



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

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

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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

Conditions of Learning:

Orland Unified School District is committed to providing all the essential services required for a high-quality instruction and education for the students of the Orland Community. This includes, but is not limited to, recruiting and retaining educators that are appropriately assigned and credentialed, providing current, standards- aligned instructional materials for students, and providing facilities that are safe and well maintained.

Orland Unified School District is committed to fully implementing the Common Core State Standards as adopted by the state of California. OUSD will deepen the implementation of the CCSS and state frameworks of core content areas, with a focused writing initiative across all content areas and grade levels K-12.

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1: Local Indicator/Teacher credential</p> <p>19-20 100% of OUSD teachers and staff will be appropriately assigned determined by the Highly Qualified Teacher report produced each November.</p> <p>Baseline HQT Report in 19/20 indicates 97% of OUSD teachers and staff will be appropriately assigned and credentialed.</p>	100% of OUSD teachers and staff were appropriately assigned as determined by the Highly Qualified Teacher report
<p>Metric/Indicator Priority 1: Local Indicator/ Instructional materials</p>	100% of OUSD students will have sufficient instructional materials.

Expected	Actual
<p>19-20 100% of OUSD students will have sufficient instructional materials as verified by Williams report produced each September.</p> <p>Baseline 100% of OUSD students have sufficient instructional materials.</p>	
<p>Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair</p> <p>19-20 OUSD will have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report.</p> <p>Baseline FITT report from 2016/17 completed by California School Inspections indicated the following rating for each site. Mill Street; 88.73 FAIR Fairview; 87.86 FAIR C.K. Price; 94.33 GOOD OHS; 92.38 GOOD NVH; 94.61 GOOD SFRC; 95.87 GOOD</p>	<p>FITT report from 2018/19 completed by California School Inspections indicated the following rating for each site: Mill Street; 90.4 GOOD Fairview; 87.66 FAIR C.K. Price; 93.36 GOOD OHS; 93.72 GOOD NVH; 94.42 GOOD SFRC; 94.48 GOOD</p>
<p>Metric/Indicator Priority 7: State Indicator/College/ Career Indicator (HS only)</p> <p>19-20 Total CTE participants will increase from 409 to 417 as indicated in the 2018-19 CALPADS report.</p> <p>Baseline OUSD total CTE participants is 389 as indicated in 2016-17 CALPADS report.</p>	<p>Total CTE participants increased from 409 to 421 as indicated in the 2018-19 CALPADS report.</p>
<p>Metric/Indicator</p>	<p>OUSD had multiple trainings for teachers and staff on Google Technology Suite in preparation for implementing Distance</p>

Expected	Actual
<p>Priority 1: Local Indicator/Teacher credential</p> <p>19-20 Each site will increase the number of certificated and/or classified staff certified in the Google Technology Suite.</p> <p>Educator Level I Mill Street:3 Fairview: 3 C.K. Price:6 OHS:6</p> <p>Educator Level II Mill Street:3 Fairview:3 C.K. Price:5 OHS:5</p> <p>Baseline Google Certified teachers; site and number Educator Level I: C.K. Price; 3 teachers OHS; 3 teachers Educator Level II; C. K. Price;1 OHS; 1</p>	<p>Learning. The district did not gather the data on Teachers' level of certification as of the date this annual update was completed. This will be done later as time allows.</p>
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 88% of teachers will participate in Optional Staff Development Days (UP Days), focused on High Quality Instruction and Common Core State Standards in Language Arts/English Language Development, Mathematics, and Science.</p> <p>Baseline</p>	<p>96% of teachers participated in Optional Staff Development (UP Days). Note: focus of these days changed to accommodate teacher's requests for training on Distance Learning instruction and tools.</p>

