

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Coalinga-Huron Unified School District
<b>CDS Code:</b>	10-62125-0000000
<b>LEA Contact Information:</b>	Name: Johnny Garza Position: Interim Assistant Superintendent of Educational Services Email: jgarza@chusd.org Phone: 5599357500
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

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

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$52,431,171
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$13,783,655
<b>All Other State Funds</b>	\$6,209,654
<b>All Local Funds</b>	\$4,465,139
<b>All federal funds</b>	\$23,982,349
<b>Total Projected Revenue</b>	\$87,088,313

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$84,211,051
<b>Total Budgeted Expenditures in the LCAP</b>	\$45,958,788
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$15,740,712
<b>Expenditures not in the LCAP</b>	\$38,252,263

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$12,922,108
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$10,307,220

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$1,957,057
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	-\$2,614,888

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Restricted Federal, State, and Local revenues that support other educational goals outside of the LCAP have not been included, including COVID-19 relief funding and consolidated application funding.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Coalinga-Huron Unified School District

CDS Code: 10-62125-0000000

School Year: 2021-22

LEA contact information:

Johnny Garza

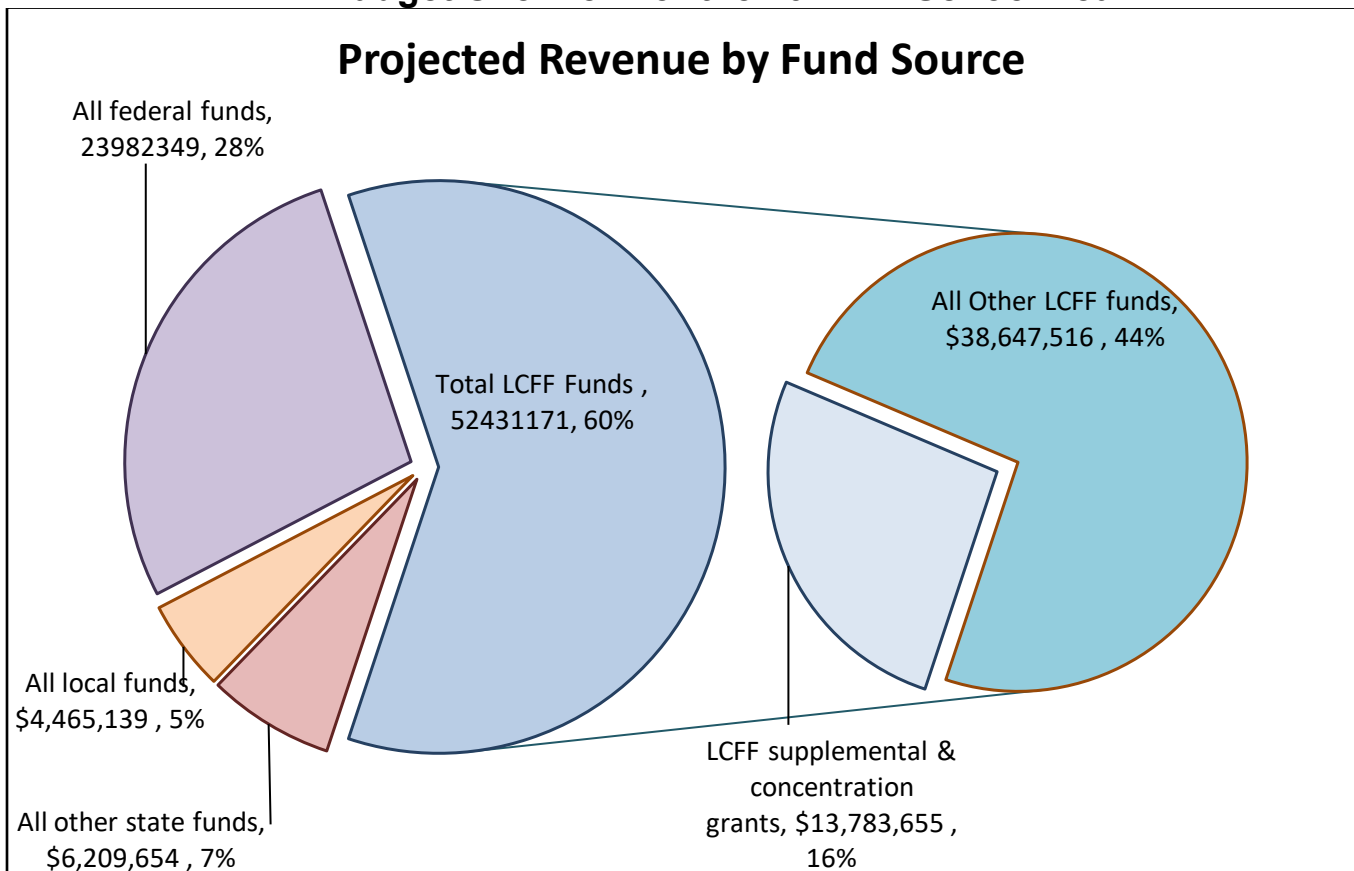
Interim Assistant Superintendent of Educational Services

