LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orinda Union Elementary School District

CDS Code: 07-61770-0000000

School Year: 2021-22

LEA contact information:
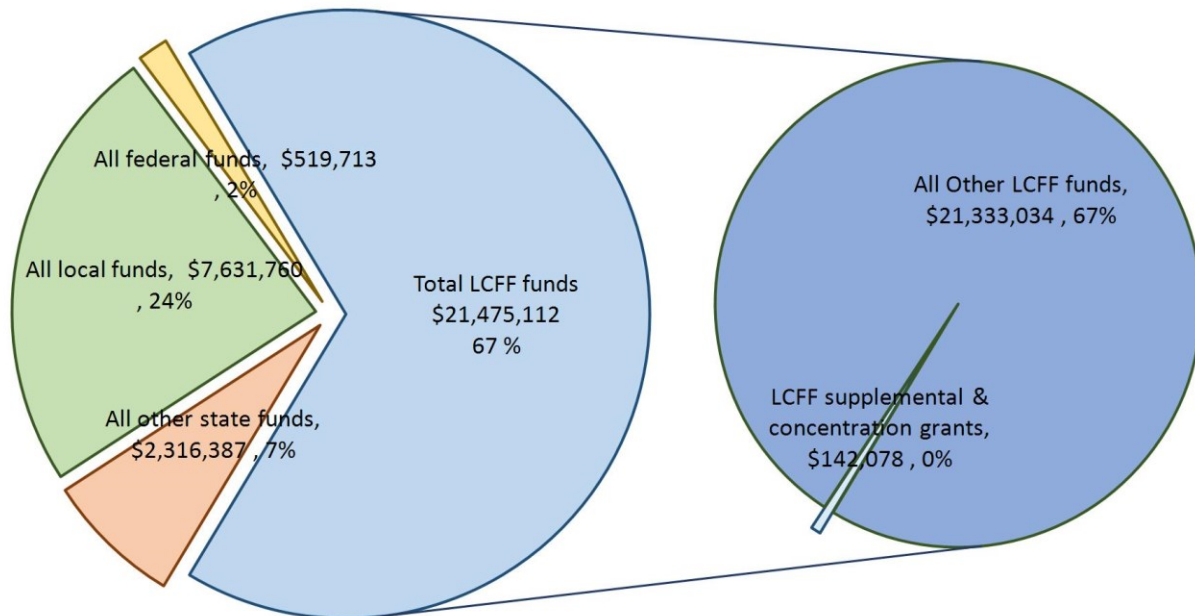
Dr. Carolyn Seaton

Superintendent

925-258-6201

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $519,713 , 2%

All local funds, $7,631,760 , 24%

All other state funds, $2,316,387 , 7%

Total LCFF funds $21,475,112 67 %

All Other LCFF funds, $21,333,034 , 67%

LCFF supplemental & concentration grants, $142,078 , 0%

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

The total revenue projected for Orinda Union Elementary School District is $31,942,972, of which $21,475112 is Local Control Funding Formula (LCFF), $2,316,387 is other state funds, $7,631,760 is local funds, and $519,713 is federal funds. Of the $21,475112 in LCFF Funds, $142,078 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