Expected	Actual
<p>Attendance sheets from UP Days indicates 65% of teachers TK-12 participated in professional development focused on Common Core.</p>	
<p>Metric/Indicator Priority 7: Local Metric/A broad course of study</p> <p>19-20 100% of students will enroll in a board course of study, dependent on the grade level, described by EdCode 51220 and per board policy for all students by subgroups</p> <p>Baseline 100% of students have access to a broad course of study as described by EdCode 51220 and per board policy for all students by subgroups</p>	<p>100% of students will enroll in a board course of study.</p>
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>19-20 100% of students will have access to courses with their general education peers, regardless of English Language fluency, Foster Youth/homelessness status or disability as demonstrated in the master schedules.</p> <p>Baseline 100% of students have access to courses with their general education peers, regardless of English Language fluency, Foster Youth/homelessness status or disability as demonstrated in the master schedules.</p>	<p>100% of students had access to courses with their general education peers, regardless of English Language fluency, Foster Youth/homelessness status or disability.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Fully fund and assign High Qualified Teachers throughout the district.</p> <p>Explore and implement recruitment and strategies to ensure fully credentialed staff in all positions throughout the district.</p> <p>Implement retention strategies to ensure consistent staffing year over year.</p> <p>Fully fund and assign NCLB compliant support staff through transition period to Every Student Succeeds Act.</p> <p>Maintain SPED certificated and classidied staffing to meet the current need as determined by enrollment.</p> <p>Maintian certificated and classified postions that support English Learners</p>	<p>HQ Teachers 1000-1999: Certificated Personnel Salaries LCFF 3,458,468</p> <p>HQ Teachers 3000-3999: Employee Benefits LCFF 1,591,266</p> <p>Title I Title III/Title Vi/ SpEd 1000- 1999: Certificated Personnel Salaries Other 996,399</p> <p>Title I/Title III/Title VI/SpEd 3000- 3999: Employee Benefits Other 501,693</p> <p>HQ Teachers 1000-1999: Certificated Personnel Salaries Supplemental 631,154</p> <p>HQ Teachers 3000-3999: Employee Benefits Supplemental 309,801</p> <p>HQ Teachers 1000-1999: Certificated Personnel Salaries Concentration 706,913</p> <p>HQ Teachers 3000-3999: Employee Benefits Concentration 337,753</p> <p>Instructional Support 2000-2999: Classified Personnel Salaries Supplemental 985,869</p> <p>Instructional Support 3000-3999: Employee Benefits Supplemental 751,829</p>	<p>HQ Teachers 1000-1999: Certificated Personnel Salaries LCFF 3,433,751</p> <p>HQ Teachers 3000-3999: Employee Benefits LCFF 1,577,320</p> <p>Title I/Title III/Title VI/SPED HQ Teachers 1000-1999: Certificated Personnel Salaries Other 990,524</p> <p>Title I/Title III/Title VI/SPED HQ Teachers 3000-3999: Employee Benefits Other 492,826</p> <p>HQ Teachers 1000-1999: Certificated Personnel Salaries Supplemental 624,674</p> <p>HQ Teachers 3000-3999: Employee Benefits Supplemental 304,877</p> <p>HQ Teachers 1000-1999: Certificated Personnel Salaries Concentration 682,917</p> <p>HQ Teachers 3000-3999: Employee Benefits Concentration 325,320</p> <p>Instructional Support 2000-2999: Classified Personnel Salaries Supplemental 978,393</p> <p>Instructional Support 3000-3999: Employee Benefits Supplemental 730,256</p>
<p>Provide all materials and supplies needed for instruction.</p>	<p>Student instructional materials/devices 4000-4999:</p>	<p>Student instructional materials/devices 4000-4999:</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>Implementation of Common Core Standards aligned curriculum;</p> <ol style="list-style-type: none"> 1. Year Four; Social Studies for 6-8; Teacher's Curriculum Institute 2. Year Four; Language Arts Intervention for 6-8; Read 180 3. Year Four; Mathematics Intervention for 6-8; Edgenuity 4. Year Four; Spanish/World Language for 6-12; 5. Year Three; English Language Arts for K-5; Benchmark 6. Year Three; English Language Arts for K-1 Two Way Immersion; Benchmark in Spanish. 7. Year Four; Mathematics for K-5; Go! Math 8. Year Five; Mathematics for 6-10; College Preparatory Mathematics <p>Utilize curriculum vendor consultants or on site exemplars for continued professional development in adopted curriculum.</p> <p>Year Two; utilize 3 or more teachers who participated in the Trainer of Teachers for Benchmark to begin supporting grade level peers.</p> <p>Maintain and update mobile labs to maintain the 1:1 goal of student to device access in classroom instruction.</p> <p>Year Two; 1 FTE vacancy created in the 2017/18 was filled with a certificated teacher in the 2018/19 school year. Position will support the progression of Technology in the classroom (Tk-12).</p> <p>Establish a baseline average for the number of instructional minutes that are enhanced with Technology (Goal 1, 4).</p>	<p>Books And Supplies Supplemental 354,009</p> <p>Instructional materials/devices 4000-4999: Books And Supplies Concentration 127,540</p> <p>Instr materials RS 1100-6999 4000-4999: Books And Supplies Other 368,050</p> <p>Curriculum Training 5000-5999: Services And Other Operating Expenditures Supplemental 1,320</p>	<p>Books And Supplies Supplemental 248,163</p> <p>Instructional materials/devices 4000-4999: Books And Supplies Concentration 137,101</p> <p>Instructional materials RS 1100-6999 4000-4999: Books And Supplies Other 221,139</p> <p>Curriculum Training 5000-5999: Services And Other Operating Expenditures Supplemental 1,320</p>
<p>Fund and fill all classified vacancies for the MOT department. Continue efforts in the upkeep of facilities for the safety of students.</p>	<p>RMA: Maintenance 2000-2999: Classified Personnel Salaries Base 186,482</p> <p>RMA: Maintenance 3000-3999: Employee Benefits Base 109,730</p>	<p>RMA: Maintenance 2000-2999: Classified Personnel Salaries Base 190,482</p> <p>RMA: Maintenance 3000-3999: Employee Benefits Base 109,845</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Outline facility needs throughout the District. Leverage one-time funds along with un-restricted sources to maintain and improve existing campuses.</p> <p>Expand digital security system (external cameras and digital storage) at Mill Street. Maintain cameras at other sites in the District.</p> <p>Upgrade and maintain internal and external communication systems to ensure immediate communication with families and ensure school safety on each campus.</p> <p>Consultants will be utilized to monitor the effectiveness of Energy Efficient measures, progress on facility projects, and funding for upcoming facility projects.</p>	<p>RMA: Facility Upkeep 4000-4999: Books And Supplies Base 29,950</p> <p>RMA: Building upkeep 5000-5999: Services And Other Operating Expenditures Base 133,400</p> <p>Loan Payment on HVAC/Energy Projects: Supplemental 7000-7439: Other Outgo Supplemental 341,405</p> <p>RMA: District Wide Facility Projects/MS Roof Project 6000-6999: Capital Outlay Base 174,000</p> <p>Loan Payment on HVAC/Energy Projects: Developer Fees 7000-7439: Other Outgo Other 61,349</p> <p>General Fund: Maintenance Supplies: Building Upkeep 4000-4999: Books And Supplies Supplemental 76,350</p> <p>General Fund: Maintenance Repairs: Building Upkeep 5000-5999: Services And Other Operating Expenditures Supplemental 78,479</p> <p>General Fund: Maintenance & Custodian Salaries 2000-2999: Classified Personnel Salaries Base 598,341</p>	<p>RMA: Facility Upkeep 4000-4999: Books And Supplies Base 34,779</p> <p>RMA: Building Upkeep 5000-5999: Services And Other Operating Expenditures Base 164,738</p> <p>Loan Payment on HVAC/Energy Projects: Supplemental 7000-7439: Other Outgo Supplemental 341,405</p> <p>RMA: District Wide Facility Projects/MS Roof Project 6000-6999: Capital Outlay Base 174,128</p> <p>Loan Payment on HVAC/Energy Projects: Developer Fees 7000-7439: Other Outgo Other 61,349</p> <p>General Fund: Maintenance Supplies: Building Upkeep 4000-4999: Books And Supplies Supplemental 150,610</p> <p>General Fund: Maintenance Repairs: Building Upkeep 5000-5999: Services And Other Operating Expenditures Supplemental 94,373</p> <p>General Fund: Maintenance & Custodian Salaries 2000-2999: Classified Personnel Salaries Base 622,233</p>
<p>Observation of practices to establish a baseline for the implementation of Common Core Standards in Language Arts/English Language Development, Mathematics, and Science.</p>	<p>Instr Prof Development 5000-5999: Services And Other Operating Expenditures Supplemental 35,900</p>	<p>Instructional Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 35,200</p>