jgarza@chusd.org

5599357500

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

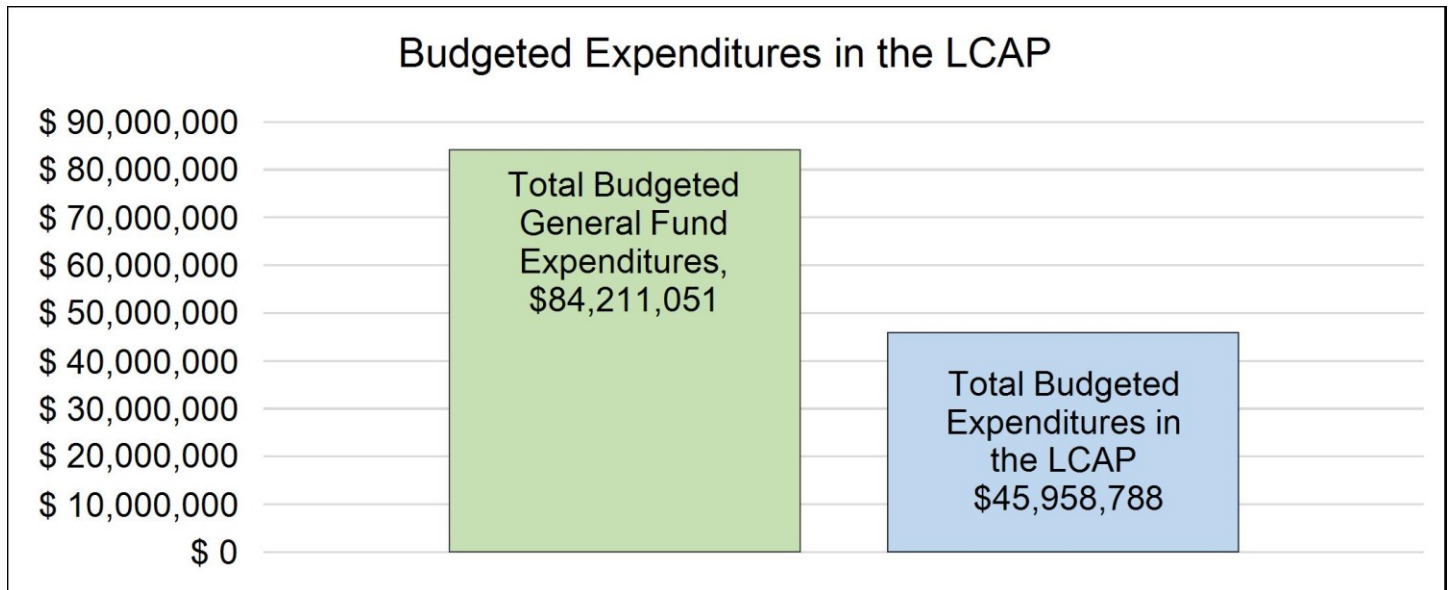


This chart shows the total general purpose revenue Coalinga-Huron Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Coalinga-Huron Unified School District is \$87,088,313, of which \$52,431,171 is Local Control Funding Formula (LCFF), \$6,209,654 is other state funds, \$4,465,139 is local funds, and \$23,982,349 is federal funds. Of the \$52,431,171 in LCFF Funds, \$13,783,655 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.



This chart provides a quick summary of how much Coalinga-Huron Unified 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.

Coalinga-Huron Unified School District plans to spend \$84,211,051 for the 2021-22 school year. Of that amount, \$45,958,788 is tied to actions/services in the LCAP and \$38,252,263 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

