



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
Orinda Union Elementary School District	Dr. Carolyn Seaton Superintendent	cseaton@orinda.k12.ca.us 925-258-6201

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

All students, including English Learners, will demonstrate knowledge of the Common Core State Standards (CCSS) by meeting and/or exceeding proficiency levels in core subjects (English Language Arts and Math)

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 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Alignment with Single School Plans

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the students they are teaching (1a) 2. Every student in the district has sufficient access to standards aligned instructional materials and will continue to have access (1b) 3. Student achievement as measured by statewide assessments (4a) 4. The percentage of students who make progress toward English proficiency and are reclassified (4d, 4e)	1. Met: The district continued to maintain 100% for currently certified teachers. (1a) 2. Met: A public hearing was held on October 5, 2020, and a resolution was signed declaring the sufficiency of standards aligned instructional materials. Site Parent Survey revealed that >90% of parents reported their children had access to necessary materials and curriculum. (1b) 3. Not met: Student achievement could not be measured due to the cancellation of the 2019-20 CAASPP assessments in ELA and Math. Orinda Schools have opted to use local assessments that meet 2020-21 waiver criteria for California Department of Education.

Expected	Actual
<p>5. Every student has access to a broad course of study (7a).</p> <p>6. Programs and services are provided for unduplicated student groups and individuals with exceptional needs. (7b,c)</p> <p>7. Students will meet the end of year targets; programs and services will enable EL students access to the Common Core Standards and the ELD standards (2b)</p> <p>19-20</p> <p>1. 100% of teachers will continue to be assigned to the appropriate subject area for which they are credentialed to teach. (1a)</p> <p>2. Every student (100%) in the district will continue to have access to standards aligned instructional materials, including new adoption materials, as evidenced by the annual sufficiency of instructional materials resolution, public hearing, and parent survey satisfaction results. (1b)</p> <p>3. Measurable targets will be based on a three year analysis of student progress on the CA Dashboard for all subgroups. Students with disabilities and English Learner students will maintain the same levels as all other subgroups. (4a)</p>	<p>Prior to 2020-21, achievement levels were maintained and increased in the fourth year of CAASPP assessment from 2016-17 to 2017- 18. ELA maintained an overall 88% of students meeting or exceeding proficiency, and scored 86.5 points above level 3 on the dashboard, an increase of 4.5 points. Mathematics overall performance of 85% students meeting or exceeding proficiency was an increase of 1%, scoring 75.6 points above level 3. Students with disabilities increased 7.8 points above level 3 in math and 1.5 points above level 3 in ELA (4a)</p> <p>4. Met: EL students did show significant progress, remaining on "very high" (blue) on the 2018 California Dashboard indicator(4d.e) 2016-2017 Out of 33 EL students (Classified as EL), 7 students were RFEP (October 2017 Reclassified) = 21 % 2017-2018 Out of 45 classified as EL (New students tested who were EL), 22 RFEP(October 2018 reclassified)= 48 % Increase in RFEP was due to overlap of CELDT and ELPAC tests along with students meeting ELA proficiency on CAASPP. 2018-2019 44 EL classified students. EL student information was not available on the 2019-2020 Ca. Dashboard</p> <p>5. Met: 100% of students had access to a broad course of studies for 2019-20. Approximately 55% of OIS students took an accelerated math course this year, (7a) as well as a variety of programs and services for unduplicated students (7b) and those with exceptional needs (7c).</p> <p>6. Met: District met child find obligations and assessed students for special education accordingly. Additionally 77 students in</p>

Expected	Actual
<p>4. The reclassification rate for EL students will maintain and/or increase from 2018-19 reclassification rate (4d.e)</p> <p>5. Every student schedule will be evaluated to ensure access to a broad course of study as evidenced by the master schedule, programs, and services provided for all students including unduplicated students and those with exceptional needs. (7a,b,c)</p> <p>6. Identified students will continue to move two levels in reading performance as evidenced on the F and P assessments. (2b)</p> <p>Baseline</p> <p>1. All teachers are 100% certified, appropriately assigned, and fully credentialed in the subject area for the students they are teaching. (1a)</p> <p>2. 100% of students have sufficient access to standards aligned instructional materials. (1b)</p> <p>3. ELA: 87% of students are meeting or exceeding standards</p> <p>Math: 86% of students are meeting/exceeding standards.</p> <p>Targets are met for all students and student subgroups as outlined on the CA Dashboard. (4a)</p>	<p>grades K-5 were identified and supported by our literacy intervention teacher with an average growth of 2.7 (ranging between 1.9 and 3.8) levels on their 2018-2019 Lexia assessments (2B)</p> <p>7. Met: All designated students were supported by EL instructor through distance learning and in-person models and had access to Common Core resources/ standards</p>

Expected	Actual
<p>4. The new EL Proficiency Exam will serve as a baseline for monitoring student progress. The reclassification rate is currently 29% for students who take the annual CELDT assessment. The new reclassification rate will be based on the new proficiency exam (4d.e)</p> <p>5. Access is evidenced by course schedules and student enrollment in courses, including accelerated math courses. (7a)</p> <p>6. The plan includes programs and services for Special Education students. Programs and services developed and provided for unduplicated student groups. (7b,c)</p> <p>7. Identified students will continue to move two levels in reading performance. (2b)</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Analyze student progress and performance on CAASPP data and local assessments to targets outlined on the CA Dashboard.		
Continue to provide one FTE EL teacher to deliver additional services to identified EL students. Continue to support and improve services for English Language Learner assessment, reclassification processes and materials; the EL teacher also serves as the liaison between the	Provide an EL Specialist five days a week (1 FTE)	Provide an EL Specialist five days a week (1 FTE)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
classroom teacher and other support programs for students requiring duplicate services.	0787 Supplemental: 64% 9501 Parcel Tax: 36% 1000-1999: Certificated Personnel Salaries Supplemental \$131,331 3000-3999: Employee Benefits	0787 Supplemental: 67% 9501 Parcel Tax: 33% 1000-1999: Certificated Personnel Salaries Supplemental \$141,275 3000-3999: Employee Benefits
Implement new EL proficiency exam (ELPAC) for English Learner students.	Analyze and assess and compare student progress on new EL proficiency exam, F and P reading assessments, CAASPP results, and EL reclassification rates. No additional cost to determine indicators of success.	Analyze and assess and compare student progress on new EL proficiency exam, F and P reading assessments, CAASPP results, and EL reclassification rates. No additional cost to determine indicators of success.
Continue Long Range Planning by grade level to analyze CAASPP results and other student data; examine student data for all students; developed intervention plan for targeted and numerically significant subgroups 118 Teacher FTE's x 1/2 day sub twice a year.	1/2 day substitute per elementary teacher 1000-1999: Certificated Personnel Salaries Base \$17,129 3000-3999: Employee Benefits	1/2 day substitute per elementary teacher 1000-1999: Certificated Personnel Salaries Base \$23,600 3000-3999: Employee Benefits
Assess school intervention models, Fountas and Pinnell literacy resources for providing targeted instruction to identified students. Evaluate the continuation of Lexia reading program annually.	There is no additional cost to assess intervention models.	There is no additional cost to assess intervention models.
Continue with math instructional coach to support consistent implementation of mathematics. Evaluate annually. 1/2 Parents Clubs 1/2 Mandated Costs	1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$90,394 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$120,968 3000-3999: Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Engage EL parent participation in annual parent meetings for LCAP with EL specialist. Maintain and evaluate online webpage for EL parents to access information and network with other EL parents.	1000-1999: Certificated Personnel Salaries Base \$216 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Base \$648 3000-3999: Employee Benefits
Provide certificated literacy intervention specialist support (2.0 FTE) which supports all K-5 sites.	1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$125,302 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$123,932 3000-3999: Employee Benefits
District will explore other options and delivery models to provide higher level math for students who are ready. Models will be monitored and evaluated for effectiveness.	7000-7439: Other Outgo Lottery \$15,500	7000-7439: Other Outgo Lottery \$20,500
Evaluate and renew Lexia and Reading Plus Program licenses for reading intervention, as applicable for 2019-20	5000-5999: Services And Other Operating Expenditures Mandated Cost Reimbursement Fund \$21,000	5000-5999: Services And Other Operating Expenditures Mandated Cost Reimbursement Fund \$21,000
Continue to expand program at Orinda Intermediate School to allow access to Spanish for grades 6-8. 7th grade students will have access to Spanish 1B for 2019-2020. Continue to evaluate course requests and staffing to gauge viability.	Potential added sections of staffing to accommodate student requests/ enrollment. 0000: Unrestricted Base \$14,290	Potential added sections of staffing to accommodate student requests/ enrollment. 0000: Unrestricted Base \$14,290
Provide Tier II intervention service and support for identified students in mathematics. Evaluate annually (Dream Box Digital Tool)	5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$25,000	5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$0

