child's Progress
96% Provides Safe Bus Transportation
80% Child Feels Connected to School
96.2% Child has Friends at School
80.8% Child Likes Going to School

Public meeting Input: May 6, 2021. Zoom meeting, had six parents attend and no one gave feedback asking for changes to the LCAP goals

Results of the student survey showed that students feel safe and comfortable, Our upper graders would like to see more variety in our elective offerings and we have developed an afternoon schedule that allows for more variety in our offerings.

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

The overarching theme for our LCAP was consistency. Our school community craves for continuity as it pertains to school administration and then with our LCAP. As a result of Distance Learning and then Creek Fire we have placed a concentrated focus on our Social Emotional and Mental Health supports. We have increased our mental health supports for all stakeholders; we have worked with our County Office of

Education to provide additional school psychologists to help work with our families and students and to facilitate support groups here on campus and within the community. As a result of stakeholder feedback an increased focus on mental health services and a continuance of our focus on improving mathematics achievement. Pine Ridge School has addressed these needs in the actions identified in goal three.

Goals and Actions

Goal

Goal #	Description
1	In order to increase the academic achievement of all students, Pine Ridge will ensure basic services and maximize conditions of learning.

An explanation of why the LEA has developed this goal.

Students learn best when teachers are well trained and properly credentialed, instructional materials are current and aligned, and surroundings are in good order. Ensuring the basics and providing optimal conditions allows teachers to focus on instruction and learning. We feel that the ensuring that all basic conditions are met and students are in an environment that is conducive to learning and allows for them to learn in a safe, standards aligned environment

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	100% of teaches are properly credentialed with no misassignment. 0% Vacancies Year 2019-20 Data Source: Internal credential audit				100% of teachers are properly credentialed with no misassignments. 0% Vacancies
Pupils in the school district have sufficient access to the standards-aligned instructional materials	100% of students will have access to core subject instructional materials Year: 2019-20 Data Source: Williams Compliance Resolution				100% of students have access to standards aligned instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The implementation of state board adopted academic content and performance standards for all students	100% Teachers have implemented state standards in ELA, Math Social Science and ELD Science. Year: 2019-2020 Data Source:				100% of teachers will implement the CA state standards
School facilities are maintained in good repair	The FIT rating indicates the maintenance of facilities and grounds is EXEMPLARY Year: 2019-20 Data Source: Facilities Inspection Tool				All facilities and grounds are safe, well maintained, and in good repair with a Facilities Inspection Tool rating of EXEMPLARY
Access to a broad course of study as applicable to grade level	100% of Students have full access to a broad course of Study defined by their grade level Year: 2019-20 Data Source:Master schedule				100% of students receive instruction guided by grade level standards.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing	TK through Grade 8 teachers, Library Media teacher. MOT, and 1.5 custodian staff. 1. PRES will hire, train, and retain personnel to fully implement Goal #! 1: Certificated Staff: Teachers TK-8, as well as a	$1,030,000.00	No

Action #	Title	Description	Total Funds	Contributing
		credentialed Library Media Teacher. Classified Staff: MOT and 1.5 FTE custodial staff to maintain facilities in good repair.		
2	Resource Teacher & Support Staff	Resource Teacher and 4 instructional assistants. PRES will retain staff to provide support to teachers and support/intervention to students.: 1 FTE Resource teacher. 4 instructional assistants	$47,832.00	No
3	Instructional Materials	Instructional Materials: PRES will purchase core instructional sufficient for all students and aligned to state standards in ELA, Math, Social Science, and Science	$51,080.00	No
4	Facilities	PRES will ensure that facilities are maintained.	$45,340.00	No
5	Teacher Librarian	Based on dashboard data our unduplicated youth under perform all students on statewide ELA and Math assessments. Research indicates increased opportunities to engage in reading and exposure to literature increases students overall success. A full time Teacher Librarian affords us the opportunities to to support both students and staff with literacy projects and research, both inside and outside the classroom. This increased action will allow for student to continue learning beyond the classroom and have access to tools they otherwise would not have access to. It is our expectation that this action will result in increasing CAASPP scores.	$16,490.00	Yes
6	Technology/Library Technician	PRES will continue to employ 1 FTE technology/library technician.	$77,300.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Pine Ridge will increase the academic achievement of all students in ELA and Math.