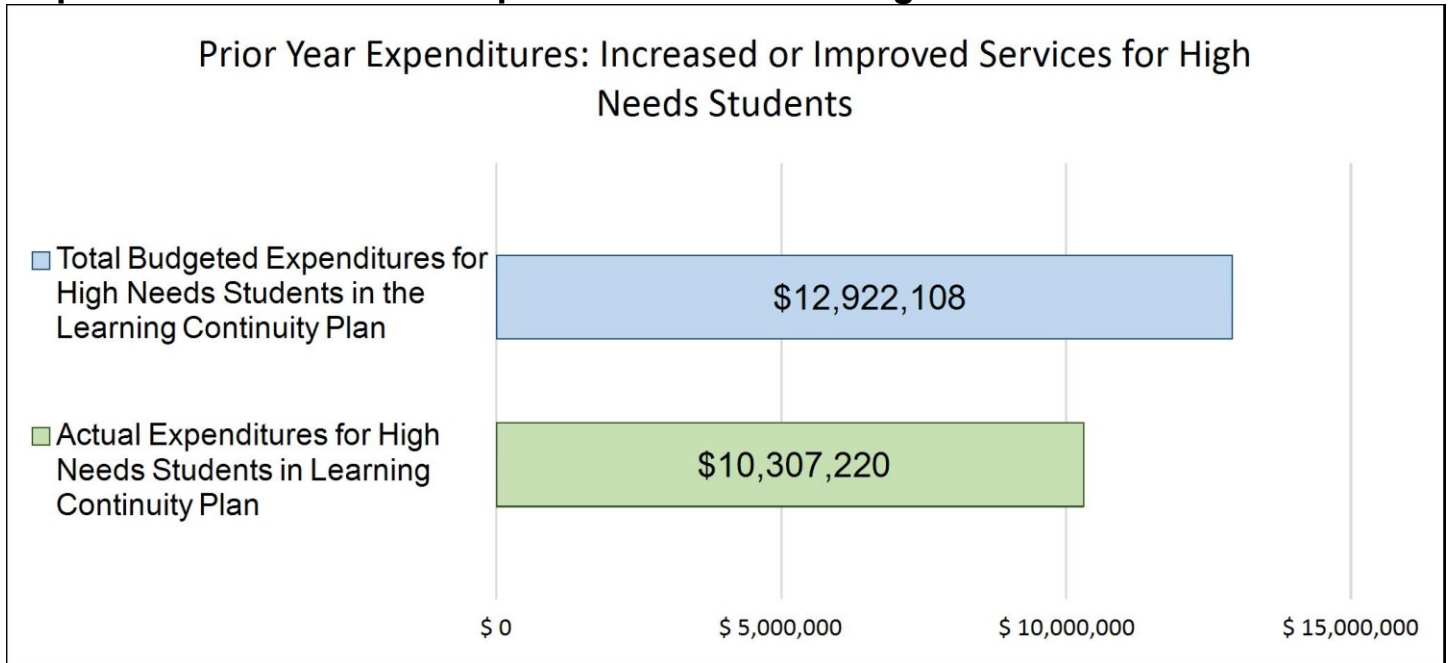
Restricted Federal, State, and Local revenues that support other educational goals outside of the LCAP have not been included, including COVID-19 relief funding and consolidated application funding.

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

In 2021-22, Coalinga-Huron Unified School District is projecting it will receive \$13,783,655 based on the enrollment of foster youth, English learner, and low-income students. Coalinga-Huron Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Coalinga-Huron Unified School District plans to spend \$15,740,712 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



This chart compares what Coalinga-Huron Unified 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 Coalinga-Huron Unified 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, Coalinga-Huron Unified School District's Learning Continuity Plan budgeted \$12,922,108 for planned actions to increase or improve services for high needs students. Coalinga-Huron Unified School District actually spent \$10,307,220 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
Coalinga-Huron Unified School District	Johnny Garza Interim Assistant Superintendent of Educational Services	jgarza@chusd.org 5599357500

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

**Instruction**

Goal 1 Instruction: CHUSD will provide all students with a quality education that will prepare them to be college and career ready.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1. State standards implemented as measured by state reflection tool.</p> <p><b>19-20</b></p> <p>1. Positive growth for 2017-2018 baseline data</p>	<p>2019-2020</p> <p>LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework average a score of 3.6 out of a 5 possible score.</p> <p>LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework in the classroom averaged a score of 3.9 out of a 5 possible score.</p> <p>LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks averaged a score of 3.3 out of a 5 possible score.</p> <p>LEA's progress implementing the academic standards adopted by the State Board of Education for all students averaged a score of 3.4 out of a 5 possible score.</p> <p>LEA's success at engaging in activities with teachers and school administrators during the school year averaged a score of 3.3 out of a 5 possible score.</p>

Expected	Actual
<p><b>Baseline</b> 1. Baseline data will be reported in the fall of 2017.</p> <p>2018-2019 LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework average a score of 3.6 out of a 5 possible score. LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework in the classroom averaged a score of 4.7 out of a 5 possible score. LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks averaged a score of 4 out of a 5 possible score. LEA's progress implementing the academic standards adopted by the State Board of Education for all students averaged a score of 4 out of a 5 possible score. LEA's success at engaging in activities with teachers and school administrators during the 2015-2016 school year (including summer 2015) averaged a score of 3.7 out of a 5 possible score.</p>	<p>Goal Not Met (COVID-19 impacted this goal)</p>
<p><b>Metric/Indicator</b> 2. EL access to state standards/ELD standards (included with tool used above)</p> <p><b>19-20</b> 2. Positive growth for 2017-2018 baseline data</p> <p><b>Baseline</b> 2. Baseline data will be reported in the fall of 2017. Met as indicated on the state reflection tool.</p>	<p>Self-reflection Tool for Implementation of State Academic Standard (Priority 2) Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks. 2019-2020 Average score of 3.6 for sections pertaining to ELA &amp; ELD Goal Not Met (COVID-19 impacted this goal)</p>