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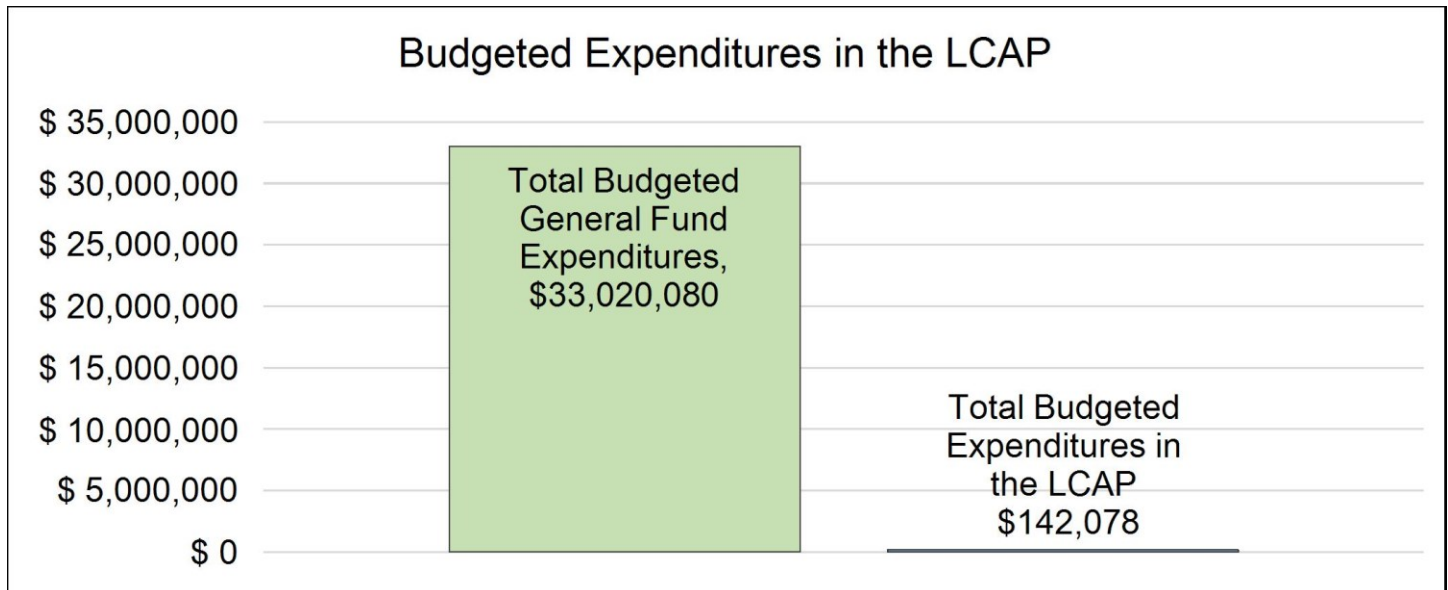
This chart provides a quick summary of how much Orinda Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Orinda Union Elementary School District plans to spend $33,020,080 for the 2021-22 school year. Of that amount, $142,078 is tied to actions/services in the LCAP and $32,878,002 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
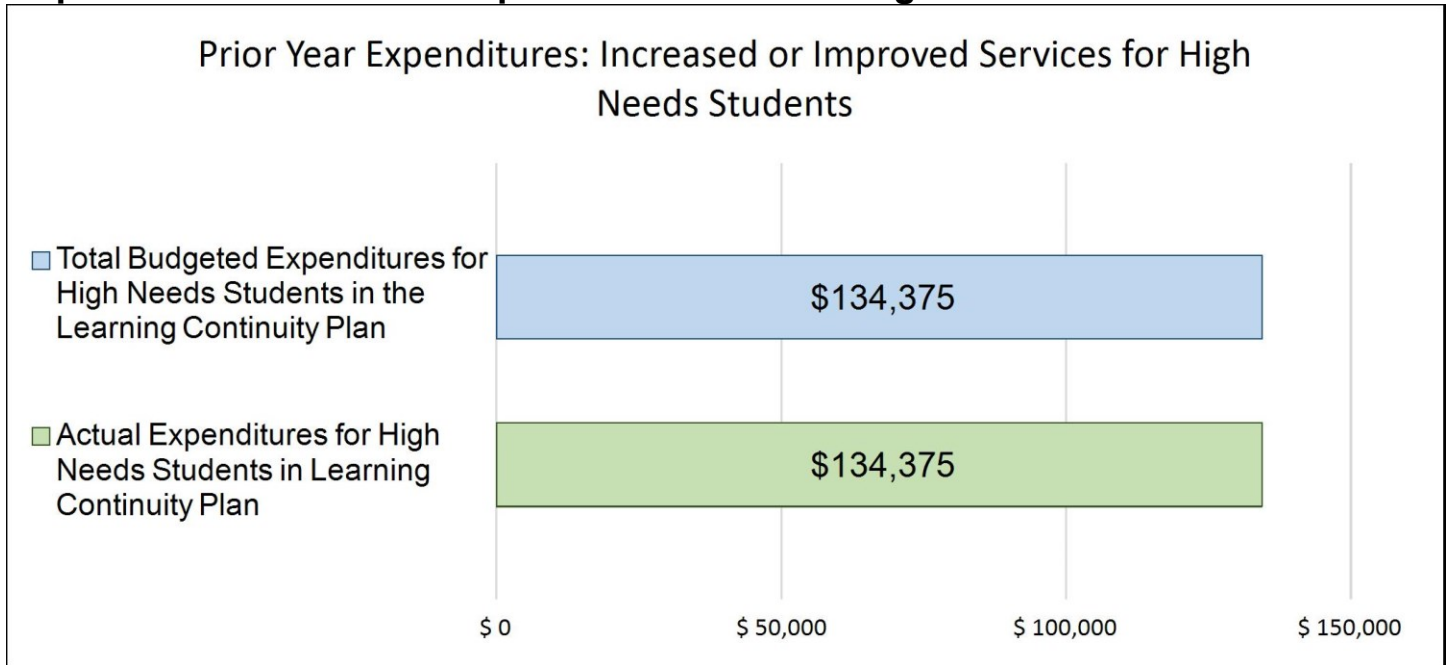
As a general rule, 80% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

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

In 2021-22, Orinda Union Elementary School District is projecting it will receive $142,078 based on the enrollment of foster youth, English learner, and low-income students. Orinda Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orinda Union Elementary School District plans to spend $142,078 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $134,375

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $134,375

(Axis: $0, $50,000, $100,000, $150,000)

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

In 2020-21, Orinda Union Elementary School District's Learning Continuity Plan budgeted $134,375 for planned actions to increase or improve services for high needs students. Orinda Union Elementary School District actually spent $134,375 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
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)	1. Met: The district continued to maintain 100% for currently certified teachers. (1a)
2. Every student in the district has sufficient access to standards aligned instructional materials and will continue to have access (1b)	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. Student achievement as measured by statewide assessments (4a)	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.
4. The percentage of students who make progress toward English proficiency and are reclassified (4d, 4e)	

Expected	Actual
5. Every student has access to a broad course of study (7a).	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)
6. Programs and services are provided for unduplicated student groups and individuals with exceptional needs. (7b,c)	
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) **19-20** 1. 100% of teachers will continue to be assigned to the appropriate subject area for which they are credentialed to teach. (1a)	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
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)	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).
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)	6. Met: District met child find obligations and assessed students for special education accordingly. Additionally 77 students in

Expected	Actual
4. The reclassification rate for EL students will maintain and/or increase from 2018-19 reclassification rate (4d.e)	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)
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)	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
6. Identified students will continue to move two levels in reading performance as evidenced on the F and P assessments. (2b)	
Baseline 1. All teachers are 100% certified, appropriately assigned, and fully credentialed in the subject area for the students they are teaching. (1a)	
2. 100% of students have sufficient access to standards aligned instructional materials. (1b)	
3. ELA: 87% of students are meeting or exceeding standards Math: 86% of students are meeting/exceeding standards. Targets are met for all students and student subgroups as outlined on the CA Dashboard. (4a)	