<p style="text-align: center;">Planned Actions/Services</p>	<p style="text-align: center;">Budgeted Expenditures</p>	<p style="text-align: center;">Actual Expenditures</p>
<p>The team (OUSD Leadership and DSLT) will collaborate and analyze the level of implementation and CAASPP data in the areas of Language Arts/English Language Development and Mathematics.</p> <p>OUSD Leadership, in partnership with DSLT membership, will identify strategies to improve student achievement in the identified areas.</p> <p>Anticipated implementation growth is 5% over the baseline (Goal1, 10).</p> <p>The goal is to increase scores in the areas of Language Arts and Mathematics on the Spring 2019 CAASPP administration by 2% over the previous year.</p> <p>DSLTL will convene monthly to strengthen knowledge of High Quality Instructional practices, Authentic Literacy as it pertains to Language Arts, Next Generation Science Standards, and Mathematics.</p> <p>Based on implementation data, DSLTL may appoint sub-committees to respond to emerging instructional or professional development needs.</p> <p>OUSD Technology Committee will convene monthly to identify training needs in the OUSD adopted technology platforms (Google Classroom, Illuminate, etc).</p> <p>The Exploratory Writing Committee will continue to design, create and update the K-12 writing plan supported by external consultants and administration.</p> <p>Implement a Spring District Wide Writing Assessment, will utilize the 2017/18 and 2018/19 data as a comparison to assess growth and adjust instructional outline by site as needed based on local data..</p>	<p>Subs/Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental 62,000</p> <p>Subs/Xtra Duty 3000-3999: Employee Benefits Supplemental 14,198</p>	<p>Subs/Extra Duty 1000-1999: Certificated Personnel Salaries Supplemental 77,324</p> <p>Subs/Extra Duty 3000-3999: Employee Benefits Supplemental 17,746</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>OUSD will host four district-lead "Banking Days" focused on topics identified in collaboration with DSLT and Administration. Professional development will be supported with external trainers and OUSD staff.</p>		

Goal Analysis

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

The funds budgeted for actions and services were spent, substantially, as identified. Funds not spent in one action/service, were made available in another.

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

Generally, the actions and services were delivered successfully. The challenges all stemmed from the constantly changing COVID restrictions / guidelines and how quickly OUSD was able to navigate the changed landscape.

Goal 2

Student Outcomes

Orland Unified School District is committed to providing all students with access to a broad course of study that includes all of the subject areas K-12.

Orland Unified School District is committed to incremental increase in student achievement for all students, including statistically significant subgroups, as measured by multiple metrics including state and local measurements.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 8: State Indicator/College/Career Indicator (HS only)</p> <p>19-20</p> <p>1. Introductory enrollment in CTE courses will increase from 409 to 417 students.</p> <p>2. Intermediate enrollment in CTE courses will increase from 80 to 82 students.</p> <p>3. CTE completion will increase from 42 students to 44.</p>	<p>1. Introductory enrollment in CTE courses increased from 409 to 423 students.</p> <p>2. Intermediate enrollment in CTE courses increased from 80 to 122 students.</p> <p>3. CTE completion increased from 42 students to 53</p> <p>All data from the 19/20 SY.</p>

Expected	Actual
<p>Baseline</p> <ol style="list-style-type: none"> 389 students enrolled in Introductory CTE courses at OHS. 76 students enrolled in Intermediate CTE courses at OHS. 38 students completed a CTE pathway. 	
<p>Metric/Indicator Priority 4: College and Career Ready/A-G course completion</p> <p>19-20 OUSD will increase the number of students meeting UC/CSU A-G requirements by 2%.</p> <p>Baseline 23% of students have met the UC/CSU A-G requirements.</p>	<p>39 OUSD graduates met UC/CSU A-G requirements in the 19/20 school year. That is 21.4%.</p>
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/AP pass rate</p> <p>19-20 OUSD will increase the number of students passing an Advanced Placement course by 2% as indicated on the AP End of Year Summary.</p> <p>Baseline 31% of students passed an Advanced Placement examination with a 3 or higher based on the AP End of Year Summary.</p>	<p>in 2018/19 166 students were enrolled in AP courses at OHS. Of those, 38% passed the exam with a 3 or higher.</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results</p> <p>19-20 Mathematics will increase from 16.8% to 18.8% in 2019, for all students, who met or exceed the standard.</p> <p>Baseline</p>	<p>In 2019, 18.49% of students met or exceeded standards in Math.</p>