Goal Analysis

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

Implementation of actions and services were carried out with a few exceptions for this goal. All funds budgeted for actions services that were not implemented went towards supporting distance learning initiatives for students, families, teachers, and staff. Professional development was needed for all to access the required technology when instruction moved to a distance learning environment. English Learner programs continued (see successes identified in the next section).

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

Beginning March 13, 2020, all school sites were shut down due to shelter in place order from Governor Newsom. Orinda staff began a distance learning program for all students in late March 2020, which continued through February 10th of 2021. The elementary Special Day Class opened for live in person instruction on November 3rd, and the Middle School Special Day Class Instruction opened on November 17th, 2020. Particularly challenging was the ability of staff to meet with student groups, although all Orinda staff utilized tools like Zoom and Google Slides to allow for remote interaction.

Despite these challenges of distance learning, Orinda USD was able to continue the majority of planned actions, including EL programs, access to Lexia, expanded access to Spanish programs, and a highly effective mathematics instructional coach. Orinda continued to expand access to in-person instruction and opened sites to full cohorts of students in April 2021. Orinda USD continues to see evidence of significant student growth through our literacy program, although the scope of the program is limited due to funding and reduction of personnel.

Staffing related to intervention and support including English Learners and Literacy was a key component of our success; Our EL teacher worked directly with EL students at all sites and the classroom teachers who supported them. She was able to target and support the specific academic, social and behavioral needs of our EL population. Due to our overall budget constraints including the ending of the mandated cost reimbursement funds, our literacy intervention program was reduced from 2.0 to 1.0 FTE. Despite this, the literacy intervention teacher used instructional aides and tools like Zoom to develop a thorough, comprehensive system which identified and supported students at all four elementary sites who needed reading support in grades K-3. We continued to struggle with a substitute shortage and needed to be flexible and creative in planning our Long Range Planning sessions. We also continue to explore ways to deepen our math intervention and support programs for all grade levels.

Goal 2

Develop a professional learning plan that will continue to support teachers in the alignment of student learning to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Alignment to Single School Plans

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Implementation of state standards (2 a) and other pupil outcomes (8a) 2. Programs and services are provided to unduplicated student groups (7b) 19-20 1. Continue to implement standards as evidenced in district calendars for units of study and district assessments. (2a, 8a) 2. Evaluate professional development plan to ensure programs and services for unduplicated student groups are effectively implemented. (7b)	<p>1. Met: In preparation for the 2019-20 school year, grade level calendars for Reading and Writing were revised in May 2018. All grade levels are using a common assessment calendar for Reading and Writing. The scope and sequence for mathematics was implemented across all grade levels. The mathematics calendar is consistent across the district, but varies by grade level due to grade level transitions from trimester to unit assessments. (2a, 8)</p> <p>2. Met: The Standards and Frameworks for ELA/ELD, Mathematics, and Next Generation Science were embedded in the district wide grade level collaborative and Long Range Planning meetings held in Oct. 2018 - Jan. 2019. Data from teacher surveys on science instruction were used to help develop shared Science Expectations and plan for District-wide Professional Development in March 2018. Bay Sci training (attended by 11 Orinda staff members) in November 2017 and January of 2019 focused on equity and access for all student groups. (7b)</p>

Expected	Actual
<p>Baseline</p> <p>1. A process for monitoring implementation will show teachers are implementing grade level calendars for units of study and district assessments.(2a, 8a)</p> <p>2. Professional development addresses the programs and services for unduplicated student groups. (7b)</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to support new teachers joining Orinda to complete state teacher induction requirements for maintaining their teaching credential.	Teacher Induction Program participation with CCCOE based Estimate based on number of new teachers 1000-1999: Certificated Personnel Salaries Base \$24,457 3000-3999: Employee Benefits	Teacher Induction Program participation with CCCOE based Estimate based on number of new teachers 1000-1999: Certificated Personnel Salaries Base \$24,457 3000-3999: Employee Benefits
Provide staff development for both administrators and teachers in reading and writing through Teachers College Reading and Writing Project and associate trainings.	Provide differentiated training that supports administrators, new teachers, teachers changing grade levels, teacher need and expertise. 5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$5,000	Provide differentiated training that supports administrators, new teachers, teachers changing grade levels, teacher need and expertise. 5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$5,000
Structure professional learning experiences for teachers to share innovative practices aligned to identified targeted goals on California Dashboard for ELA, Mathematics, NGSS, and Technology that includes strategies for EL students and students exceeding grade level standards; utilize teachers to lead staff development.	Grade level and cross grade level training to support struggling students, targeted and numerically significant subgroups. 1000-1999: Certificated Personnel Salaries Mandated	Grade level and cross grade level training to support struggling students, targeted and numerically significant subgroups. 1000-1999: Certificated Personnel Salaries Mandated

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Cost Reimbursement Fund \$30,329 3000-3999: Employee Benefits	Cost Reimbursement Fund \$30,329 3000-3999: Employee Benefits
Continue in-district training for new teachers and teachers changing grade levels that include a Common Core Standards focus for ELA/HSS, Mathematics, Technology, and 21st Century Learning.	Provide August orientation and ongoing trainings throughout the year. 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$4,853 3000-3999: Employee Benefits	Provide August orientation and ongoing trainings throughout the year. 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$4,853 3000-3999: Employee Benefits
Continue to provide ongoing Mathematics coaching and training with the Silicon Valley Math Initiative.	Funded by new LPSBG - Low Performing Student Block Grant 5800: Professional/Consulting Services And Operating Expenditures Other \$5,000	Funded by new LPSBG - Low Performing Student Block Grant 5800: Professional/Consulting Services And Operating Expenditures Other \$5,000
Coordinate and implement trainings for classified staff.	2000-2999: Classified Personnel Salaries Mandated Cost Reimbursement Fund \$13,072 3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries Mandated Cost Reimbursement Fund \$13,072 3000-3999: Employee Benefits
Continue to provide training as needed in reading instruction as well as personalized learning strategies and programs for addressing targeted needs of students.	Training to support struggling students, targeted and numerically significant subgroups. 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$2,426 3000-3999: Employee Benefits	Training to support struggling students, targeted and numerically significant subgroups. 1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$2,426 3000-3999: Employee Benefits
Maintain and develop targeted Tier 2 intervention and support for identified students in mathematics and evaluate annually.	5000-5999: Services And Other Operating Expenditures Mandated	5000-5999: Services And Other Operating Expenditures Mandated