Expected	Actual
<p>Self-reflection Tool for Implementation of State Academic Standard (Priority 2)  Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.  2018-2019 Average score of 4.4 for sections pertaining to ELA &amp; ELD</p>	
<p><b>Metric/Indicator</b>  3. Percentage of students scoring “Met of “Exceeded” in English Language Arts as measured by CAASPP.</p> <p><b>19-20</b>  3. Positive growth from the 2018-2019 school year</p> <p><b>Baseline</b>  3. 2015-2016 26%  2018-2019 26.11%  Positive growth of .12%</p>	<p>CAASPP Scores not available for 2019-2020 School Year  LEA Used Common Assessments from FastBridge Learning (aReading) “Low Risk, College Ready”  2018-2019 36%  2019-2020 31%  Goal Not Met (COVID-19 impacted this goal)</p>
<p><b>Metric/Indicator</b>  4. Percentage of students scoring “Met of “Exceeded” in Math as measured by CAASPP</p> <p><b>19-20</b>  4. Positive growth from the 2018-2019 school year</p> <p><b>Baseline</b>  4. 2015-2016 14%  2018-2019 13.67%  Decline of .23%</p>	<p>Goal not Met  CAASPP Scores not available for 2019-2020 School Year  LEA Used Common Assessments from FastBridge Learning (aMath) “Low Risk, College Ready”  2018-2019 36%  2019-2020 34%</p>



Expected	Actual
<p><b>Metric/Indicator</b> 5. Percentage of pupils with successful course completion of A-G courses</p> <p><b>19-20</b> 5. 35%</p> <p><b>Baseline</b> 5. 2015-2016 22.67% 2018-2019 23%</p>	<p>Goal Not Met 33.3% of Graduates were A-G eligible 2019-20 (Source) Aeries Analytics</p>
<p><b>Metric/Indicator</b> 6. CTE course completion rate</p> <p><b>19-20</b> 6. 98.03%</p> <p><b>Baseline</b> 6. 2015-2016 94.03% 2018-2019 87.5.%</p>	<p>Goal Not Met 6. 2019-2020 81.5% of CHS graduating seniors completed one of more CTE courses by the time they graduated. AERIES (data source)</p>
<p><b>Metric/Indicator</b> 7. Percentage of English Learners scoring “Advanced” or “Early Advanced” as measured by CELDT/ELPAC annual growth data</p> <p><b>19-20</b> 7. Positive growth from the 2018-2019 school year</p> <p><b>Baseline</b> 7. 2015-2016 26% CELDT 2018-2019 18.6% ELPAC</p> <p><b>Metric/Indicator</b></p>	<p>Goal Not Met 2019-2020 15.5% ELPAC of students tested (COVID-19 impacted scores) ELPAC Data is incomparable with CELDT Data (Data Source) AERIES ELPAC Overall level 4</p> <p>Goal Not Met</p>

Expected	Actual
<p>9. Percentage of EL Reclassification rate as measured by prior year number of re-designated students</p> <p><b>19-20</b> 9. 15%</p> <p><b>Baseline</b> 9. 2016-2017 9.6% 2017-2018 4.6% Decrease</p>	<p>Percent of reclassified students in 2019-2020 was 5% compared to 4.6% (Increase) (Data Quest / Create your own report)</p>
<p><b>Metric/Indicator</b> 10. Percentage of pupils scoring a “3” or higher on AP exams.</p> <p><b>19-20</b> 10. 55.1%</p> <p><b>Baseline</b> 10. 2015-2016 65.1% 2017-2018 46% 2018-2019 54.2%</p>	<p>Goal Met Percent of pupils scoring a "3" or higher in 2019-2020 on the AP exams was 73% compared to the 46% baseline. (Data Quest / AP Report)</p>
<p><b>Metric/Indicator</b> 11. Percentage of pupils scoring “Ready” or higher in ELA on the EAP.</p> <p><b>19-20</b> 11. 20%</p> <p><b>Baseline</b> 11. 2015-2016 9% 2017-2018 14.2%</p>	<p>2019-2020 15.27% Goal Increased but Not Met Data source: DataQuest</p>
<p><b>Metric/Indicator</b> 12. Percentage of pupils scoring “Ready” or higher in Math on the EAP.</p> <p><b>19-20</b></p>	<p>2019-2020 1.08% Goal Not Met Data source: DataQuest</p>