Expected	Actual
<p>Math; 144 students met or exceeded the standard, 12.8%. This is a decrease of 1.2% from the previous year, 14% .</p> <p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</p> <p>19-20 English Language Arts will increase from 34.5% to 36.5% in 2019 for all students, who met or exceed the standards.</p> <p>Baseline 2016 CASSP results for 100% of students; Language Arts; 341 students met or exceeded the standard, 30.5%. This is an increase of 3.4% from the previous year, 27%.</p>	<p>In 2019, 36.41% of students met or exceeded standards in ELA.</p>
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results</p> <p>19-20 OUSD will show a 5 point increase in ELA from 18 to 23 points above Level 3, and a 5 point change in Math from 66.5 to 61.5 points below Level 3.</p> <p>Baseline As reported by the 2016-17 California Dashboard, OUSD shows 11th graders in ELA 8 points above Level 3 and 76.4 points below level 3 in Math.</p>	<p>OHS showed a -7.5 point change in ELA from 25.6 to 18.1 points above Level 3, and a -6.4 point change in Math from -69.4 to -79.8 points below Level 3. (Note to reader: The numbers on the CA school dashboard do not match the numbers on the OUSD LCAP. There was apparently a data entry error in this section.)</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates</p> <p>19-20 The number of EL students scoring at Levels 4 and 5 on the CELDT will increase by 2%.</p> <p>Baseline</p>	<p>CELDT is no longer used to measure EL progress. On the new ELPAC assessments; 50.3% of students advanced one level, 31.8% maintained their previous level, and 17.7% decreased one level on the assessment. This data is not comparative to the CELDT data as the ratings and benchmarks have changed.</p>

Expected	Actual
57% of EL students scored at Levels 4 and 5 on the CELDT.	
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Reclassification rates</p> <p>19-20 Reclassified English Learners will show a 3 point increase from 45 to 42 below Level 3 as reported on the California Dashboard.</p> <p>Baseline As reported by the 2016-17 California Dashboard, Reclassified English Learners score 51 points below Level 3.</p>	This data is not comparative to the CELDT data as the ratings and benchmarks have changed.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Strengthen existing Career Technical Education Pathways through vocational certification options, expanded internships and externships, and additional electives within pathways.</p> <p>Collaboration between C.K Price and OHS teachers and Administration to Identify CTE Pathway vertical alignment opportunities between the sites to increase student access and participation in CTE pathways</p>	<p>CTEIG RS 6387 5000-5999: Services And Other Operating Expenditures Other 45,000</p> <p>CTEIG RS 6387 4000-4999: Books And Supplies Other 150,000</p> <p>CTEIG RS 6387 6000-6999: Capital Outlay Other 100,000</p>	<p>CTEIG RS 6387 5000-5999: Services And Other Operating Expenditures Other 4,113</p> <p>CTEIG RS 6387 4000-4999: Books And Supplies Other 21,800</p> <p>CTEIG RS 6387 6000-6999: Capital Outlay Other 151,207</p>
<p>Strengthen existing elective options at CK Price by creating course guides and align student outcomes with 21st Century Skills (critical thinking, collaboration, creativity and communication). Increase enrollment in current offerings each year, as determined by previous years enrollment.</p> <p>Band</p> <p>Choir</p>	<p>HQ Teachers (Accounted for in Goal 1) 1000-1999: Certificated Personnel Salaries Supplemental 436,323</p> <p>HQ Teachers (Accounted for in Goal 1) 3000-3999: Employee Benefits Supplemental 213,402</p>	<p>HQ Teachers (Accounted for in Goal 1) 1000-1999: Certificated Personnel Salaries Supplemental 429,710</p> <p>HQ Teachers (Accounted for in Goal 1) 3000-3999: Employee Benefits Supplemental 209,204</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Musical Theater Spanish World Cultures Sports and You (Fitness) Leadership Yearbook</p> <p>Year Four Spanish Language as a CK elective to align with OHS scope and sequence for World Languages and rigorous performance standards as measured by Seal of Bi-Literacy at 12th Grade.</p> <p>Increase number of students enrolled in elective course/s each year, as determined by enrollment from the previous year.</p>	<p>HQ Teachers (Accounted for in Goal 1) 1000-1999: Certificated Personnel Salaries Concentration 594,321</p> <p>HQ Teachers (Accounted for in Goal 1) 3000-3999: Employee Benefits Concentration 277,643</p>	<p>HQ Teachers (Accounted for in Goal 1) 1000-1999: Certificated Personnel Salaries Concentration 570,191</p> <p>HQ Teachers (Accounted for in Goal 1) 3000-3999: Employee Benefits Concentration 265,980</p>
<p>Year Three of Adoption for new English Language Arts Curriculum; Benchmark. The program has integrated English Language Development component.</p> <p>In partnership with regional county office support and external consultants, professional development and leadership capacity will be scheduled throughout the school year.</p> <p>Year Four of full-day Transitional Kinder and Kinder program for all OUSD students enrolled at Mill Street. Impact on students who are emerging readers in the beginning of 1st grades as determined by local measures.</p> <p>Increase of 2% over the previous year.</p> <p>Kinder Camp (Year Four) summer program to support incoming Kinder student and their families to prepare for the transition into the school environment.</p>	<p>Dual Immersion Teachers 1000-1999: Certificated Personnel Salaries LCFF 218,213</p> <p>Dual Immersion Teachers 3000-3999: Employee Benefits LCFF 102,354</p> <p>Dual Immersion Teachers 1000-1999: Certificated Personnel Salaries Supplemental 194,831</p> <p>Dual Immersion Teachers 3000-3999: Employee Benefits Supplemental 96,401</p> <p>Dual Immersion Teachers 1000-1999: Certificated Personnel Salaries Concentration 112,593</p> <p>Dual Immersion Teachers 3000-3999: Employee Benefits Concentration 60,111</p>	<p>Dual Immersion Teachers 1000-1999: Certificated Personnel Salaries LCFF 194,964</p> <p>Dual Immersion Teachers 3000-3999: Employee Benefits LCFF 95,673</p> <p>Dual Immersion Teachers 1000-1999: Certificated Personnel Salaries LCFF 194,964</p> <p>Dual Immersion Teachers 3000-3999: Employee Benefits Supplemental 95,673</p> <p>Dual Immersion Teachers 1000-1999: Certificated Personnel Salaries Concentration 112,726</p> <p>Dual Immersion Teachers 3000-3999: Employee Benefits Concentration 59,341</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Anticipated attendance for 2019/20 is 5% greater than the previous year's average daily attendance. Kinder Camp will be held prior to the start of the 2019/20 school year, four days per week for 3.5 hours per day for a total of 16 days.</p> <p>Year Three of Dual Immersion program will have the following classrooms;</p> <p>1 TK 2K 2 1st grade 2 2nd grade 1 3rd grade</p>	<p>Kinder Camp 1000-1999: Certificated Personnel Salaries Title I 20,350</p> <p>Kinder Camp 2000-2999: Classified Personnel Salaries Title I 5,970</p> <p>Kinder Camp 3000-3999: Employee Benefits Title I 6,455</p> <p>Kinder Camp 4000-4999: Books And Supplies Title I 4,400</p>	<p>Kinder Camp 1000-1999: Certificated Personnel Salaries Title I 10,237</p> <p>Kinder Camp 2000-2999: Classified Personnel Salaries Title I 4,294</p> <p>Kinder Camp 3000-3999: Employee Benefits Title I 3,640</p> <p>Kinder Camp 4000-4999: Books And Supplies Title I 139</p>
<p>Develop and expand Reading and Math interventions at CK Price. Addition of 1 FTE in 2017/18 to support academic achievement.</p> <p>Read 180 Number of students enrolled is 5% less than the previous year.</p> <p>Math Intervention Number of students enrolled is 5% less than the previous year.</p> <p>In partnership with external consultants, and local data strengthen implementation of intervention programs and monitor for effectiveness.</p>	<p>6th grade math 1000-1999: Certificated Personnel Salaries Supplemental 61,981</p> <p>6th grade math 3000-3999: Employee Benefits Supplemental 25,833</p> <p>Read 180 Hosting online RS 6300 5800: Professional/Consulting Services And Operating Expenditures Other 10,686</p> <p>Data measurement programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental 64,100</p>	<p>6th grade math 1000-1999: Certificated Personnel Salaries Supplemental 78,739</p> <p>6th grade math 3000-3999: Employee Benefits Supplemental 62,852</p> <p>Read 180 Hosting online 5800: Professional/Consulting Services And Operating Expenditures Other 11,637</p> <p>Data measurement programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental 64,100</p>