Expected	Actual
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)	
5. Access is evidenced by course schedules and student enrollment in courses, including accelerated math courses. (7a)	
6. The plan includes programs and services for Special Education students. Programs and services developed and provided for unduplicated student groups. (7b,c)	
7. Identified students will continue to move two levels in reading performance. (2b)	

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 identifed 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 2019-2020. State CAASPP testing was cancelled for 2019-2020, and statewide ELPAC testing was also postponed and resumed in Orinda USD for all eligible English language students in 2020-2021. Orinda USD relied on our benchmark assessments in ELA and Math to gauge student progress and design intervention. This included programs like the Dynamic Indicators of Basic Early Literacy Skills (DIEBELS) and Fountas and Pinnell Reading Assessments, On-Demands from Teachers College Reading and Writing Project for writing, and Freckle Math STAR assessment and other benchmark assessments delivered through our School Information System, Illuminate. Additionally, Orinda is using local assessments in lieu of CAASPP summative tests that meet State criteria.

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)	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) 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)

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

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
Ongoing training for teachers and administrators.	5800: Professional/Consulting Services And Operating	5800: Professional/Consulting Services And Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Mandated Cost Reimbursement Fund $2,000	Expenditures Mandated Cost Reimbursement Fund $2,000
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 Cost Reimbursement Fund $25,000	5000-5999: Services And Other Operating Expenditures Mandated 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 generally implemented as planned. 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.

Orinda USD has not yet fully developed the staffing for targeted Tier II math interventions at grades 6-8, although staff did participate in differentiation training through Silicon Valley Math Initiative, and Solution Tree professional learning community training, along with other local math professional development opportunities.

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.

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 it's 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
Metric/Indicator 1. Student achievement as measured by new NGSS statewide assessments (4a) **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. **Baseline** 1. Growth is measured using the new NGSS state assessment results as a baseline for student performance. (4a)	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 particualr 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).

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.

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.

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
5. School climate is measured by suspension and expulsion rates. (6a,b)	4. Met: The middle school drop-out rate remained at 0%.(5c)
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)	5. Met: The suspension rate remained at 1%. There were no expulsions in 2020-21. (6a,c)
	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)
7. Engage stakeholders in successful development of a long term facilities Master Plan(1c, 6c)	
	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)
8. Programs and services are provided for unduplicated student groups and individuals with exceptional needs. (7b,c)	
	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)
9. Promote parental participation and programs that support unduplicated pupils and pupils with exceptional needs. (3b,c)	
19-20 1. All school facilities will be inspected annually using the Facilities Inspection Report (FIT) and recorded on the School Accountability Report Card (SARC). (1c)	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.

Expected	Actual
2. Maintain school attendance rates at 97% or greater.(5a)	
3. Chronic absenteeism rates will continue to decrease based on 2018-19 school data. (5b)	
4. The middle school drop-out rate will remain at 0%.(5c). Our district is a K-8 district.	
5. The suspension rate will remain at 1% or lower and the expulsion rate will maintain 0% (6a,b)	
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)	
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)	

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

Expected	Actual
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)	
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)	
8. Parent education is provided for unduplicated student groups and individuals with exceptional needs. (7b,c)	
9. KidPower and Think First programs invite and include parent involvement from families of unduplicated student groups and students with exceptional needs. (3b,c)	

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	1000-1999: Certificated Personnel Salaries Mandated Cost Reimbursement Fund $103,825
	3000-3999: Employee Benefits	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 socal 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) Committe

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 practium 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) **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)	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) 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 postitions 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 few substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

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
Instructional Materials and Resources 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.	$139,000	$139,000	Yes
Professsional Learning 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 prepare for facilitation of the August professional development days.	$96,000	$96,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Access to Devices and Connectivity

In order to ensure access to devices and connectivity the following technology supports were purchased: Doc Cams, Hotspots, Chromebooks, Ipads, software. | $ 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 was no signifcant differences in the planned actions for Distance Learning and what was expended.

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

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
Support for Student Assessments Orinda USD is purchasing Presence Learning for some virtual assessments to ensure the safety of students and staff.	$40,000	$40,000	Yes
Literacy Intervention Materials/Personnel 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.	$24,000	$ 24,000	Yes
Professional Learning 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.	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 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.
 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 was lucky to not have signifcant 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

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 substantive difference between the planned actions and the budgeted expenditures.

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.

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,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o 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-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	1,075,640.00	1,098,891.00
Base	133,400.00	140,303.00
Lottery	16,900.00	21,100.00
Mandated Cost Reimbursement Fund	732,709.00	734,913.00
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	1,075,640.00	1,098,891.00
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	257,340.00	230,340.00
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	1,075,640.00	1,098,891.00
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	201,040.00	174,040.00
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	112,137.00	112,137.00
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

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orinda Union Elementary School District	Dr. Carolyn Seaton Superintendent	cseaton@orinda.k12.ca.us 925-258-6201

Plan Summary [2021-22]

General Information

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

The Orinda Union School District is comprised of four elementary schools (TK-5) and one middle school (6-8) with a total district-wide student enrollment of approximately 2,568 students located in the hills of Contra Costa County. There are roughly 123 certificated teachers in the district. A total of 100% of our classroom teachers are highly qualified and fully certificated with completed SDAIE/CLAD credentials. All teachers are appropriately assigned. The average daily attendance rate is greater than 95% as of the 2019-20 P-2 Attendance Report. Each school offers programs and services for Special Education and English Learner students. For the 2019-20 school year, our district-wide Special Education program served more than 235 students. This number represents approximately 9.2% of our enrollment (down from 9.3% in 2018-19). The district includes the following numerically significant subgroups: African American (1.1%), Asian (18.4%), Caucasian (62.3%), Filipino (1.4%), Hispanic (6%), and two or more races (8.8%). We have an English Learner population of 38 students which is below the state requirement of 51 students to maintain a formal District EL Advisory Committee. However, we continue to communicate closely with our EL families, and hold annual EL parent meetings to plan for this LCAP. Our district-wide unduplicated count for English learner, foster youth, and students who are eligible for free and reduced meals is approximately 87 or 3.6% of our total enrollment. We have a handful of homeless and foster youth students this year.