An explanation of why the LEA has developed this goal.

CAASPP results indicate that 60%of students met or exceeded standards in ELA and 34% met or exceeded standards in Math. In order to be prepared for high school and college learning, students must master the required level of skills and knowledge and meet benchmarks at each grade level. This goal was developed after looking at student data and determining that our students should be achieving higher in all academic content areas. Our goal is to ensure that all students are college and career ready. Pine Ridge only has one ELD student, therefore for privacy regulations we will not publicly provide metrics for our ELD student. We continually monitor and support this students progress by our staff internally.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessment	60% of student met or exceeded standard in ELA, Year: 2018-29 Data Source: CAASPP results				65% of PRES students meet or exceed standards in ELA.
Statewide Assessment	34% of students met or exceeded standards in Math Year: 2018-29 Data Source: CAASPP results				38% of PRES students will meet or exceed standards in Math.
Statewide Assessment	33.33% of students met exceeded standards in Science				40% of PRES students will meet or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	according to 18/19 CAST				exceed standards in Science
NWEA ELA	67% of students met their ELA growth goal in the Spring of 2021 Data Source: NWEA				76% of all students will meet their ELA growth goal as measured by the NWEA
NWEA Math	84% of students met their Mathematics growth goal in the Spring of 2021 Data Source: NWEA				90% of all students will meet their Mathematics growth goal as measured by the NWEA

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	State and local ELA and Math data indicate a need for increased supports for our duplicated youth. In order to better support our youth and reduce the achievement gap PRESD will develop and implement a Professional development Plan to ensure skill development and content focused effective first teaching. This action will pay for professional development opportunities offered during the school year. To develop our professional development plan, we will complete a needs assessment of all staff members; included in this plan will be our paraprofessional's and certificated staff. The goal of this is to ensure that our students receive first time, best instruction in all subject areas. We believe that by increasing teacher competency our students will show improved proficiency and growth in ELA and Math.	$10,000.00	Yes
2	Release Time	Use early release time for collaborative teams to examine student data to inform instruction.	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
3	Teacher stipend	State and local data indicates that our unduplicated students and our SWD's are under performing all students. Additional tutoring and small group support is needed to provide students with differentiation, scaffolds, and additional instructional minutes. PRESD will provide after school targeted intervention to students in need of additional instruction time. This additional time will allow our students to reduce gaps in skills and increase performance on state and local assessments.	$10,000.00	Yes
4	Intervention Technology	State and local data indicates that our unduplicated students and or SWD's are under performing all students. Additional supplemental and individualized instructional resources are needed to provide students with differentiation, scaffolds, and additional instructional support. PRESD will purchase NWEA and Edgenuity to support instruction by providing data points and targeted intervention to students in need of additional instruction scaffolds. These additional tools will reduce gaps in skills and increase performance on local assessments.	$26,637.00	Yes
5	RTI	Create a master schedule that allows for a Response to Intervention period within the school day. Create Master Schedule that allows for teacher collaboration across grade levels to identify and implement targeted best practices for all students and specific interventions for struggling students.	$28,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Pine Ridge will support the learning of all students through stakeholder engagement and a positive school climate.

An explanation of why the LEA has developed this goal.