Goal Analysis

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Goal 3

Engagement:

Orland Unified School District is committed to involving parents in the educational process. The district will seek parent input and foster and cultivate meaningful parent engagement and parent supports to advance their child's education.

Orland Unified School District is committed to all areas of student success, including student social emotional well-being. OUSD will provide a safe school climate that promotes attendance and participation and connects students to their school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates</p> <p>19-20 1. Student attendance rates will increase from 96.2% to 97%</p> <p>Baseline 1. Student attendance rate for the District as of March 2017 is 97.25%</p>	<p>School attendance for the 19/20 was 96.0%.</p>
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p>19-20 Chronic absenteeism district-wide will be reduced from 3.1% to 2.6%</p>	<p>Chronic Absenteeism was not measured due to the pandemic and a "Hold Harmless" directive from CDE which did not allow OUSD to collect data on student attendance during Distance Learning.</p>

Expected	Actual
<p>Baseline Chronic absenteeism rate for the District increased from 3.61% in 2015/16 to 4.1% in 2016/17.</p>	
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/High school dropout rate</p> <p>19-20 Decrease High school dropout rates from 4% to 3%.</p> <p>Baseline High School drop out rate for the District in 2014/15 was 9%, in 2015/16 it was 6%. This is a decrease of 3% over the previous year.</p>	<p>Data for 18/19 dropout rates not currently available.</p>
<p>Metric/Indicator Priority 6: Local Metric/Expulsion rate</p> <p>19-20 Expulsion rates district wide will be maintained at 0%.</p> <p>Baseline Expulsion rate for the District is 0% for 2016/2017.</p>	<p>There were no expulsions reported by OUSD in the 18/19 SY (last year expulsion data available.)</p>
<p>Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator</p> <p>19-20 Suspensions district-wide will decrease from 125 suspensions to 100 suspensions.</p> <p>Baseline Suspensions received throughout the district are 90 for 2015/16 and 170 for 2016/17. This is an increase from the previous year of 80 suspensions.</p>	<p>90 students were suspended during the 19/20 School year.</p>
<p>Metric/Indicator Priority 6: Local Indicator/Local tool for school climate</p>	<p>The percentage of Grade 7,9,11 students who "agree or strongly agree" that they feel safe at their school on the California Health</p>

Expected	Actual
<p>19-20 Increase the percentage of Grade 7,9,11 students that "agree or strongly agree" that they feel safe at their school on the California Health Kids Survey, by 4%</p> <p>Baseline Establish baseline data for Health Kids Survey. The percentage of students that indicate that they "agree or strongly agree" that they feel safe at their school will be used as a baseline for following years.</p>	<p>Kids Survey, increase by an average of 2.3% from the 17/18 survey administration.</p>
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 Increase parent engagement opportunities based on the outcome of the Fall administration of the locally designed parent survey.</p> <p>Baseline Establish baseline data from a locally-designed parent engagement survey.</p>	<p>Increased parent engagement activities were interrupted by the Stay-at-Home order.</p>
<p>Metric/Indicator Priority 5: Local Metric/Middle school dropout rate</p> <p>19-20 OUSD will maintain a 0% dropout rate at the middle school as indicated by the CALPADS report.</p> <p>Baseline OUSD has a 0% dropout rate at the middle school as indicated by the 2016-17 CALPADS report.</p>	<p>OUSD had 0 Middle School Dropouts</p>
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20</p>	<p>The number of parent engagement opportunities did not reach the goal because of the order to close schools due to the COVID pandemic.</p>