Note: As a TK-8 elementary school district, the following priorities do not apply: Priority 4C - the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU or career technical education sequence or programs of study that align with state board approved career technical education standards and framework; Priority 4F - the percentage of pupils who have passed an advanced placement examination with a score of three or higher; Priority 4G - the percentage of pupils who participate in, and demonstrate college preparation pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness; Priority - high school dropout rate; Priority 5E - high school graduation rate.

Reflections: Successes

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

Orinda is proud of our continued success in several aspects of our LCAP and measurable data from the California Dashboard and other data. Four California Dashboard ratings for Orinda USD were at the highest levels of "Blue" or "Green": Chronic Absenteeism, Suspension Rate, English Language Arts achievement, and Mathematics achievement. More specifically, Orinda students scored 87.6 points above the standard in ELA and 74.1 points above standard in Math. In the suspension rate category, Orinda USD maintained our rate of .7%. Orinda also maintained the chronic absenteeism in the highest blue rating with 3.1%. We are proud that the dashboard indicates 96.3% of our EL students are making progress in their language proficiency as measured by the ELPAC assessment.

Additionally, Orinda USD has "met standard" in the following areas, based on the 2019-2020 California Dashboard:
- Basics: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to Broad Course of Study

Orinda was at the highest level (blue) for ELA and Math and second highest level (green) for Chronic Absenteeism. The last 3 years of recorded CAASPP data revealed that an average of more than 85% of our third through eighth grade students met or exceeded proficiency standards in English language arts, and an average of 82% met or exceeded proficiency standards in mathematics. This ongoing rate of CAASPP proficiency places the Orinda Union School District among the top 1% of school districts in the State of California. Orinda also continues to pursue its district strategic goals and address the needs of the whole child in across a broad spectrum of programs and initiatives.

Our district takes pride in the collective efforts of our students, teachers, staff, and parents for these extraordinary accomplishments. In Spring 2015, Orinda Intermediate School was awarded the new and prestigious 2015 Gold Ribbon Schools Award from the California Department of Education. In November 2016, Del Rey School was honored as a National Blue Ribbon School by the US Department of Education. Both Del Rey and Wagner Ranch Elementary School were recognized and received the California Gold Ribbon Schools Award in

the Spring of 2016. In April 2017, Glorietta School, Wagner Ranch School and Del Rey School all were named California Distinguished Schools, and were three of only eight total schools recognized in all of Contra Costa.

Reflections: Identified Need

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

The 2019-2020 California Dashboard demonstrates that Orinda Union School District has no performance indicators in the red or orange performance categories; however, OUSD continues to identify areas for improvement by analyzing student data and stakeholder input. Additionally, teachers and school staff continue to utilize our student information system and other tools to disaggregate data and identify students groups with specific needs within the categories monitored by the Caifornia Dashboard. Teachers and staff use a cycle of inquiry and regular collaborative times such as grade level planning, long-range planning, vertical team meetings and other sessions to design instructional support for these targeted student groups.

LCAP Highlights

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

The Orinda 2021-24 LCAP was informed by the Orinda USD strategic plan, academic and social growth data from many sources including California Healthy Kids Survey, CALPADS, the California Dashboard, CAASPP summative and formative assessments. Our teachers and staff continually collaborate to analyze and share this data to better understand the strengths and focus areas. Orinda also uses the information from a wide range of stakeholder engagement opportunities, including coordinating council, leadership team meetings, parent advisory groups such as Wellness, Inclusion for Student and Staff Equity (WISSE) and partnerships with outside groups such as the City of Orinda. The pillars of the Orinda USD Strategic Directions include:

Inspire Innovators and Problem Solvers

Create Resourceful Collaborators and Critical Thinkers

Cultivate Ethical and Respectful Citizens

Nurture Emotional, Social, and Physical Well-Being

Using data to drive our decision making, utilizing the progress and lessons learned from our prior LCAP work, and keeping students at the heart of our thinking, three major goals have evolved for the LCAP plan of 2021-2024:

Goal #1: Ensure that all students, including English Learners, will demonstrate knowledge of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) by meeting and/or exceeding proficiency levels in core subjects (English Language Arts, Math and Science)(State Priority 1,4,7)

Key actions and features to achieve this goal include: 1.0 FTE English Language Learning Teacher, aligned ELA and Math resources for all staff, staffing for Literacy Intervention Program, Math Instructional Coach

Goal #2:Provide safe, equitable and inclusive learning environments that meet the intellectual, social, emotional, and physical needs of all Orinda school students. (State Priority 1,3,5,6)

Key actions and features to achieve this goal include: Continuation with Facilities Improvement work related to Measures E and I, Increased Counseling support, deepening programs that further diversity, equity and inclusion

Goal #3 Develop a comprehensive and responsive professional learning plan that will allow staff to provide a rigorous, relevant and differentiated educational experience for all students. (State Priority 2,8)

Key actions and features to achieve this goal include: Continued new teacher induction and support program, Teachers on Special Assignment, Professional Development and training

Comprehensive Support and Improvement

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

Schools Identified

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

No schools in Orinda USD have been identified for comprehensive support and improvement.