Students need to feel safe and connected at school and that they are part of a school community that supports their learning. Parents need to be heard and well informed about their child's education and school events/activities. Due to the impacts of both COVID-19 and the Creek Fire, we surveyed our community and found that 91% of our families wanted to return to school, all day; five days a week. In order to help facilitate this we wanted to ensure that we offered engagement activities to help with the communities healing. The actions and metrics were grouped together in order to meet the need of the school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schoolwise Data	95% Attendance rate Year: 2020-21 Data Source: Schoolwise Data and P1 Attendance Report				96% attendance rate
Chronic Absenteeism Rate	12,7% Chronic Absentee rate Year: 2020-21 Data Source: Dashboard range of ORANGE				Reduce Chronic Absentee rate by 1.5%
Middle School Drop Out Rate	0% Middle School Drop Out Rate Year 2020-21 Data source: Dashboard range of BLUE				Maintain 0% Middle School Drop Out Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Parent Survey	93% of parents who responded to the parent survey reported feeling welcome to participate in school activities Year: 2020-21 Data Source: Local Parent Survey				95% of parents responding that they feel welcomed to participate in school activities
Local Survey	85% of students feel connected and safe at school Year: 2020-21 Data Source: Local GR K-8 Student Survey				95% of students feeling connected and safe at school
Suspension Rate	0% Year: 2019-2020 Data Source: Dataquest				Maintain a 0% suspension rate
Expulsion Rate	0% Year: 2019-2020 Data Source: Dataquest				Maintain a 0% expulsion rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance incentive	We currently have approximately 12% of our student population that is chronically absent		No
2	PBIS	PRES will continue to implement PBIS on campus. PBIS has shown to decrease negative student behavior and has provided for positive reinforcement of the behaviors of a professional student		No
3	Family Engagement	Provide parent engagement opportunities for all stakeholders. In order to ensure that families are connected to school, PRES will provide opportunities to allow for volunteering opportunities for parents		No
4	Afterschool Enrichment	Provide Afterschool enrichment and intervention opportunities. PRES needs to provide more afterschool homework and skill supports. Our students would like to have more Ag and STEM type opportunities.		No
5	Transportation	PRES will continue to provide school wide transportation for all students	$69,300.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.49%	53,319

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

Required Descriptions

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

We have very few low-income students, and only one English Learner and only two students that are Foster Youth; so we do not have those subgroups, However, we do work to ensure that all of our students have all of their unique needs met. We are small enough to be able to provide each student specific services depending on their specific situation. As a result of the Creek Fire, in addition to the closure as a result of the COVID Pandemic, we are increasing our focus on student mental health supports and services. We have increased our school psychologist time, increased counseling services for students, community and our staff to help navigate the trauma of the Creek Fire as approximately 35% of students and staff lost their homes during the Creek Fire and 100% of our school community were evacuated at some point during the Creek Fire. In addition to increased services during the normal school day, we are increasing the opportunities afterschool for additional intervention and enrichment opportunities for our students.

Using the calculation tool provided by the state, Pine Ridge Elementary School District has calculated that it will receive $17,175 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing
action titles are:

Goal and Action Number List:
? Goal 1: Action 5 Teacher Librarian $16,490
? Goal 2: Action 1: Professional Development $10,000
? Goal 2: Action 3: Teacher Stipend for after school intervention and tutoring $10,000
? Goal 2: Action 4 Tutoring Technology (Edgenuity and NWEA) $26,637

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Pine Ridge Elementary School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive $17,175 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to
increase or improve services has been calculated at 37%. Our LEA has demonstrated that it has met the 37% proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$328,547.00	$1,049,314.00		$36,618.00	$1,414,479.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,143,172.00	$271,307.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Staffing		$1,030,000.00			$1,030,000.00
1	2	All Students with Disabilities K-8	Resource Teacher & Support Staff	$24,380.00	$6,814.00		$16,638.00	$47,832.00
1	3	All	Instructional Materials	$31,100.00			$19,980.00	$51,080.00
1	4	All	Facilities	$45,340.00				$45,340.00
1	5	English Foster Youth Low Income	Teacher Librarian	$16,490.00				$16,490.00
1	6	All	Technology/Library Technician	$77,300.00				$77,300.00
2	1	English Foster Youth Low Income	Professional Development		$10,000.00			$10,000.00
2	2	All	Release Time		$2,500.00			$2,500.00
2	3	English Foster Youth Low Income	Teacher stipend	$10,000.00				$10,000.00
2	4	English Foster Youth Low Income	Intervention Technology	$26,637.00				$26,637.00
2	5	All	RTI	$28,000.00				$28,000.00
3	1	All	Attendance incentive					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All Students with Disabilities	PBIS					
3	3	All	Family Engagement					
3	4	All	Afterschool Enrichment					
3	5	All	Transportation	$69,300.00				$69,300.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$53,127.00	$63,127.00
LEA-wide Total:	$53,127.00	$63,127.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Teacher Librarian	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,490.00	$16,490.00
2	1	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools		$10,000.00
2	3	Teacher stipend	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
2	4	Intervention Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,637.00	$26,637.00
3	5	Transportation			All Schools	$69,300.00	$69,300.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

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

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.