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Cost Reimbursement Fund \$25,000	Cost Reimbursement Fund \$25,000

Goal Analysis

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

Actions and Services for this goal were implemented as planned and there are no material differences comparing the budgeted expenditures versus the actual expenditures. For 2019-20, there were three full day professional development days embedded into the school calendar, and the March 13th PD day was restructured to accommodate and support staff as Orinda, along with many California public schools sheltered in place and transitioned to distance learning.

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

There were some significant challenges in our teacher training and support this year, given the focus of teacher support completely changed in March to prepare for distance learning. The implementation of actions in this goal supports the goals and actions for the other LCAP Goals 1, 3, 4, and 5. Professional development was differentiated to include a wide range of focused training and learning experiences. Overall, teacher participation was greater than 90% both before and after this transition.

There were many monumental and noteworthy successes with this goal, especially given the unprecedented challenge of schools closing on March 13th and the way Orinda teachers and staff responded to the global pandemic and its implications. Teachers continued to show exceptional resilience and growth as they adapted their teaching programs to distance learning and the subsequent transition to expanded in-person instruction. New teachers were able to participate in a strong Teacher Induction Program (TIP) through Contra Costa County Office of Education, and a new teacher "bootcamp" that focused on OUSD signature practices. Certificated and classified staff participated in school safety and mandated reporter training. Additionally, there was a strong focus on social emotional learning and character education. For new teachers and those changing grade levels, follow up in-class demonstrations and coaching support with district coaches took place following trainings and throughout the school year.

To prepare for our transition to distance learning, Tech Lead teachers were identified at each grade level and they then provided specialized training for their team. Digital tools like Learning Activity Guides (LAGs) were developed by Teachers on Special Assignment (TOSAs) to help with collaboration, streamlining for parents, and planning. Additionally, an Orinda USD Distance Learning website was developed with tools and training support for all staff and parents. Videos and screencasts on this site, developed by the

TOSA team, provided teachers with support for all District platforms and tools. On March 13th, Orinda USD held a Professional Development Day for all Tech Leads and staff, and then designated April 6th and 7th as days for teacher preparation to move to phase two of Distance Learning.

Goal 3

All students, including subgroups, will demonstrate knowledge of the Next Generation Science Standards (NGSS) by meeting and/or exceeding proficiency levels in Science

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Alignment to Single School Plans

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1. Student achievement as measured by new NGSS statewide assessments (4a)</p> <p>19-20 1. Students in grades 5 and 8 will participate in the State assessment for Science. Student performance growth will be measured when compared to 2018-19 baseline data.</p> <p>Baseline 1. Growth is measured using the new NGSS state assessment results as a baseline for student performance. (4a)</p>	<p>Not met: Due to the cancellation of the California Science Test (CAST) for all 5th and 8th graders, student achievement was not measured with this particular tool. All K-6 grades are currently utilizing FOSS for NGSS instruction. Grades 7 and 8 are each exploring NGSS based materials. However, students in these grades are receiving access to the standards through project based learning instruction such as the SNAP (Stanford NGSS Assessment Project).</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain a district-wide committee, with outside partnerships, to evaluate outdoor education and environmental literacy experiences for student instruction in the District Nature Area and at all sites.	1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$1,176 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$1,176 3000-3999: Employee Benefits
Continue participation with BaySci and Lawrence Hall of Science for planning support only pending funding and evaluate annually.	5800: Professional/Consulting Services And Operating	5800: Professional/Consulting Services And Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Mandated Cost Reimbursement Fund \$30,000	Expenditures Mandated Cost Reimbursement Fund \$30,000
Plan for CAST NGSS assessment.	5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$2,000	5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$0
Continue to monitor and evaluate alignment of science courses to Next Generation Science Framework (NGSS) and adoption of NGSS program.		
Provide a concentrated focus on science terms, academic language and vocabulary development. Utilize student writing/modeling as a tool to deepen NGSS understanding.	4000-4999: Books And Supplies Lottery \$800	4000-4999: Books And Supplies Lottery \$0

Goal Analysis

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

Actions and Services for this goal have been modified, including the non-renewal of the BaySci partnership and the elimination of the Orinda STEAM Teacher on Special Assignment (TOSA) position, due to elimination of prior mandated costs reimbursement funding. The adoption of materials for Next Generation Science Standards for Grades K-6 continued to be implemented and refined. Funds planned for the CAST NGSS assessment were used to support science instruction in the distance learning program.

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

The overall transition to the Next Generation Science Standards is ongoing, and has been implemented with an enthusiastic integration of science and engineering practices across subject areas through project-based learning, STEAM, opportunities for Makers' activities, and a targeted focus for bridging Common Core Standards for Literacy with Next Generation Science Standards.

BaySci Leadership Seminars attended in 2019-20 provided continued opportunities for secondary CORE, science, and elementary teachers to plan across departments and grade levels for future integration.

Newly developed Maker's Spaces/ STEAM labs at Del Rey, Glorietta, Wagner Ranch and Sleepy Hollow schools continue to provide great opportunities for teachers and students to develop 21st century skills. Science events such as 7th grade science fair at OIS, and the new STEAM expo at Sleepy Hollow were put on hold due to the COVID-19 pandemic. The Board Policy for the Nature Area was revised as the first step in planning for the expanded use of the District Nature Area. The Board committee for the nature area is currently revising a vision plan drafted in February, 2006, that details the strategies and goals for increasing access for all Orinda students to the Wagner Ranch Nature Area. For Action 3, Orinda USD did not have additional cost because the California Science Test (CAST) NGSS assessment was incorporated into regular CAASPP preparation for ELA and Math. For Action 5, The science composition books were not needed for the staff-lead discussion on science.

One significant challenge for Orinda was the elimination of the STEAM teacher on special assignment. This teacher helped to build a coherent, aligned program that had a dedicated STEAM space at each school site. To address the lack of a STEAM teacher on special assignment, classroom teachers and STEAM aides worked together to provide the STEAM program that aligned to our district and State standards.