Support for Identified Schools

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

Does not apply to Orinda USD.

Monitoring and Evaluating Effectiveness

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

Does not apply to Orinda USD.

Stakeholder Engagement

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

The Orinda USD 2021-23 LCAP was also informed by the Orinda USD strategic plan, academic and social growth data from many sources including California Healthy Kids Survey, summative and formative assessments, and a wide range of stakeholder engagement opportunities.

Orinda has a district culture that consistently and actively engages with all of it's stakeholders. This is true both with the development of programs in response to COVID 19 and school closures, and in the development of the 2021-22 LCAP. In February all Orinda USD schools submitted their school site plans which are based on the 2019-2020 district LCAP goals, and how these objectives are being carried out at their sites. These plans were approved by the Orinda School Board of Trustees in March of 2021. In Spring of 2021, LCAP parent and staff feedback surveys and meeting opportunities were posted in the superintendent's newsletter and sent via district email and Constant Contact. Parent surveys were distributed to all parents by each school site principal during the months of April and May. During the months of March, April, and May, input for the 2020-21 LCAP was gathered from the following stakeholder groups:
- English Learner Parents
- 8th Grade Leadership Students
- K-5 Parents
- 6-8 Parents
- K-5 and 6-8 Staff
- Members of Orinda Education Association(OEA) and California School Employees Association(CSEA)
- District Coordinating Council (District and Parent Club Leadership)
- District Leadership Team (District and Site Administration)

Additionally, Orinda USD staff consulted with the Executive Director of CCCOE SELPA on April 20th, 2021, and met regularly with CCCOE staff for feedback and consultation. The District budget was also reviewed with certificated and classified staff as well as parent groups such as Coordinating Council and regularly at Board of Trustee meetings. Other standing parent groups and subcommittees provided input, including the Wellness Inclusion for Student and Staff Equity (WISSE), the School Year Advisory Group (SYAG), and members of Orinda Network for Education (ONE), the fundraising foundation for Orinda USD. The input from stakeholders was reviewed and the salient ideas and themes that emerged informed the goals, actions and services found in the LCAP. A draft LCAP was posted on the district website for public comment on June 7th, 2020. On June 7th, 2021, a public hearing was held at the regularly scheduled Board Meeting. The Orinda LCAP was presented for approval at the June 7th, 2021 regularly scheduled Board meeting.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback from the survey data and the multiple meetings was categorized into two general areas, including feedback on the five goals from 2016-2019, and looking ahead. Stakeholders were asked to consider and discuss greatest areas of progress, and areas of focus. Within those domains, several themes emerged, including:

A continued focus on academic achievement and systems that support deep learning and innovation: use of digital tools, teacher collaboration and training, alignment of curriculum and standards, strengthening grade level and vertical teams

Increases to support social and emotional wellness of students and staff, including a focus on diversity, equity and inclusion: development of culturally relevant pedagogy and resources for all, increased assessment and support of social and emotional health including assessment and counseling support

Continued emphasis on supporting teachers and staff capacity to differentiate and provide support and challenge to diverse learners: staff training and development, strengthening our culture of professional learners, support for collaboration and teacher agency, staffing and resources to support group such as EL students and students with special needs

Lessons learned from school closures including instructional strategies, use of technology, and increasing access to programs and resources for all: technology infrastructure, device access including 1:1 and bring your own device programs, increased access to digital tools, school schedules and programs that supported accelerated learning such as early/late cohorts and livestreaming

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

Based on input from community meetings, staff input, the LCAP Advisory Groups, CAASPP, California School Dashboard, and local metrics the following recommendations were made to further improve programs and services for students for the three-year LCAP beginning with the 2021-22 school year. These additional recommendations, which reflect the state's priority areas, are included in the LCAP goals, actions and services and will positively impact our expected outcomes.

1. Ensure that all students, including English Learners, will demonstrate knowledge of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) by meeting and/or exceeding proficiency levels in core subjects (English Language Arts, Math and Science).

This goal was shifted to merge key elements of our past LCAP science goals into our focus on student progress in key academic areas. It reflects the growth Orinda USD has made in incorporating Next Generation Science Standards, shared science expectations, and our work with STEAM across all sites.

2. Provide safe, equitable and inclusive learning environments that meet the intellectual, social, emotional, and physical needs of all Orinda school students.

This goal has evolved to include key elements of our diversity, equity and inclusion work, and continuing our strong partnerships with groups like site community coalitions, the Anti-Defamation League and the City of Orinda. It also continues to put our student and staff emotional wellness at the heart of our goals.

3. Develop a comprehensive and responsive professional learning plan that will allow staff to provide a rigorous, relevant and differentiated educational experience for all students.

This goal re-frames the importance of strong professional learning community that gives teachers all the necessary tools to help support a wide range of students. It speaks to meeting both teachers and students where they are in their learning journey.

Goals and Actions

Goal

Goal #	Description
1	Ensure that all students, including English Learners, will demonstrate knowledge of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) by meeting and/or exceeding proficiency levels in core subjects (English Language Arts, Math and Science) (State Priority 1,4,7)

An explanation of why the LEA has developed this goal.