Expected	Actual																												
<p>12. 6%</p> <p><b>Baseline</b>  12. 2015-2016 0%  2017-2018 3%</p>																													
<p><b>Metric/Indicator</b>  13. Student access to a broad course of study as measured by analysis of school site master schedule</p> <p><b>19-20</b>  13. Maintain 100%</p> <p><b>Baseline</b>  13. 2016-2017 100% access to a broad course of study at all school sites  2018-2019 100% access to a broad course of study at all school sites</p>	<p>Maintained  2019-2020  100% access to a broad course of study at all sites as measured by site master schedule.</p>																												
<p><b>Metric/Indicator</b>  14. Other outcomes: Percentage of students scoring a “Met” of “Exceeded” as measured by the California State Physical Fitness Test (PFT)</p> <p><b>19-20</b>  14. Positive growth from the 2018-2019 school year</p> <p><b>Baseline</b>  14. 2014-2015  Body Composition  Grade 5 47.1%  Grade 7 57.8%  Grade 9 54.0%</p>	<p>Partially met (Data Quest)</p> <p>Body Composition</p> <table border="0"> <tr> <td></td> <td>2016-2017</td> <td>2017-2018</td> <td>2018-2019</td> </tr> <tr> <td></td> <td>Grade 5 41.4 %</td> <td>Grade 5 47.7%</td> <td>Grade 5 47.4%</td> </tr> <tr> <td></td> <td>Decreased</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Grade 7 56.7%</td> <td>Grade 7 50.5%</td> <td>Grade 7 50.3%</td> </tr> <tr> <td></td> <td>Decreased</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Grade 9 52.4%</td> <td>Grade 9 51.5%</td> <td>Grade 9 47.5%</td> </tr> <tr> <td></td> <td>Decreased</td> <td></td> <td></td> </tr> </table>		2016-2017	2017-2018	2018-2019		Grade 5 41.4 %	Grade 5 47.7%	Grade 5 47.4%		Decreased				Grade 7 56.7%	Grade 7 50.5%	Grade 7 50.3%		Decreased				Grade 9 52.4%	Grade 9 51.5%	Grade 9 47.5%		Decreased		
	2016-2017	2017-2018	2018-2019																										
	Grade 5 41.4 %	Grade 5 47.7%	Grade 5 47.4%																										
	Decreased																												
	Grade 7 56.7%	Grade 7 50.5%	Grade 7 50.3%																										
	Decreased																												
	Grade 9 52.4%	Grade 9 51.5%	Grade 9 47.5%																										
	Decreased																												