Expected	Actual
<p>OUSD will offer 64 parent engagement opportunities throughout the year.</p> <p>OUSD will increase registered parent volunteers from 275 to 280.</p> <p>Baseline OUSD offered 58 parent engagement opportunities throughout the year.</p> <p>OUSD had 263 registered parent volunteers.</p>	
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 OUSD will offer four parent workshops targeting families with children with disabilities with 40 participants.</p> <p>Baseline OUSD offered three parent workshops targeting families with children with disabilities with 28 participants.</p>	<p>OUSD offered two workshops for families with children with disabilities prior to the pandemic and transition to Distance Learning.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Revision and implementation of parent engagement plan through Student Services/Family Resource Center, parent design team, and District Social Worker.</p> <p>Parent Leaders meet weekly at Student Services/Family Resource Center for Parent Coffee. This time is utilized to strategize and plan for training/s, workshops, classes and events that are relevant to the</p>	<p>Consulting Services 5800: Professional/Consulting Services And Operating Expenditures Title I 20,000</p> <p>District Social Worker Classified Mgr 2000-2999: Classified Personnel Salaries Concentration 83,116</p>	<p>Consulting Services 5800: Professional/Consulting Services And Operating Expenditures Title I 54,105</p> <p>District Social Worker Classified Mgr 2000-2999: Classified Personnel Salaries Concentration 83,116</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>community. Each year this information will be used as the foundation for the Center's Outreach Efforts.</p> <p>The goal is to increase the level of input from the community through the use of the parent survey and feedback from events/trainings/workshops.</p> <p>Increase participation in events as measured by actual attendance at events. Increase attendance and participation by 5% over previous years average.</p> <p>Partnership with CSU Chico BSW/MSW department for School Social Work placement to support youth and parent engagement plan. Support stipends, mileage and training for MSW/BSW interns and internal staff.</p> <p>a. Continue partnership to include two or more BSW interns each year.</p> <p>b. Continue partnership to include two or more MSW Year One and Two candidates each year..</p> <p>Hold monthly Community Collaborative (August-April) at the OHS Career Center to further communication and collaboration between local agencies, community based organizations and community leaders to implement programs and projects that respond to parent and student needs on sites.</p> <p>Increase and strengthen partnerships each year, four relationships established in 2018/19.</p> <p>Increase to five partnerships in the 2019/20 school year.</p>	<p>District Social Worker Classified Mgr 3000-3999: Employee Benefits Concentration 44,956</p> <p>SFRC 4000-4999: Books And Supplies Supplemental 5,000</p>	<p>District Social Worker Classified Mgr 3000-3999: Employee Benefits Concentration 43,852</p> <p>SFRC 4000-4999: Books And Supplies Supplemental 5,891</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continued implementation of the "We Care" referral form district-wide to coordinate student supports and connect students and families with internal and external services through the Student and Family Resource Center.</p> <p>District Student Services/Family Resource support staff will case-manage referrals and coordinate the scheduling of external services to Student Services/Family Resource Center.</p> <p>The District will monitor the identified needs through the referral process. Examination of this data will allow for the District to plan for the next level of service.</p>	<p>SFRC Support 2000-2999: Classified Personnel Salaries Concentration 49,400</p> <p>SFRC Support 3000-3999: Employee Benefits Concentration 33,797</p> <p>SFRC support 5000-5999: Services And Other Operating Expenditures Supplemental 7,410</p>	<p>SFRC Support 2000-2999: Classified Personnel Salaries Concentration 44,970</p> <p>SFRC Support 3000-3999: Employee Benefits Concentration 27,888</p> <p>SFRC Support 5000-5999: Services And Other Operating Expenditures Supplemental 6,428</p>
<p>The Kinder FACTTS was implemented in the 2016/17 school year. The three-session parent training was held in April/May for parents of students enrolled in Transitional Kindergarten and Kindergarten. All three sessions were held in English and Spanish.</p> <p>In the 2019/20 (Year Four) the goal is to increase attendance each year by 5% over the previous year.</p>	<p>Kinder FACTTS Extra Duty 1000-1999: Certificated Personnel Salaries Title I 450</p> <p>Child Care/Para Pro Extra Duty 2000-2999: Classified Personnel Salaries Title I 1,500</p> <p>Kinder FACTTS 3000-3999: Employee Benefits Title I 554</p> <p>Kinder FACTTS 4000-4999: Books And Supplies Title I 3,500</p>	<p>Kinder FACTTS Extra Duty 1000-1999: Certificated Personnel Salaries Title I 0</p> <p>Child Care/Para Pro Extra Duty 2000-2999: Classified Personnel Salaries Title I 0</p> <p>Kinder FACTTS 3000-3999: Employee Benefits Title I 0</p> <p>Kinder FACTTS 4000-4999: Books And Supplies Title I 1,586</p>

Goal Analysis

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

The funds budgeted for actions and services were spent, substantially, as identified. Funds not spent in one action/service, were made available in another.

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

Generally, the actions and services were delivered successfully. The challenges all stemmed from the constantly changing COVID restrictions / guidelines and how quickly OUSD was able to navigate the changed landscape.

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
Additional air filtration system for each space: increases the indoor air quality and helps decrease potential for exposure to viruses.	\$120,000	\$123,994	No
PPE Supplies: Masks, gloves, face shields, partitions, cleaning supplies, etc.	\$61,266	\$82,614	No

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

The only substantial difference between planned actions and actions was the amount spent on PPE supplies. Specifically, OUSD spent more than anticipated on partitions and cleaning supplies than originally anticipated. All costs were supported by Federal ESSER I funds.