This goal was shifted to merge key elements of our past LCAP science goals into our focus on student progress in key academic areas. It reflects the growth Orinda USD has made in incorporating Next Generation Science Standards, shared science expectations, and our work with STEAM across all sites.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the students they are teaching as measured by local indicators in the reflection tool (1a)	100% of teachers will continue to be assigned to the appropriate subject area for which they are credentialed to teach. (1a)				Maintain 100% of teachers will continue to be assigned to the appropriate subject area for which they are credentialed to teach.
Every student in the district has sufficient access to standards	Every student (100%) in the district will continue to have				Continue every student (100%) in the district will have

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional materials and will continue to have access (1b)	access to standards aligned instructional materials as evidenced by the annual sufficiency of instructional materials resolution, public hearing, and parent survey satisfaction results. (1b)				access to standards aligned instructional materials as evidenced by the annual sufficiency of instructional materials resolution, public hearing, and parent survey satisfaction results.
Student achievement as measured by statewide assessments as measured by local indicators in the reflection tool (4a)	Measurable targets will be based on analysis and comparison of data from the 2018-19 and 2019-20 CA Dashboard for all subgroups to maintain or exceed current placement on the CA Dashboard for meeting and exceeding standards. Students with Disabilities and English Learner students will move up one level on the CA Dashboard (4a)				All student groups and race/ethnicity groups will maintain or increase to green or blue range. Overall student proficiency rates as measured by CAASPP scores will be greater than 88% in ELA. Overall student proficiency rates will be greater than 85% in math.
The percentage of EL students who are reclassified will maintain and/ or increase. (4d, 4e, 4f)	The reclassification rate for EL students will maintain and/or increase from the 2019-20 baseline				The reclassification rate for EL students will continue to maintain and/or increase from the prior

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELPAC data. (4d, 4e, 4f)				years' baseline data based on ELPAC assessment.
Every student has access to a broad course of study (7a)	100% of students will continue to have 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,7b,7c)				Maintain 100% access for all students.
Programs and services are provided for unduplicated student groups and individuals with exceptional needs. (7b,7c)	The plan includes programs and services for Special Education students. Programs and services developed and provided for unduplicated student groups. (7b,7c)				
English Language Learner Achievement in language proficiency levels as measured by local performance indicators in the self reflection tool (4d, 4e, 4f)	Maintain or increase a 95% rate of students making progress towards proficiency in English language proficiency				Maintain or increase a 95% rate of students making progress towards proficiency in English language proficiency

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Learning Teacher	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 classroom teacher and other support programs for students requiring duplicate services.	$129,575.00	Yes
2	Teacher Long Range Planning	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.	$20,000.00	Yes
3	Literacy Intervention Program	Expand literacy intervention program including certificated teacher and aide support to all four elementary schools. Increase certificated FTE from 1.0 FTE to 2.0 FTE. Evaluate annually.	$180,000.00	No
4	Literacy Resources	Assess and utilize school intervention models, Fountas and Pinnell and other literacy resources including Reading Plus, Orton Gillingham, Reading Ally, Heggerty Curriculum for providing targeted instruction to identified students. Monitor and evaluate the continuation of Lexia reading program annually.	$35,000.00	No
5	Math Instructional Coach	Continue with 1.0 FTE math instructional coach to support consistent implementation of aligned district math program, and develop teacher capacity for effective differentiation. Evaluate annually	$120,000.00	No
6	Tools for Math Intevention and Support	Provide Tier II intervention service and support for identified students in mathematics, including Freckle math program and resources from Silicon Valley Math Initiative. Evaluate annually	$41,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	English Language Learner Family Engagement	Engage EL parent participation including regular updates from EL specialist, and annual parent meetings for LCAP with district personnel and EL specialist. Maintain and evaluate online webpage for EL parents to access information and network with other EL parents.	$0.00	Yes
8	Support Broad Course of Study	District will continue to utilize data, to monitor and explore options and delivery models to provide broad course of study, including higher level math and world language for eligible students. Models will be monitored and evaluated for effectiveness.	$45,000.00	No
9	NGSS Science Programs	Continue development and alignment of NGSS science programs and standards for all grade levels including district shared expectations and shared best practices. Include CAST science test preparation for grades 5 and 8.	$15,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Provide safe, equitable and inclusive learning environments that meet the intellectual, social, emotional, and physical needs of all Orinda school students. (State Priority 1,3,5,6)

An explanation of why the LEA has developed this goal.