Expected	Actual
<p><b>Metric/Indicator</b> 15. Graduation Rate</p> <p><b>19-20</b> 15. Positive growth from the 2018-2019 school year.</p> <p><b>Baseline</b> 15. 90.8 (Fall 2017) Dashboard Status 2017-2018 Cohort Graduation Rate 79.4%</p>	<p>2018-2019 four year adjusted cohort graduation rate 81.1% (Increase) 2019-2020 four year adjusted cohort graduation rate 82.3% (Increase) Data source: Data Quest</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>ACTION 1:</b></p> <p>The unduplicated student population has some of the lowest participation rates in career education.</p> <p>CHUSD will allocate resources to maintain the number of course offerings in CTE and work to increase participation. Salaries and materials for CTE teacher and programs.</p> <p>CHUSD expects increased number of these students in CTE courses which will also have an impact on graduation rates.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$600,240</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration 0</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$226,891</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration 0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration 0</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$610,633</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration 0</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$231,330</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration 0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration 0</p>
<p><b>ACTION 2:</b></p> <p>Unduplicated students have some of the lowest participation rates in a broad course of study through electives. To increase student access to Visual and Performing Arts, especially for unduplicated population, CHUSD will allocate resources for salaries and materials for teacher</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$362,852</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$214,655</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>and programs. 2 Middle school music teachers, 1 High School Music Teacher, 2 middle school art teachers.</p> <p>CHUSD expects increased unduplicated student participation in VAPA courses/programs.</p>	<p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$123,292</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$39,850</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$22,600</p>	<p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$89,065</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$7,951</p>
<p><b>ACTION 3:</b></p> <p>The unduplicated students have some of the lowest performances in state assessments. To address this issue, CHUSD will allocate resources to maintain Elementary PE teachers. PE time will provide additional opportunities for targeted intervention for “at-risk” students in a small group setting at the elementary level. A weight room attendant position will be added.</p> <p>CHUSD expects services performed under this action to improve student learning, especially for socio-economically disadvantaged pupils, English Learners, and Foster Youths as measured by local measures as well as improved student performance on CAASPP.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$269,689</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$134,466</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$47,183</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$14,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$294,017</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$139,710</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$47,217</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$11,301</p>
<p><b>ACTION 4:</b></p> <p>The unduplicated student population has some of the lowest participation rates in high school graduation.</p> <p>CHUSD will allocate resources to support the district’s alternative education program in a manner that integrates learning through sustained, family-like support systems. Counselors and teachers will</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$795,499</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$67,425</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$710,185</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$62,380</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>collaborate on individual academic plan to promote college and career readiness for “at-risk” students.</p> <p>Expenditures will include salaries for administrator, counselor, teachers, and support staff salaries as well as materials for programs such as GED and HISET Programs for At-Risk Youth.</p> <p>CHUSD expects that services performed under this action will result in increase graduation rates of unduplicated students.</p>	<p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$319,372</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$3,800</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$4,400</p>	<p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$299,352</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$14,015</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$24,629</p>
<p><b>ACTION 5:</b></p> <p>The unduplicated student population has the least access to technology outside of school and perform low on local assessments.</p> <p>To improve access to STEAM activities, NGSS, and technology for our unduplicated student population, CHUSD will allocate resources to provide for certificated science training and technology coaches to provide direct support to teachers for implementation the new science standards and as well as direct support for the district 1:1 technology initiative.</p> <p>CHUSD expects services performed under this action will increase student achievement as measured by local and state assessments.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$20,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$30,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$1,008</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$57</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration 0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$0</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration 0</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration 0</p>
<p><b>ACTION 6:</b></p> <p>The unduplicated student population has some of the lowest ELA scores on state and local assessments. To increase/improve language proficiency for English Learners, CHUSD will continue to invest resources for the implementation of SEAL Program, an early literacy</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$565,062</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$120,367</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$66,280</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$9,886</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>model to produce language-rich education integrated throughout all subjects.</p> <p>MODIFICATION continued in 2020-21: Expanded to Grades 4 and 5 in 2018-19 and the Sunset Elementary School Campus.</p> <p>Expenditures will include contract costs, coaches, substitutes, materials and supplies.</p> <p>CHUSD expects services performed under this action to result in an increase in outcomes on state and local ELA assessments for our unduplicated student population.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$75,500</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$111,150</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$3,297</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$5,461</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$16,638</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration -21</p> <p>1000-1999: Certificated Personnel Salaries Title I \$186,789</p> <p>3000-3999: Employee Benefits Title I \$66,901</p> <p>1000-1999: Certificated Personnel Salaries Title III \$74,686</p> <p>3000-3999: Employee Benefits Title III \$26,757</p> <p>4000-4999: Books And Supplies Title III \$9,403</p> <p>5000-5999: Services And Other Operating Expenditures Title III \$90,000</p>
<p><b>ACTION 7:</b></p> <p>The unduplicated student population has some of the lowest participation rates in Advanced Placement and Foreign Language courses. CHUSD will allocate resources to support, expand, and improve access to Advanced Placement and Foreign Language courses, with an emphasis on unduplicated student population.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$196,604</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$73,911</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$207,459</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$75,787</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p>Expenditures will include teacher salaries, materials, and supplies to improve and expand programs.</p> <p>CHUSD expects services performed under this action to result in an increase in the number of unduplicated students who participate in AP and Foreign Language courses.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$18,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$5,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$1,035</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$0</p>
<p><b>ACTION 8:</b></p> <p>The unduplicated student population have the least access to educational opportunities outside of the school. CHUSD will allocate resources to provide extended learning opportunities through educational field trips and CAMP KEEP for our unduplicated student population. These opportunities will support CCSS implementation, promote outdoor education, and enhance student knowledge of their community and California.</p> <p><b>MODIFICATION</b> continued for 2020-21: Camp Keep closed during 2017-18, but other educational field trips will still be funded through this Action item.</p> <p>CHUSD expects that services performed under this action will result in an increase in student achievement for our unduplicated student population.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$70,975</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$940</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$57</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$7,118</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration 0</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration 0</p>