Goal 4

Provide safe and comfortable learning environments that meet the intellectual, social, emotional, and physical needs of Orinda school communities

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	District Goals, Master Facilities Plan, Single School Plans

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. School facilities are maintained in good repair. (1c) 2. Pupil engagement is measured by school attendance rates. (5a) 3. Pupil engagement is measured by chronic absenteeism rates. (5b) 4. Pupil engagement is measured by middle school and high school drop out rates. (5c)	1. Met: A Facilities Inspection Report was completed in February 2020 and all schools were reported in Exemplary or Good Repair as evidenced on the 2019-20 School Accountability Report Cards (SARC). (1c) 2. Not Met: District-wide school attendance was measured differently in 2020-21 due to COVID-19 pandemic. Students were monitored for participation in synchronous and asynchronous opportunities, as well as work completion. (5a) 3. Met: Although Orinda USD's data indicates there is no significant chronic absenteeism issues, the District did use a variety of intervention strategies to maintain and increase student engagement and attendance. (5b)

Expected	Actual
<p>5. School climate is measured by suspension and expulsion rates. (6a,b)</p> <p>6. Efforts to seek parent input in making decisions for the school district and each individual site (3a) as well as other local measures, including a survey of students, parents, and teachers on the sense of safety and school connectedness. (6c)</p> <p>7. Engage stakeholders in successful development of a long term facilities Master Plan(1c, 6c)</p> <p>8. Programs and services are provided for unduplicated student groups and individuals with exceptional needs. (7b,c)</p> <p>9. Promote parental participation and programs that support unduplicated pupils and pupils with exceptional needs. (3b,c)</p> <p>19-20</p> <p>1. All school facilities will be inspected annually using the Facilities Inspection Report (FIT) and recorded on the School Accountability Report Card (SARC). (1c)</p>	<p>4. Met: The middle school drop-out rate remained at 0%.(5c)</p> <p>5. Met: The suspension rate remained at 1%. There were no expulsions in 2020-21. (6a,c)</p> <p>6. Met: School climate survey was provided to all parents and more the responses helped to establish and re-enforce programs and services. The California Healthy Kids Survey was conducted in April 2020-2021 to Grades 5 and 7 students. (3a)(6c)</p> <p>7. Met: In Jan. 2021, the Orinda Board of Trustees held a review of the Board's Master Plan priorities and continue to work towards goals of facilities improvements supported by Measures E and I (1C)</p> <p>8. Met: Parent events were offered at a range of times during the day and in the evenings, and provided multiple opportunities and diverse topics for families to engage. This included working parents, parents of unduplicated students, and parents of students with exceptional needs. Multiple parent education opportunities took place for all sites. (3C)(7b,c)</p> <p>9. Met: School Climate Survey data was shared with all sites and their parent leadership groups, along with District Leadership Team. Healthy Kid Survey was given in 2020-21.</p>

Expected	Actual
<p>2. Maintain school attendance rates at 97% or greater.(5a)</p> <p>3. Chronic absenteeism rates will continue to decrease based on 2018-19 school data. (5b)</p> <p>4. The middle school drop-out rate will remain at 0%.(5c). Our district is a K-8 district.</p> <p>5. The suspension rate will remain at 1% or lower and the expulsion rate will maintain 0% (6a,b)</p> <p>6. Annual parent school surveys will gather input, measure engagement, and maintain a 98% satisfaction rate for school connectedness and communication. Grade 7 Healthy Kids Surveys provided to students, parents and staff will measure engagement, involvement, and satisfaction. (3a, 6c)</p> <p>7. With favorable election results on the general obligation facilities bond measure in 2018, the district will work in concert with an architect and construction company to begin implementation of facilities improvements as outlined in the LTFMP and bond project list at all school sites. (1c,6c)</p>	

Expected	Actual
<p>8. Evaluate parent education program offerings and attendance for unduplicated student groups and students with exceptional needs are meeting program needs. (7b,c)</p> <p>9. Evaluate progress and continue to use data to inform our decision making. (3b,c)</p> <p>Baseline</p> <p>1. All school facilities are inspected annually using the Facilities Inspection Report (FIT) and recorded on the School Accountability Report Card (SARC). (1c)</p> <p>2. School attendance rates are maintained at 97% or greater.(5a)</p> <p>3. Chronic absenteeism rates will decrease at each school based on 2016-17 data. (5b)</p> <p>4. The middle school drop-out rate remains at 0%.(5c). Our district is a K-8 district.</p> <p>5. The suspension rate is 1% or lower and the expulsion rate will maintain 0% (6a,b)</p>	

Expected	Actual
<p>6. Annual parent school surveys provide input, measure engagement, and maintain a 98% satisfaction rate for school connectedness and communication. Grade 7 Healthy Kids Surveys are administered to students, parents and staff and measure engagement, involvement, and satisfaction. (3a, 6c)</p> <p>7. The district's long term facilities master plan (LTFMP) architects examine current school site facilities, collaborate and solicit input with district stakeholders to determine facilities modifications that best support the intellectual, social, emotional, and physical needs and safety of Orinda students. (1c, 6c)</p> <p>8. Parent education is provided for unduplicated student groups and individuals with exceptional needs. (7b,c)</p> <p>9. KidPower and Think First programs invite and include parent involvement from families of unduplicated student groups and students with exceptional needs. (3b,c)</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement Facilities Master Plan Projects.	No additional cost to implement the Facilities Master Plan. The costs will be determined when the	No additional cost to implement the Facilities Master Plan. The costs will be determined when the

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	actual projects are attached to a contract.	actual projects are attached to a contract.
Evaluate and adjust district protocols for improving chronic absenteeism.	There is no additional cost to evaluate and adjust district protocols.	There is no additional cost to evaluate and adjust district protocols.
Continue to implement and develop Kidpower as the district's "culture of student safety" strength-based student safety program.	5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$34,000	5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$34,000
Provide Summit Center contracted service direct counseling services for students in need of social emotional support and behavioral skills development. Evaluate annually.	5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$50,000 5800: Professional/Consulting Services And Operating Expenditures Parents Club \$50,000	5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$50,000 5800: Professional/Consulting Services And Operating Expenditures Parents Club \$50,000
Staff training regarding safety will happen at sites.		
Continue to provide wide range of Parent Education events that engage all parents including those families of unduplicated student groups and students with exceptional needs.	5000-5999: Services And Other Operating Expenditures Supplemental \$5,000	5000-5999: Services And Other Operating Expenditures Supplemental \$5,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Administer the California Healthy Kids Survey.	Implement Survey 5800: Professional/Consulting Services And Operating Expenditures Tobacco-Use Prevention Education \$1,300	Implement Survey 5800: Professional/Consulting Services And Operating Expenditures Tobacco-Use Prevention Education \$1,300
Implement online mandated reporter trainings in small group settings at each school site prior to the sixth week of school.	No additional cost to district. Staff already on site.	No additional cost to district. Staff already on site.
Provide direct services for students in need of social emotional support and behavioral skills development. Evaluate annually.	1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$103,825 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund \$103,825 3000-3999: Employee Benefits

Goal Analysis

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

Most actions and services for this goal were implemented. In 2020-21, Orinda schools continued to utilize a character education framework with monthly character traits that were used as a theme for every schools' work throughout the year. Due to budget constraints, and the elimination of mandated cost reimbursement funds, the Kidpower program was discontinued. Additionally, the costs allotted to Summit Counseling was not continued, but instead Orinda USD utilized six psychology practicum students to support students.