This goal has evolved to include key elements of our diversity, equity and inclusion work, and continuing our strong partnerships with groups like site community coalitions, the Anti-Defamation League and the City of Orinda. It also continues to put our student and staff emotional wellness at the heart of our goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities are maintained in good repair. (1c)	All school facilities will be inspected annually using the Facilities Inspection Report (FIT) and recorded on the School Accountability Report Card (SARC). (1c)				Maintain that all school facilities will be inspected annually using the Facilities Inspection Report (FIT) and recorded on the School Accountability Report Card (SARC).
Pupil engagement is measured by school attendance rates. (5a)	Maintain school attendance rates at 97% or greater.(5a)				Maintain school attendance rates at 97% or greater.
Pupil engagement is measured by the local indicator of chronic	Chronic absenteeism rates will continue to decrease based on				Maintain or improve chronic absenteeism rates of 3% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
absenteeism rates in the self reflection tool. (5b)	2018-19 school data and remain at or below 3% (5b)				
Pupil engagement is measured by middle school and high school drop out rates. (5c)	The middle school drop-out rate will remain at 0%.(5c). Orinda USD is a K-8 district.				The middle school drop-out rate will remain at 0%.(5c). Orinda USD is a K-8 district.
School climate is measured by suspension and expulsion rates. (6a,b)	The suspension rate will remain at 1% or lower and the expulsion rate will maintain 0% (6a,b)				The suspension rate will remain at 1% or lower and the expulsion rate will maintain 0% (6a,b)
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)	Annual parent school surveys will gather input, measure engagement, and maintain or increase from a 95% satisfaction rate for school connectedness and communication. (3a, 6c) Programs and services are provided which develop in increase equity and inclusivity for all students.				Maintain 95% parent satisfaction rate for school connectedness and communication.
Fully implement the major goals of the long term facilities master plan, including	Based on regular updates as required by District Board policies and Bond				Evidence of facilities improvements are clear, such as the new Multi-Use Room at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the facilities improvements as outlined in Measures E and I. (1c, 6c)	regulations, facilities improvements will proceed according to agreed upon timelines and within budget parameters.(1c,6c)				Sleepy Hollow, the Student Services building at OIS, an outdoor classroom at Wagner Ranch Nature Area, and classroom upgrades and improvements
Programs and services are provided which support unduplicated student groups and individuals with exceptional needs. (7b,c)	Continue to provide student support and parent education programs for unduplicated student groups and students with exceptional needs.				Maintain and deepen school programs that support student and family needs including OIS wellness center, parent education events, POISE committee, etc.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement Facilities Master Plan	Continue implementation of Facilities Master Plan projects, as well as the continued development of Bond Measures E and I which total 105M dollars towards all Orinda sites' renovation and improvement	$0.00	No
2	Increase Counseling Support	Increase direct counseling support for students at K-5 and 6-8 which targets students with social emotional needs and behavioral skills development. This includes increase of psych interns, augmenting district psychologist position from .8 FTE to 1.0 FTE, and adding a 1.0 counselor at grades 6-8. Evaluate annually.	$205,000.00	No
4	Student Safety Training and Support	Provide mandated reporter training to all staff, as well as training on supporting of homeless students including California McKinney-Vento	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	of Unduplicated Students	Homeless Act. Provide staff training for classroom teachers and staff on supporting students' social emotional needs		
5	Provide Health Education Programs	Continue with district-wide student health programs including Think First, Second Step, family life education and drug and alcohol awareness for students in grades 4-8.	$10,000.00	
6	Assessment of Student Engagement and Health	Continue to utilize a wide range of assessment tools to assess student and family social-emotional health, including the CA Healthy Kids Survey, local school climate surveys, and tools like thought exchange and google surveys. Share data with stakeholders including parents. Evaluate annually.	$3,000.00	No
7	Continue parent and staff coalitions which promote and deepen district diversity, equity and inclusion work	Continue work with Wellness, Inclusion for Student and Staff Equity (WISSE) group, Inclusion, Diversity and Equity in Action (IDEA) partnership with City of Orinda, Community Coalitions and other groups to promote parent education, staff training, and student programs like No Place for Hate with the Anti Defamation League.	$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Develop a comprehensive and responsive professional learning plan that will allow staff to provide a rigorous, relevant and differentiated educational experience for all students. (State Priority 2,8)

An explanation of why the LEA has developed this goal.

This goal re-frames the importance of strong professional learning community that gives teachers all the necessary tools to help support a wide range of students. It speaks to meeting both teachers and students where they are in their learning journey.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of state standards (2a) and other pupil outcomes (8a)	A process for monitoring implementation will show teachers are implementing grade level calendars for units of study and district assessments.(2a, 8a)				Consistent and aligned grade level calendars for Reading and Writing are maintained and updated yearly. All grade levels continually utilize common assessment calendar for Reading, Writing and Math. The scope and sequence for mathematics continues to be implemented across all grade levels, K-8. The mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					calendar for each grade level is consistent across the district
Programs and services are provided to unduplicated student groups (7b)	Ongoing and regular professional development addresses the programs and services for unduplicated student groups. (7b) Programs such as the English Language Specialist and Summer School for EL students are maintained and supported. (7b)				

Actions

Action #	Title	Description	Total Funds	Contributing
1	New Teacher Induction and Support	Continue to support new teachers joining Orinda to complete state teacher induction requirements for maintaining their teaching credential. This includes the Teacher Induction Program and mentor teachers	$25,000.00	No
2	Provide professional development in Orinda USD literacy signature practices	Provide staff development for both administrators and teachers in reading and writing through Teachers College Reading and Writing Project and other literacy based trainings.	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Provide support from Teachers on Special Assignment (TOSAs)	Teachers on Special Assignment (TOSA) in Literacy, Math and Technology provide instructional coaching, demo lessons, planning support, professional development, curriculum resources and other means to support all Orinda teachers.	$240,000.00	No
4	Provide professional development in Orinda Math signature practices	Continue to provide training opportunities, resources and coaching from the Silicon Valley Mathematics Initiative.	$6,000.00	No
5	Provide Strategic and Responsive Professional Learning Experiences	Continue with targeted and specific professional learning plan for all teachers which includes new teacher boot camp, professional development days for all staff, teacher-led PD opportunities, collaboration across grade levels and with vertical teams, and specific trainings which focus on Tier I intervention and support.	$10,000.00	No
6	Implementation and expansion of data collection and analysis systems such as Illuminate	Expand the use of Illuminate for data analysis and to develop local assessments, evaluate formative and summative data, disaggregate CAASPP scores and target student groups with specific needs with support. Utilize this and other digital tools to input literacy and math benchmark data to more accurately track and support student progress.	$17,000.00	No
7	Coordinate and implement trainings for classified staff	Classified Staff will continue to receive multiple training opportunities including academic and social support for students, prompting hierarchy, positive behavior support, CPI nonviolent crisis prevention training, curricular modification en vivo, assistive technology, adapting / modifying classroom materials, CPR, inclusion, and facilitating social interactions with typical peers	$7,000.00	No
8	Coordinate and Develop Teacher	Continue to provide a suite of digital tools and training opportunities for teachers including multiple Orinda-specific digital tool resource	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Capacity for Technology Integration	websites, support from the technology TOSA, a digital badging program, and integration of Orinda Technology Advisory Committee and Tech Strategic Plan into the Curriculum Committee.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
.67%	$142,078

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

Required Descriptions

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

The LEA-wide actions/services below are principally directed toward and effective in meeting the District's goals for unduplicated pupils because these services focus on the identified needs of these students. These services have been deemed the most effective use of supplemental funds for unduplicated pupils based on research, experience, educational theory, and good educational practices. Out of more than 1,000 districts statewide, Orinda USD currently has the fourth-lowest proportion of unduplicated students, with roughly 3%.