Analysis of In-Person Instructional Offerings

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

Every facet of providing in-person instruction has been a challenge. From agreeing on appropriate seating space, to how long students attended in person classes, each discussion was filled with very broad ranges of opinions. Because of that lack of common understanding, it was difficult to build consensus on implementation. Staffing classrooms became an issue as the number of families who wanted only distance learning fluctuated. Even issues as trivial as bathroom occupancy numbers required lengthy discussion. Ultimately, the District took the measure most closely aligned with reputable scientific findings. Additionally, the ongoing teacher shortage was exacerbated when OUSD staff had to teach from home due to medical necessity. The connectivity issues put a spotlight on inequity in access for students, and contributed to lengthy discussions of fair grading practices during the pandemic.

Successes, while often overshadowed by challenges, were frequent. Teachers improved in their delivery of on-line lessons. Students grew used to the routines of Distance Learning and many achieved in spite of the difficulties. Staff found multiple ways to engage with

students even while separated by distance, and students supported their peers in safe, virtual gatherings. The pandemic put a spotlight on what educators have known all along: the most important factors in student learning are the relationships between students and their teachers, and the focus and culture of the school.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased 800 hotspots to close the digital divide and allow access to DL for all students	\$500,000	\$499,660	Yes
Purchased Chromebooks to ensure every student had a reliable and functional device.	\$284,436	\$284,435	Yes
Purchased laptops for every teacher to ensure they had the capability to produce high quality distance learning lessons.	\$180,200	\$168,177	Yes
Other technology supplies, sleeves, cables, monitors, etc.necessary to run virtual lessons and classrooms.	\$41,000	\$33,412	Yes
Network servers, firewalls, and associated hardware to ensure a reliable, safe network.	\$128,000	\$204,952	Yes
Instructional software for use in DL.	\$22,876	\$62,999	Yes
Network software, for safety, security, and reliability.	\$142,820	\$88,965	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.

Discount of network software resulted in a reduction of \$142,820 in anticipated expenditures to \$88,965.

Analysis of the Distance Learning Program

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

Continuity of Instruction: This was difficult because schedules changed frequently during the pandemic. OUSD started the year with a major delay. While that time allowed the staff to more thoroughly prepare, it added to home-life stresses for many families who struggled to find child care and supervision. As the number of cases declined, and OUSD schools reopened in a hybrid model, some students elected to return, while others did not. This resulted in students of the same grade, or in the same class, receiving very

different models of instruction. However, within any span of instruction, staff did an excellent job of trying to stay with the normal content and pacing of a class.

Access to Devices and Connectivity: OUSD's Technology department wisely anticipated the demand for Chromebooks, and ordered devices early. That foresight helped insure that device access was not a problem for students. Similarly, the needs of staff members - in terms of instructional technology hardware and software- were anticipated and quickly filled. Staff training and support became an immediate priority, and the District provided generous amounts of time and resources to teacher training. Additionally, technology training for parents was recognized as an issue, and solved by pushing out both in-person and virtual trainings. Connectivity within school sites is not an issue as OUSD has sufficient bandwidth to serve students and staff. However, the hotspots initially overwhelmed the carrier's ability to service all the necessary connections, and many families struggled to get connected and stay connected. This issue was partially solved when hotspots from a different carrier were purchased, but it really remained an issue until a majority of students returned to school for part of the instructional day.

Pupil Participation and Progress: Participation went about as well as could be expected when the interaction between student and teacher is limited to virtual engagement. Students participated based on their emotional state, the reliability of their connection, and their level of maturity / development. Participation improved with the implementation of in-person instruction, and remains relatively steady. Concerns remain high for the small percentage of students who are still not participating with regularity in either IP or DL instruction. Progress obviously varied with participation. Staff did an outstanding job of engaging families and trying to maintain connections between home and school.

Professional Development was an area of strength. Generally, whatever supports staff requested, they received.

Staff Roles and Responsibilities: These shifted as circumstances dictated. Many staff took on new or expanded responsibilities without hesitation.

Support for Pupils with Unique Needs: Spearheaded by the Student Services Division, students with special support needs were well cared for from the start. They were the first groups to receive in-person instruction under the cohort model, and also got to be among the first to come back in the hybrid model.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Utilized funding to pay for instructional staff and support providers; School Nurse, School Psychologist, Counselor, Interventionist, Social & Emotional Learning Coach, English Language Development Interventionist and Speech Therapist. This provides integrated supports to overcome learning barriers and mitigate the learning loss experienced by students.	\$446,282	\$446,282	Yes
Created Site Technology Leader positions to assist colleagues with minor hardware or software questions. This will allow a short turn-around time for fixing issues related to instruction.	\$6,300	\$6,300	Yes
Paid staff for additional work days to train and prepare for meeting both the academic and Social / Emotional needs of students during DL.	\$665,116	\$634,955	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.

None

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.

The successful actions to mitigate learning loss all center around quality instruction. As teachers became more comfortable with online instruction, students' learning pace increased. Similarly, as students returned to in-person learning, teacher were prepared with modifications to curriculum and pacing revisions, to meet the needs of the students. Because of the number of students who remain on Distance Learning, and the number who have moved between Distance and In-Person Learning, one of the major challenges has been creating effective interventions. Without accurate assessment data, it is difficult to determine which learning gaps exist at a grade level, and creating systemic interventions is difficult.

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.