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

There has been remarkable success in our work to support our goal of meeting the social and emotional needs of our students. In addition to the four psychologists, two counselors, one MFT, and six practicum placement Interns, the District provided a comprehensive program for our middle school students covering solutions and preventive measures for the following:

Alcohol, Vaping, and Marijuana (9 courses)

Bullying and Cyberbullying (6 courses)

Digital Citizenship (5 courses)

Sexual Harassment (4 courses)

Youth Suicide Risk (5 courses)

These modules are used by teachers, counselors, and administrators for education, intervention, and restorative justice.

Orinda USD has continued the progress we have made in providing a safe and comfortable learning environment that meets the intellectual, social, emotional, and physical needs of our students (Goal 4). With the introduction of the character education framework, schools are more aligned with their focus areas, and character education has become a high-visibility priority for all of our sites. We have also continued to see significant momentum with our work with diversity, equity and inclusion at all of our sites. Some of the most notable progress includes:

Wellness, Inclusion for Student and Staff Equity (WISSE) Committee

Inclusion, Diversity Equity in Action (IDEA) partnership with City of Orinda

Increase in Culturally Relevant Pedagogy resources and Literature

DEI Parent Education Events

Multi-Lingual Parent Ed Events

For Action 4, there was significant difference of budgeted expenditures and actual expenditures related to the counseling support. Orinda USD contracted with six psychology practicum placement students at no expense to provide counseling support in addition to the District's three school psychologists. The district will continue to monitor attendance in order to achieve attendance targets of 97% as reported in Goal 4 Action 2. In response to COVID-19, each Orinda USD site followed all of the safety mitigation recommendations provided by the California Department of Public Health. This included:

Utilize MERV 13 to replacement of all air filters

Newly purchased Austin air purifiers in every classroom;

Hand washing stations at every site;

Hand sanitizing stations;

Appropriate signage for masking, spacing and ingress and egress protocols

All Orinda staff members were provided Personal Protective Equipment (PPE) and other safety tools. Finally, Orinda USD employed multiple stakeholders to create the 60-page Orinda Path for Education Now (O.P.E.N.) which outlines our education and safety protocols in response to the COVID-19 pandemic. In response to the COVID-19 pandemic and associated distance learning challenges, Orinda USD offered a Parent University with topics ranging from instructional support during distance learning, use of technology, strategies for coping with social emotional needs, and trauma informed practices.

Goal 5

Provide every student with a 21st century educational experience to meet the needs of a global society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Technology Plan. Alignment to School Plans

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Course access: A broad course of study that includes all subject areas. (7a) 2. Other Student Outcomes (8a)	1. Met: All students have Google accounts with their own log-in. English Learners have access to digital tools such as Lexia Reading (fluency and comprehension) and Freckle (Math) both at school and at home. Parent Clubs continue to participate in a funding partnership with the district this year for technology support at each school site. (1b,2b,3a)
19-20 1. All students will have online access for classroom instruction. (7a) 2. All teachers will implement and evaluate the Illuminate data and assessment system for analyzing state and local student data for the purpose of informing instruction. (8a)	2. Met: Each site maintains an "Illuminate Champion" who is responsible for ongoing support and PD with the data management tool. All sites engaged in data analysis using Illuminate and common planning time throughout the year. (2a, 2b)

Expected	Actual
Baseline 1. All students will have online access for classroom instruction. (7a) 2. All teachers and administrators will be provided training to utilize the Illuminate data and assessment system (8a)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide Tier II Technology Support to ensure successful configuration and deployment of devices across the district.	5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$53,040	5800: Professional/Consulting Services And Operating Expenditures Mandated Cost Reimbursement Fund \$53,040
Continue to implement age appropriate lessons for digital citizenship. Augment K-8 common tech experiences (CTE) website with tech integrated curriculum map, with the goal being for students to become proficient when working with technology.	There is no additional cost to evaluate grade level lessons.	There is no additional cost to evaluate grade level lessons.
Continue use of Typing Club keyboarding skills software platform for grades 3-5 that was selected as part of the 2017-18 evaluation process.	5000-5999: Services And Other Operating Expenditures Lottery \$600	5000-5999: Services And Other Operating Expenditures Lottery \$600
Maintain Director of Technology Position as a 1 FTE.	2000-2999: Classified Personnel Salaries Base \$77,308 3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries Base \$77,308 3000-3999: Employee Benefits
Maintain one of two current technology coach / TOSA positions to focus on building teacher capacity for S.T.E.A.M and Innovation.		
Continue to provide Instructional Technology Coach to support consistent integration of technology district-wide.	1 FTE Certificated 40% from Mandated Cost Reimbursement Fund 60% from Parent Clubs 1000-1999: Certificated Personnel	1 FTE Certificated 40% from Mandated Cost Reimbursement Fund 60% from Parent Clubs 1000-1999: Certificated Personnel

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries Mandated Cost Reimbursement Fund \$114,292 3000-3999: Employee Benefits	Salaries Mandated Cost Reimbursement Fund \$114,292 3000-3999: Employee Benefits

Goal Analysis

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

Actions and Services for this goal were generally implemented, and tailored to meet the specific needs during Orinda USD's Distance Learning program and subsequent expansion to in-person instruction. Prior to COVID-19, permanent maker's spaces or STEAM labs had been created and staffed at all school sites. Use of these spaces by classes has steadily increased, and the goal of their continued development is to give consistent, equitable access to meaningful STEAM-based experiences for all students. Similarly, many sites have implemented a school wide STEAM expo or Maker Faire event that showcases the STEAM work of students and teachers at the school. Parents have been engaged in this work, and are key partners in facilitating this work as presenters and volunteers at the STEAM events.

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

The foundation of the successful implementation of goal 5 was the continuation of a robust technology department including the Director of Technology, The Technology Teacher on Special Assignment, and technology support staff. Orinda USD's technology department provided capacity for all staff to access and effectively utilize technology tools during a year when this access was more urgent than ever.

The overall effectiveness of the Actions and Services is demonstrated in the sustained level of device purchases and access, student use of various devices for classroom instruction, and the smooth implementation due to an upgraded infrastructure and the increased level of both coaching and technology support at each site. One noteworthy program that has built staff capacity for 21st skills is a District-wide badging program, a personalized digital training opportunity for all teachers that builds the technology use and integration skills of all Orinda teachers.

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
Health and Safety Measures In order to provide increased health and safety measures, Orinda USD will augment and adjust custodial services and purchase the following: additional hand washing stations, additional cleaning supplies, Plexiglas sneeze guards, personal protective equipment, safety protocol signage, temporary fencing, temporal thermometers, and other related equipment.	\$94,000	\$94,000	Yes
Supporting Most Vulnerable Students In order to support our most vulnerable students, related services as noted in IEPs may be provided by contracted services. Additionally, curriculum and other materials were purchased (i.e. Edmark curriculum and Teach Town) to support students with special needs.	\$38,000	\$38,000	Yes

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

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction.

Analysis of In-Person Instructional Offerings

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

Orinda USD shared many challenges with our historic closing of all school sites in March 2020. This included a shifting landscape and safety requirements from Federal and State agencies for reopening, access to technology and students and staff adjusting to distance learning, and the differing viewpoints of stakeholders on a safe return to schools.