LCAP Goal 1

Provide a 1.0 FTE English Language Learning Specialist to meet the diverse language and other academic needs of English Learners (Action #1) This position currently performed by Mary Dolan provides push in and pull out service and support for all EL students, provides them resources for language development and academic support within the general classroom, and coordinates with classroom teachers, staff, and parents to provide a comprehensive support network. The needs of our EL learners is the primary responsibility of this position, and the high rate of growth in proficiency and reclassification are evidence of this program's effectiveness.

LCAP Goal 2

Increase counseling support (Action #2) counseling staff are able to identify unduplicated students and target specific needs whether they are academic, social, material, etc. Given the small proportion of unduplicated students, Orinda staff are often familar with these families and have developed strong relationships and support systems that address specific needs. The counseling support is one key component of this support. Evidence for this effectiveness is in unduplicated student scores in CAASPP as well as comparative attendance rates and other evidence of student engagement.

LCAP Goal 3

Professional Development to support prioritization of standards and formative assessment strategies (Action #2 and4) This action is principally directed towards meeting the needs of unduplicated students because in the District's experience, on-going and job embedded professional development supports teachers to design effective classroom instruction to differentiate for the diverse needs of students (King, M. 2016, Hanover Research 2015, Sweeney, D. 2011).

Provide Instructional technology tools to increase formative assessment and differentiation of instruction. (Action # 6)

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

Services for unduplicated pupils are increased or improved by more than the required .67%, as compared to services provided for all students. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students. Based on supporting research, experience, and educational theory, the Orinda Union School District has determined these actions described in the LCAP are the most effective use of funds to meet the District's goals for unduplicated pupils.

The following actions/services use supplemental funds that are principally directed toward unduplicated student groups.

LCAP Goal 1

ELL Specialist and teacher to support English Language Development and provide professional development to teachers in the area of English Language Development Standards. (Action #1)

Engage EL parent participation including regular updates from EL specialist, and annual parent meetings for LCAP with district personnel and EL specialist. Maintain and evaluate online webpage for EL parents to access information and network with other EL parents. (Action #7)

LCAP Goal 2

The increase in counseling support will directly benefit students at K-5 sites and Orinda Intermediate School, counselors will have expanded capacity to serve identified unduplicated students. (Action # 2)

LCAP Goal 3

Provide mandated reporter training to all staff, as well as training on supporting of homeless students including California McKinney-Vento Homeless Act. Provide expanded staff training for classroom teachers and staff on supporting students' social emotional needs. Expand resources available to teachers to meet specific needs of unduplicated students.

(Action #4)

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$852,575.00	$262,000.00		$39,000.00	$1,153,575.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$977,575.00	$176,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	English Language Learning Teacher	$129,575.00				$129,575.00
1	2	English Learners Foster Youth Low Income	Teacher Long Range Planning	$20,000.00				$20,000.00
1	3	Students needing literacy support	Literacy Intervention Program		$180,000.00			$180,000.00
1	4	All	Literacy Resources		$35,000.00			$35,000.00
1	5	All	Math Instructional Coach	$120,000.00				$120,000.00
1	6	All	Tools for Math Intevrention and Support	$41,000.00				$41,000.00
1	7	English Learners	English Language Learner Family Engagement					$0.00
1	8	All	Support Broad Course of Study	$45,000.00				$45,000.00
1	9	All	NGSS Science Programs				$15,000.00	$15,000.00
2	1	All	Implement Facilities Master Plan					$0.00
2	2	Students with social emotional needs	Increase Counseling Support	$205,000.00				$205,000.00
2	4	English Learners Foster Youth Low Income	Student Safety Training and Support of Unduplicated Students				$5,000.00	$5,000.00
2	5		Provide Health Education Programs	$10,000.00				$10,000.00
2	6	All	Assessment of Student Engagement and Health				$3,000.00	$3,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	All	Continue parent and staff coalitions which promote and deepen district diversity, equity and inclusion work					$0.00
3	1	All	New Teacher Induction and Support	$25,000.00				$25,000.00
3	2	All	Provide professional development in Orinda USD literacy signature practices		$40,000.00			$40,000.00
3	3	All	Provide support from Teachers on Special Assignment (TOSAs)	$240,000.00				$240,000.00
3	4	All	Provide professional development in Orinda Math signature practices				$6,000.00	$6,000.00
3	5	All	Provide Strategic and Responsive Professional Learning Experiences				$10,000.00	$10,000.00
3	6	All	Implementation and expansion of data collection and analysis systems such as Illuminate	$17,000.00				$17,000.00
3	7	All	Coordinate and implement trainings for classified staff		$7,000.00			$7,000.00
3	8	All	Coordinate and Develop Teacher Capacity for Technology Integration					$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$149,575.00	$154,575.00
LEA-wide Total:	$149,575.00	$154,575.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	English Language Learning Teacher	LEA-wide	English Learners	All Schools	$129,575.00	$129,575.00
1	2	Teacher Long Range Planning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
1	7	English Language Learner Family Engagement	LEA-wide	English Learners	All Schools		$0.00
2	4	Student Safety Training and Support of Unduplicated Students	LEA-wide	English Learners Foster Youth Low Income			$5,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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