Monitoring and supporting mental and social / emotional health has been an ongoing challenge. Because there is no hard data, no formula to follow, determining how to balance the students' need for in-person instruction with the increased danger of spreading COVID posed by additional IP learning has been difficult. The Student Services Division has been implementing student SEL surveys, but without pre-COVID baseline data it is difficult to determine exactly how much stress levels have increased. The surveys are more of an additional tool to alert staff when individual students are approaching critical stress levels. Working from the notion that stressors are increased for every student, staff have been frequently reminded to watch for signs of serious anxiety or mental health issues. Staff are encouraged to contact Distance Learning students and their families frequently, and to make every effort to engage those students in every possible activity.

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.

Social media use, direct contact through the district's student information software, and frequent personal contacts between teachers and parents are all examples of successes in this area. The challenges are mostly with families who do not respond to staff's efforts to contact them. Multiple examples exist of families who do not respond to voicemails, emails, or automated calls from OUSD. District staff has increased home visits, but some of those efforts are unfruitful as families have moved, or there is no answer when the staff members knock on the door. OUSD has been in close contact with community government and support agencies in an effort to engage as many families as possible.

Analysis of School Nutrition

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

On a typical day, SNS serves between 1,200 and 1,300 meals to students. Serving students who are on Distance Learning has been challenging. Student Nutrition Services has done an excellent job serving as many meals as possible, to as many students as possible.

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.

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.

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

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.

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.

Analysis and reflection on the student outcomes for the 19/20 LCAP and 20/21 LCP resulted in the following conclusions:

1. OUSD must have current, valid, and reliable data to inform plans for mitigating learning loss, closing student achievement gaps, and improving the learning for all students.
2. Grading practices and credits awarded need to be reviewed and revised to align with current best practices.
3. While social and emotional components of learning were identified as important before the pandemic, these issues are even more pressing afterward.
4. Communication and engagement of parents in the education of their students plays a key role in student success.

These items will be the focus of the LCAP for 2021-2023.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	15,941,031.40	15,731,813.00
Base	1,098,636.40	1,296,205.00
Concentration	2,428,143.00	2,353,402.00
LCFF	5,370,301.00	5,496,672.00
Other	2,233,177.00	1,954,595.00
Supplemental	4,747,595.00	4,556,938.00
Title I	63,179.00	74,001.00

* 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	15,941,031.40	15,731,813.00
1000-1999: Certificated Personnel Salaries	7,493,996.00	7,400,721.00
2000-2999: Classified Personnel Salaries	1,910,678.00	1,923,488.00
3000-3999: Employee Benefits	4,477,776.00	4,422,293.00
4000-4999: Books And Supplies	1,118,799.00	821,208.00
5000-5999: Services And Other Operating Expenditures	168,242.40	306,172.00
5800: Professional/Consulting Services And Operating Expenditures	94,786.00	129,842.00
6000-6999: Capital Outlay	274,000.00	325,335.00
7000-7439: Other Outgo	402,754.00	402,754.00

* 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	15,941,031.40	15,731,813.00
1000-1999: Certificated Personnel Salaries	Concentration	1,413,827.00	1,365,834.00
1000-1999: Certificated Personnel Salaries	LCFF	3,676,681.00	3,823,679.00
1000-1999: Certificated Personnel Salaries	Other	996,399.00	990,524.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,386,289.00	1,210,447.00
1000-1999: Certificated Personnel Salaries	Title I	20,800.00	10,237.00
2000-2999: Classified Personnel Salaries	Base	784,823.00	812,715.00
2000-2999: Classified Personnel Salaries	Concentration	132,516.00	128,086.00
2000-2999: Classified Personnel Salaries	Supplemental	985,869.00	978,393.00
2000-2999: Classified Personnel Salaries	Title I	7,470.00	4,294.00
3000-3999: Employee Benefits	Base	109,730.00	109,845.00
3000-3999: Employee Benefits	Concentration	754,260.00	722,381.00
3000-3999: Employee Benefits	LCFF	1,693,620.00	1,672,993.00
3000-3999: Employee Benefits	Other	501,693.00	492,826.00
3000-3999: Employee Benefits	Supplemental	1,411,464.00	1,420,608.00
3000-3999: Employee Benefits	Title I	7,009.00	3,640.00
4000-4999: Books And Supplies	Base	29,950.00	34,779.00
4000-4999: Books And Supplies	Concentration	127,540.00	137,101.00
4000-4999: Books And Supplies	Other	518,050.00	242,939.00
4000-4999: Books And Supplies	Supplemental	435,359.00	404,664.00
4000-4999: Books And Supplies	Title I	7,900.00	1,725.00
5000-5999: Services And Other Operating Expenditures	Base	133.40	164,738.00
5000-5999: Services And Other Operating Expenditures	Other	45,000.00	4,113.00
5000-5999: Services And Other Operating Expenditures	Supplemental	123,109.00	137,321.00
5800: Professional/Consulting Services And Operating Expenditures	Other	10,686.00	11,637.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	64,100.00	64,100.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	20,000.00	54,105.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
6000-6999: Capital Outlay	Base	174,000.00	174,128.00
6000-6999: Capital Outlay	Other	100,000.00	151,207.00
7000-7439: Other Outgo	Other	61,349.00	61,349.00
7000-7439: Other Outgo	Supplemental	341,405.00	341,405.00

* 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	12,890,381.40	12,822,793.00
Goal 2	2,800,967.00	2,641,184.00
Goal 3	249,683.00	267,836.00

* 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	\$181,266.00	\$206,608.00
Distance Learning Program	\$1,299,332.00	\$1,342,600.00
Pupil Learning Loss	\$1,117,698.00	\$1,087,537.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$2,598,296.00	\$2,636,745.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$181,266.00	\$206,608.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$181,266.00	\$206,608.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$1,299,332.00	\$1,342,600.00
Pupil Learning Loss	\$1,117,698.00	\$1,087,537.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$2,417,030.00	\$2,430,137.00