The success of Orinda USD in implementing our in-person instruction for 2020-21 were headlined by a high level of parent and stakeholder engagement, including a group of nearly 30 parents, staff and community members in our School Year Advisory Group (SYAG) who helped to plan and design Orinda USD's reopening plan. Consistent communication including regular newsletters and surveys from site and district helped parents, staff and other stakeholders stay abreast of the constantly shifting landscape of the pandemic. Daily, live instruction and interaction was a key area for improvement in the spring implementation of distance learning. During this time, asynchronous learning was the primary model. The Orinda USD community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer-to-peer interaction, as much as possible. The requirement to provide daily, live instruction has been affirmed by Senate Bill 98. During distance learning, Orinda USD offered consistent, daily, live instruction for every student along with asynchronous instruction to support student mastery of the standards. As a result of all these efforts, Orinda USD was one of the first two districts in Contra Costa to re-open to a hybrid model of live instruction in early February 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Instructional Materials and Resources</p> <p>In order to provide continuity of instruction, the following instructional resources were purchased to support remote instruction: SeeSaw Pro, Virtual Units of Study for Reading and Writing Workshop, Freckle Digital Math Tool licenses and STAR math Diagnostic Assessment Digital resources for History / Social Studies: SAVVAS learning and National Geographic Cengage, Elementary math manipulative kits, Virtual Units of Study for English Language Arts, Studies weekly (digital), and additional instructional software tools such as Mystery Science and BrainPop.</p>	\$139,000	\$139,000	Yes
<p>Professsional Learning</p> <p>In order to provide high-quality professional development to staff to support the remote learning program the following resources were purchased: ISTE micro courses, a variety of virtual courses focused on supporting high-quality on-line instruction such as Teacher's College Reading and Writing Project, consultation and work with Silicon Valley Math Project, extra professional development days focused on Distance Learning provided by Teachers on Special Assignment, and additional hours for teacher planning and preparation in order to</p> <p>prepare for facilitation of the August professional development days.</p>	\$96,000	\$96,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Access to Devices and Connectivity</p> <p>In order to ensure access to devices and connectivity the following technology supports were purchased: Doc Cams, Hotspots, Chromebooks, Ipads, software.</p>	\$ 80,000	\$80,000	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.

There were no substantive differences in this section.

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.

Orinda USD shared many similar challenges that all California districts faced in developing and designing programs for all students that would support their continued learning. The most significant factor in the Orinda's success continued to be our team: strong staff, parent and stakeholder engagement and collaboration.

For both phase one and two of the Distance Learning program, teachers at each grade level at sites formed professional learning teams that planned and delivered content through our established digital platforms (See Saw, Google Classroom and School Loop). Technology lead teachers were identified and trained to facilitate this collaboration, and teacher teams focused on teaching essential standards that were most critical to students' future success. Elective teachers such as Art, Music and PE recorded lessons using tools like Flipgrid for students and classroom teachers to access. Teachers and staff used live sessions through Zoom to connect regularly with students throughout the eleven weeks of Distance Learning.

Orinda utilized a 1.0 FTE EL teacher to support EL students with their classroom work. The EL students make up approximately 1% of our total student population. All students were engaged with the Distance Learning program provided by their classroom teachers. During the shelter-in-place, EL students were able to get support and join the EL teacher's Google classroom, where she had arranged grade-specific groupings: TK, K, 1, 2/3, 4/5, and 6-8 grade lessons, along with a daily video and an assignment. She held two 30-minute Zoom meetings each week with each group and was able to work 1:1 with a student on a Speech IEP and 1:1 with a newcomer. She was able to stay in contact with EL families on a bi-weekly basis at our zoom meetings. She also made arrangements to work with a few of these students during the summer via virtual instruction. Currently, Orinda USD does not have any students designated as foster youth. District staff reached out directly to our small percentage of low income students to ensure they had access and support in our Distance Learning program, along with access to meals, technology, and other supports.

Throughout this time, Orinda Union School District collaborated closely with many other organizations, including the Contra Costa County Office, and partner districts in Lafayette, Moraga, Walnut Creek and Acalanes to ensure there was sharing of best practices, and general coordination with timelines, programs, tools and resources. In addition to our district strategic directions, we approached the challenge of Distance Learning within four important domains:

- Social Emotional Well Being
- Instructional Continuity
- Access for All Students
- Teacher Training and Support

Pupil participation and progress continued to be monitored in a distance learning environment. Benchmark assessments were utilized and tired engagement strategies were implemented as support for students who were not participating or were identified as not making adequate progress.

This propelled our staff to consider the broad needs of our community, especially students with special needs or IEP's, Foster and English Learner students as well as students whose families (such as those of essential workers) were adversely impacted by this crisis. Staff who served these students were directly involved with the planning of our distance learning program, and were highly active in reaching out and working with all of these students and families. Orinda's Student Services Director, Dr. Nerheim, personally contacted every special education family in the District.

The District Technology department focused on providing access for all families. More than 300 devices were loaned out to families; staff continually worked with teachers, staff and parents to provide appropriate privacy, access and engagement. Principals and other staff members continued to hold regular live and recorded sessions such as "virtual school assemblies" to preserve a sense of normalcy for students and families. Orinda also utilized our counselors and other mental health staff such as Summit Learning Center to help address the mental health and social emotional well being of students and families. This included utilizing customized, pre-recorded, and live mindfulness lessons for teachers and students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Support for Student Assessments</p> <p>Orinda USD is purchasing Presence Learning for some virtual assessments to ensure the safety of students and staff.</p>	\$40,000	\$40,000	Yes
<p>Literacy Intervention Materials/Personnel</p> <p>Additional literacy intervention curriculum programs such as Lexia and Learning Ally are available to address possible learning loss and ensure a strong early literacy foundation for all students. Orinda USD supports a literacy intervention program that identifies and supports struggling readers in grades K-2.</p>	\$24,000	\$ 24,000	Yes
<p>Professional Learning</p> <p>Orinda USD has a designated EL Specialist who is providing support directly to EL students and to their classroom teachers. Teachers on Special Assignment provided training for all new teachers in the form of a "new teacher bootcamp" to help support the implementation of signature practices such as Reading and Writing Workshop, Silicon Valley Math Institute, and Distance Learning best practices.</p>	No additional Cost	No additional cost	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 were no substantive differences between the planned actions and the budgeted expenditures to address pupil learning loss.

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.

Orinda USD was faced with daunting challenges to address our pupil learning loss, as our district enjoys high levels of student attendance for in-person learning, and high achievement based on the in-person model of instruction. With students and families forced to be in their home, there were many challenges to find ways to replicate this effective mode of instructional delivery. Learning is a social construct, and many of our best practices rely on students being able to speak, engage and interact with each other to be successful.

Orinda USD experienced success in a phased-in approach that consisted of a robust distance learning program, and then a phased-in approach to hybrid and then later expanding to a more full in person instructional model. Orinda used available state and local data and feedback from stakeholders, including Orinda USD parents, students, teachers, community, and staff. This included academic achievement data from sources like our student information system, Illuminate which contained benchmark and summative data such as CAASPP and local assessments. Orinda USD also used extensive data to measure student Social and Emotional wellness, including multiple community surveys, teacher and staff check-in meetings with students and families, advisory period at Orinda Intermediate School, and a wide range of community input meetings with district staff. We increased staff and student access to many of our digital learning platforms and tools such as Lexia, Freckle Math and Learning Ally. We also worked individually and directly with our Foster Youth, Homeless and English Language learners to identify specific academic or social emotional needs and provide support for these families. For example, our English Learner instructor was able to meet individually with every EL family and provide customized and specific support for their families; she held continual Zoom meetings with all of her students to continue their learning throughout the distance learning of 2020-21.

Orinda has a small proportion of unduplicated students; those who qualify for free and reduced lunches, EL students, foster and homeless youth. This smaller proportion has allowed the district to target supports for these individual families, whether it is access to resources such as technology or meals, instructional support through intervention, or providing social and emotional counseling or resources. Many of Orinda USD established programs such as literacy intervention, the English Learner program, or teacher training has directly benefitted these students and others. Orinda staff are intimately familiar with these families and provide specific and targeted support in many ways. Data was examined that included the analysis of the effectiveness of our efforts to address English learners, low-income, foster youth, and pupils with exceptional needs.

Orinda USD has also created a protocol whereby each grade level will undergo a collaborative process to identify essential standards using support and guiding documents developed by our Teachers on Special Assignment (TOSAs) and resources such as Achieve the Core. Teachers will also access planning tools that align these standards directly with the units and lessons to be taught and will utilize district pacing guides, curriculum scope and sequence calendars, and their regular collaborative grade level and departmental meetings to ensure these standards are taught with consistency and fidelity. Teachers and staff continue to meet during Common Planning Time (CPT) and Long Range Planning (LRP) sessions to align standards, map curriculum to daily and weekly calendars,

track student progress, and hone their programs. Orinda USD is currently preparing programs and teacher training to address incomplete learning, including several summer school programs and a summer program for EL students. These programs are expected to serve more than 120 students.

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.

Orinda USD had challenges in monitoring and supporting the mental health and social and emotional well being of of our students and staff in 2020-21. This began with all students being at home, and the dynamic changes in many families learning and work environments, along with the lack of live interaction with peers and staff. Orinda USD recognized the social and emotional well-being of our students is as important to our District as their physical safety. We realized that the COVID-19 pandemic has been a source of stress, anxiety, and even depression for some of our students. In an effort to recognize and support students who are having a difficult time socially or emotionally, we created guidelines to identify and provide support options for those students both in the Distance Learning and In-Person Hybrid models. Teachers continue working to build relationships with their students to create a safe academic environment. During the beginning weeks of school, teachers dedicated a significant amount of time to create a strong, cohesive classroom community.

During either the Distance Learning or In-Person Hybrid models, teachers maintained this community through regular interaction. Teachers and parents remained in close collaboration and communication regarding students' social emotional status and growth. Teachers also reminded students of the adults available to them if they are having a difficult time. Principals, school psychologists and interns, counselors, direct service providers, and classroom teachers are all resources with whom students can talk. If a student needed a more structured program of support, he/she was referred to the site administration.

Support plans were developed with the students, parents, administrator or designee, and any other necessary personnel. A document was created for parents and teachers and will provide strategies for supporting students on topics such as self-awareness, optimistic thinking, self-management, social awareness, relationship skills, goal directed behavior, personal responsibility, and decision making. The District worked with the Contra Costa County Office of Education's Social Emotional Learning Coordinator to provide strategies that can be used in the classroom or in the home.

Parent and teacher communication was critical to support students' social and emotional well-being. Parents were asked to bring any concerns about their child's well-being to the attention of their child's teacher(s). Open communication between home and school is the most effective strategy for providing students the support they need. Parents started with their child's teacher(s), and students with more significant needs would be considered for a Student Study Team (SST) meeting.

Orinda USD also consistently worked with teachers to support their needs, providing safe and supportive working environments, counseling and mental health support, modifying their workload throughout the year with adjustments and our ongoing MOU's with our bargaining units, and clear and consistent communication and surveys from site and district staff.

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.

There were many successes in implementing pupil and family engagement throughout the 2020-21 school year. The district was highly active in collecting and sharing information regarding the evolving situation with our Distance Learning and Hybrid programs. Some of the ways this occurred included:

- Multiple Surveys of Distance Learning for Parents, Teachers, and Students
- Parent and Teacher Guidelines, developed with input from diverse representatives, shared and posted to school and district websites
- Parent and Teacher support websites developed by our District Staff including Teachers on Special Assignment
- Proactive outreach to families of students who had not engaged in their Distance Learning programs, or those who had potential obstacles to distance learning such as learning challenges, language barriers, an IEP, SST or 504 plan.

Orinda USD worked to engage both students and families throughout the 2020-2021 school year, whether students are participating in the Distance Learning model or the In-Person Hybrid model. Teachers developed connections with students and families that continued throughout the entire year. To maintain the strong connections between parents/guardians and schools as well as facilitate off-screen learning, teachers coordinated the distribution of physical learning materials to families as needed. As safety protocols allowed for individual or small groups of students to meet with their teachers on campus, the District and site administrators worked toward facilitating these interactions in a safe and responsible manner.

The District hosted Back to School Distance Learning Orientation sessions and an Online Parent University composed of 29 twelve sessions at the beginning of the school year. Videos of the online Parent University seminars were posted on the District website at <http://www.orindaschools.org/parented>. Furthermore, parents engaged with teachers via Zoom for support and education related to technology, students' emotional needs, and students' academic challenges throughout the Distance Learning or In-Person Hybrid Model experience. Additional parent education events related to student learning and social and emotional health were organized throughout the year.

In our quest for continuous improvement and to address our six guiding values, Orinda USD engaged with different groups of stakeholders to obtain feedback. Examples of these feedback tools and strategies include Thoughtexchange, a digital crowdsourcing

platform, and focus groups. District staff presented a summary of feedback on the Distance Learning program during the September 14, 2020, Board Meeting. In addition to implementing Thoughtexchange with teachers and parents/guardians, District staff held a stakeholder engagement meeting on September 2, 2020, with parents, students, staff, and administrators. Feedback gleaned from these various tools and strategies and our regular meetings with stakeholders such as Board Coffees and Coordinating Council meetings continue to inform and shape our collective decision-making process in all aspects of our educational programming.

Tiered reengagement strategies were identified and implemented and outreach was made for students and their families when the student was not engaging in distance learning. Level one support included phone calls home, followed up by family zoom meetings and the final tier including home visits, when necessary. The tiered reengagement strategies helped to support absenteeism but the challenges also remained that outreach proved to not be enough to support students who already had pre-existing attendance issues.

The District held a campus reopening webinar on January 6, 2021, entitled "Here We Go: Parent/Guardian Webinar on Reopening Campuses for In-Person Learning." The webinar was presented by the Principals to inform families about all return to school logistics, health and safety procedures, and campus protocols (such as hygiene, pick-up/drop-off, restroom use, signage, hallway walking paths, updated campus maps, etc.). This webinar was recorded and posted on Orinda USD's website for those who were unable to attend the live session. Presentations and materials were emailed to parents/guardians and regular follow-up communications were sent by both the Superintendent and Principals. The Superintendent also sent out weekly communications to the community, which will include updated COVID-19 related information.

Analysis of School Nutrition

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

Orinda USD did not have significant proportions of students in need of school nutrition support. Orinda USD did have success in meeting all of our families' nutrition needs. In conjunction with Acalanes Union High School District, breakfast and lunch were available for pickup daily, Monday through Friday, at nearby Campolindo High School and at Miramonte High School. Information was provided to families via phone calls, email, newsletters and websites.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	0	0	No

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

There were no additional actions and plans added.

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.

Orinda has been diligent at collecting information from teachers, parents and staff about the lessons learned from COVID-19 and our distance learning programs. Several salient items have arisen in these conversations, and will continue to inform our thinking and planning as we move ahead:

Many technology lessons have been learned, both with the critical infrastructure that was in place, distribution of devices, and how technology strategies have been utilized to support and enhance our goals. This includes:

1. Live streaming, and using concurrent teaching to allow access to students who may not be able to attend in person instruction
2. Zoom sessions and Breakout rooms which allow students to work in small groups and be more engaged with learning
3. Zoom meetings which allow for large parent groups to meet or attend board of trustee meetings, parent education sessions, or other district wide events
4. The success of our middle school BYOD program and other creative means for allowing students access to the curriculum

The logistics of hybrid and in-person learning such as multiple locations for car pool drop-off /pickup, arrival and dismissal protocols, staff training with utilizing technology for attendance and other functions are also important take-aways. There were many creative approaches to building and maintaining school-wide culture such as virtual assemblies and advisory periods where all students shared a common experience and felt like part of a single school family. Institutionally, all teachers were able to focus on priority standards and worked with colleagues to re-evaluate all of their pacing guides and scope and sequences to understand what was truly important for student learning and progress. There was also a renewed sense and understanding of the integral importance of student and staff social and emotional wellness as a cornerstone for Orinda USD's continued and lasting success.

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

Pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs. This includes programs such as:

1. Orinda Intervention Summer School, supporting students with higher levels of academic needs in ELA and Math
2. Extended School Year for students with disabilities
3. Summer School for English Language Learners
4. Increased formative and diagnostic assessments to gauge and target student groups with higher needs
5. Increased intervention and support staffing including literacy intervention specialists and math intervention programs
6. Increased staffing and counseling support for all grade levels K-8

Orinda USD will also continue to use a strong system of assessment and support that includes frequent teacher meetings and collaboration, common planning time, long range planning sessions, comprehensive professional development and training. This system identifies the specific needs of our our small cadre of foster and homeless youth and English Language Learners, and provides differentiated academic and social services.

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 is no substantive difference between the description of the actions or services and the the actions or services.

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.

Upon reflection, the student outcomes of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan have informed Orinda USD's thinking in several important ways:

There have been notable shifts in several important goals areas, including the rise in programs focused on Diversity, Equity and Inclusion, and the integration of Science and STEAM into Orinda USD's academic goals.

The critical importance of live, in person instruction and the many benefits it has to assessment, social emotional health, engagement and ultimately student achievement.

The importance of technology infrastructure and a comprehensive technology training program for all staff members.

The value of a teaching staff that views itself as life-long learners and a family, and who were able to iterate and adapt to more than three significant learning program shifts throughout the year

Our LCP have also informed our thinking in important ways. Many technology lessons have been learned, both with the critical infrastructure that was in place, distribution of devices, and how technology strategies have been utilized to support and enhance our goals. This includes:

1. Live streaming, and using concurrent teaching to allow access to students who may not be able to attend in person instruction
2. Zoom sessions and Breakout rooms which allow students to work in small groups and be more engaged with learning

3. Zoom meetings which allow for large parent groups to meet or attend board of trustee meetings, parent education sessions, or other district wide events

4. The success of our middle school BYOD program and other creative means for allowing students access to the curriculum

The logistics of hybrid and in-person learning such as multiple locations for car pool drop-off /pickup, arrival and dismissal protocols, staff training with utilizing technology for attendance and other functions are also important take-aways. There were many creative approaches to building and maintaining school-wide culture such as virtual assemblies and advisory periods where all students shared a common experience and felt like part of a single school family. Institutionally, all teachers were able to focus on priority standards and worked with colleagues to re-evaluate all of their pacing guides and scope and sequences to understand what was truly important for student learning and progress. There was also a renewed sense and understanding of the integral importance of student and staff social and emotional wellness as a cornerstone for Orinda USD's continued and lasting success.

Building on the work of our 2019-20 LCAP and our goal focused on student wellness and safety, we have expanded our scope to include our work on diversity, equity and inclusion. We understand that students wellness and social and emotional health is based on if they are seen and heard when they come to our schools, and their background and identity is a central part of how we ensure that they feel safe and ready to learn. Additionally, Goal #2 in the 2021-2022 LCAP is focused on building inclusive learning environments.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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	1,073,640.00	1,096,891.00
Base	133,400.00	140,303.00
Lottery	16,900.00	21,100.00
Mandated Cost Reimbursement Fund	730,709.00	732,913.00
Other	5,000.00	5,000.00
Parents Club	50,000.00	50,000.00
Supplemental	136,331.00	146,275.00
Tobacco-Use Prevention Education	1,300.00	1,300.00

* 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	1,073,640.00	1,096,891.00
0000: Unrestricted	14,290.00	14,290.00
1000-1999: Certificated Personnel Salaries	645,730.00	691,781.00
2000-2999: Classified Personnel Salaries	90,380.00	90,380.00
4000-4999: Books And Supplies	800.00	0.00
5000-5999: Services And Other Operating Expenditures	51,600.00	51,600.00
5800: Professional/Consulting Services And Operating Expenditures	255,340.00	228,340.00
7000-7439: Other Outgo	15,500.00	20,500.00

* 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	1,073,640.00	1,096,891.00
0000: Unrestricted	Base	14,290.00	14,290.00
1000-1999: Certificated Personnel Salaries	Base	41,802.00	48,705.00
1000-1999: Certificated Personnel Salaries	Mandated Cost Reimbursement Fund	472,597.00	501,801.00
1000-1999: Certificated Personnel Salaries	Supplemental	131,331.00	141,275.00
2000-2999: Classified Personnel Salaries	Base	77,308.00	77,308.00
2000-2999: Classified Personnel Salaries	Mandated Cost Reimbursement Fund	13,072.00	13,072.00
4000-4999: Books And Supplies	Lottery	800.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery	600.00	600.00
5000-5999: Services And Other Operating Expenditures	Mandated Cost Reimbursement Fund	46,000.00	46,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	5,000.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Mandated Cost Reimbursement Fund	199,040.00	172,040.00
5800: Professional/Consulting Services And Operating Expenditures	Other	5,000.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parents Club	50,000.00	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	Tobacco-Use Prevention Education	1,300.00	1,300.00
7000-7439: Other Outgo	Lottery	15,500.00	20,500.00

* 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	440,162.00	466,213.00
Goal 2	110,137.00	110,137.00
Goal 3	33,976.00	31,176.00
Goal 4	244,125.00	244,125.00
Goal 5	245,240.00	245,240.00

* 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	\$132,000.00	\$132,000.00
Distance Learning Program	\$315,000.00	\$315,000.00
Pupil Learning Loss	\$64,000.00	\$64,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$511,000.00	\$511,000.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$132,000.00	\$132,000.00
Distance Learning Program	\$315,000.00	\$315,000.00
Pupil Learning Loss	\$64,000.00	\$64,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$511,000.00	\$511,000.00