<p><b>ACTION 9:</b></p> <p>The unduplicated students have some of the lowest performances on ELA assessments. Increased access to literature has a positive impact on ELA scores. The unduplicated student population has the least access to literary materials and resources. To support a literacy-rich</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$153,943</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$188,081</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$157,723</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$174,727</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>environment, CHUSD will allocate resources to support a more robust Library Media Service Department.</p> <p>Funds will be utilized to provide a Library Media Tech in each city, provide materials, books and supplies, and online databases for all students.</p> <p>In addition, on-going support will be provided to Library Media Teachers and Library Tech. through a partnership with FCSS Library Services, in the form of professional development and direct support for Librarians and Library Technicians.</p> <p>The district expects that services provided under the action will result in higher levels of student literacy and increased student performance as measured by local and state assessments.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$25,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$181,524</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$20,025</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$40,229</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$176,629</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$20,097</p>
<p><b>ACTION 10:</b></p> <p>The unduplicated student population have some of the lowest rate of performance on local and state assessments. CHUSD will continue to support the use of a cloud based LMS as a tool to connect to digital resources, provide instruction, and enables teachers/staff to monitor and evaluate student progress.</p> <p>Enable staff to implement Distance Learning and integrate Social Emotional Learning in their instruction.</p> <p>Expenditures include software contracts. Training is provided under Professional Development actions.</p> <p>CHUSD expects that services performed under this action will increase support for unduplicated students and results improved performance on state assessments.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$40,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration 0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$25,188</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>ACTION 11:</p> <p>The unduplicated student population has some of the lowest access to CTE/ROP and electives. CHUSD will allocate resources to provide supplemental instructional materials to support instruction for a broad course of study to include CCSS, NGSS, CTE/ROP, and electives.</p> <p>Expenditures include specialized supplemental instructional materials. Services performed under this action are intended to support college and career readiness.</p> <p>CHUSD expects services to result in an increase in the number of unduplicated student participants in these programs.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$31,150</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration 0</p>
<p>ACTION 12:</p> <p>The unduplicated student population has some of the lowest rates of performance on ELA local and state assessments. CHUSD will allocate funds for intervention aides to provide structured and targeted reading intervention, including computer lab support.</p> <p>MODIFICATION continued in 2020-21: Computer lab support will also be provided by intervention aides. In addition, the salaries for intervention aides are classified, not certificated, as originally budgeted in 2017-18.</p> <p>The district expects that services performed under this action will result in increase in student performance on state and local ELA assessments for our unduplicated student population.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration 0</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$552,089</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$294,967</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration 0</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$481,457</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$255,967</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>ACTION 13:</p> <p>The unduplicated population has some of the lowest rates of student achievement as measured by state and local indicators.</p> <p>CHUSD will allocate resources for the Education Services Department to assist with the implementation of the district's comprehensive assessment plan, assist in the areas of curriculum development and implementation, aggregation and disaggregation of data, and accountability compliance.</p> <p>MODIFICATION continued in 2020-21: Expenditures include certificated salaries and benefits for vice principals, learning coordinators and student services coordinators. Education Curriculum Services staff are included in Goal 3 partially funded with LCFF Base and also partially funded with Title II funds.</p> <p>CHUSD expects services performed under this action to result in an increase in graduation rates for our unduplicated student population.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$553,447</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$203,027</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$568,346</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$211,196</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$187</p>
<p>ACTION 14:</p> <p>The unduplicated student population has some of the lowest rates of performance on local and state assessments. CHUSD will allocate funds to support 3 days of professional development for all certificated staff. Professional development will be aimed at improving teacher capacity, building teacher understanding of instructional practices, curriculum and instructional technology.</p> <p>CHUSD expects that services performed under this action will impact instructional practices and result in increased student performance on local and state measurements for our unduplicated students.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$288,122</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$61,931</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$373,849</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$77,069</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>ACTION 15:</b></p> <p>The unduplicated student population have some of the lowest rates of student achievement as measured by local and state assessments. Therefore CHUSD has allocated an additional 1.5 hours per month for professional development for all certificated staff to meet the unique needs of each site. Hourly classified staff provide administrative support for the meetings.</p> <p>MODIFICATION continued in 2019-20: Hourly classified staff provide administrative support for the meetings. Training materials &amp; supplies and operating costs for training are also funded through this Action.</p> <p>CHUSD expects that services performed under this action to result in an increase in student achievement and engagement as measured by local and state assessments.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$224,509</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$50,573</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$12,043</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$15,100</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$1,200</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$202,369</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$44,528</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$17,682</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$11,948</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$434</p>
<p><b>ACTION 16:</b></p> <p>The unduplicated student population has some of the lowest rates of participation in GATE programs. CHUSD will provide stipends to GATE Coordinators, two based in each community, to provide identification, placement, and enrichment services to GATE students.</p> <p>GATE Coordinators will work collaboratively to develop uniform procedures for student nomination, testing, and indication throughout the district. In addition, GATE Coordinators will provide direct and on-going support to teachers.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$11,500</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$2,489</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$9,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$2,280</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$463</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration 0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$273</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The district expects services performed under this action to result in an increased number of unduplicated students participating GATE programs.</p>	<p>Supplemental Concentration \$7,300</p>	
<p>ACTION 17 - This action was modified and moved to Goal 3</p>		
<p>ACTION 18:</p> <p>Our unduplicated students have the lowest rate of access to educational technology. Access to information through the use of technology is an essential part the state standards and their assessment. To assist them to be college and career ready, CHUSD will allocate funds to maintain the district's 1:1 technology implementation.</p> <p>Funds will be expended for the purpose of lease or purchase payments for technology devices, software maintenance, hardware replacement/repair, insurance, and licenses.</p> <p>MODIFICATION EFFECTIVE 7-1-2018 Action has been expanded to include all classroom technology, including 1:1 devices, projectors, smart boards, etc. In addition, a technology TOSA (teacher on special assignment) will oversee the classroom technology and provide training to teachers as needed. However, in 2019-20 the budget was reduced because the one-time funds for classroom projector replacements was reduced and capital lease final payment was made in 2018-19.</p> <p>CHUSD expects services performed under this action will impact student engagement and result in increase student achievement as measured by local and state indicators.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$715,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$142,150</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$104,956</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$35,270</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$572,276</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$143,218</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$499</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$15</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 difference between the budgeted and actual expenditures is primarily attributable to the District being required to close schools from March 2020 through June 2020 due to COVID-19. Closing school had the following impacts on Coalinga-Huron Unified School District (CHUSD). It limited our ability to implement services for our high needs students and were not able to benefit from programs such as:

Visual and Performing Arts (VAPA) programs, (Goal 1 Action 2)

SEAL Program reduced fees due to training sessions cancelled (Goal 1 Action 6)

academic field trips, (Goal 1 Action 8)

Funding for intervention aides declined because students were not on-site (Goal 1 Action 12)

college/career experiences, (Goal 1 Action 18)

Instructional materials to support our CTE/ROP Programs, (Goal 1 Action 11)

GATE (identification, placement, and enrichment services) (Goal 1 Action 16)

Cloud based LMS expenditures for software contracts and Professional Development were halted due to the closure and uncertainty of a return to school date. (Goal 1 Action 10)

The district was also unable to fill vacant positions such as the technology coach (Goal 1 Action 5), or Visual and Performing Arts teachers (Goal 1 Action 2).

Based on the request from teachers CHUSD used some of the funds not implemented on professional development aimed at improving teacher capacity and their understanding of learning loss and how to respond to the needs of those who are most vulnerable to the impacts of COVID-19 (ThoughtExchange Oct 2020 staff). Funds were also used for our instructional assistants to provide structured and targeted reading intervention via zoom and technical device supports.

Instruction is targeted to our English Learners and their levels of proficiency.

Based on feedback from our students, families, and staff the district created a position in the Student Services department to ensure students were supported during the pandemic with a specific focus on our Foster youth, low-income, and English Learners. Some of the unused funds from Action 8 and Action 11 were used here. Some services included, helping students log into their classes, personal visits to check on students and families general welfare and other needs they might have, food deliveries, telephone calls, and deliveries of instructional packets. Funds that were not used will be rolled over and used in our next year's plan.

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

Challenges: Due to COVID-19 there were many more challenges than successes. CAASPP Scores were not available and LEA's were able to use common assessments for the 2019-2020 school year. CHUSD used FastBridge Learning.

District scores in ELA dropped 5% (aReading)

District scores in Math dropped 2% (aMath)

COVID-19 also impacted our ELPAC participation rate and our results. Fewer students were tested this year because families felt it wasn't safe to send their children to be tested. Of the students that did test, we had a decline of 3.1% in our ELPAC scores (Aeries ELPAC Overall Level 4).

Successes:

Percentage of EL Reclassified slightly increased from 4.6% to 5% (Data Quest/create your own report).

CHUSD's percentage of students scoring a "3" or higher on AP exams increased. 54.2% compared to our 46% baseline data (Data Quest / AP Report)

Graduation rate continues to increase from 79.4% to 81.1% (Data Quest)

Our goal of providing all of our students with a quality education that will prepare them to be college and career ready was heavily impacted by the COVID-19 pandemic and the restrictions that were put in place by the California Department of Education. Our goal was shifted to ensure the safety of all our students, staff and communities. A big challenge was to make sure our families were safe. With the direction from our Superintendent, our district focused on making sure students were able to log in from their school device from home. Internet "Hotspots" were purchased and distributed to students that needed them (parent survey June 2020). Foster and Homeless students were a priority for students services (administrator on special assignment) to ensure they had devices, food, and transportation to school connection centers.



## Goal 2

Goal 2 - Culture and Climate: CHUSD will maintain an inviting and safe environment conducive to learning for ALL students.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> 1. Middle School dropout rate as measured by formula in LCAP appendix</p> <p><b>19-20</b> 1. Maintain 0%</p> <p><b>Baseline</b> 1. 2015-2016 0% 2018-2019 0.004% (Both Middle Schools)</p>	<p>Goal Not Met 2019-2020 Not statistically significant .09%</p> <p>2018-2019 Data (corrected) From Not statistically significant .004% to 0.56%</p>
<p><b>Metric/Indicator</b> 2. High School dropout rate as measured by formula in LCAP appendix</p> <p><b>19-20</b> 2. 1.5%</p> <p><b>Baseline</b> 2. 2015-2016 2.3%</p>	<p>Goal Not Met 3.1% Moved from 3.6% to 3.1% Decreased 0.5%</p>



Expected	Actual
<p>2018-2019 3.6%</p>	
<p><b>Metric/Indicator</b>  3. Parent engagement as measured by a summary of progress based on either on 1) information collected through surveys of parents/guardians or 2) other local measures</p> <p><b>19-20</b>  3. Positive growth from baseline dat from 2018-2019</p> <p><b>Baseline</b>  3. Baseline will be established in the fall of 2017.  18-19 81% Elementary, 55% Middle School, 54% High School</p>	<p>Goal Met  2019-2020  Elementary 79%  Middle School 73%  High School 78%  California School Parent Survey  Page 8 Parent Involvement Table A4.1</p>
<p><b>Metric/Indicator</b>  4. Attendance rate as measured by district average attendance</p> <p><b>19-20</b>  4. 97.77%</p> <p><b>Baseline</b>  4. 2016-2017 94.77%  2018-2019 94.65%</p>	<p>Goal Not Met  Attendance rate  2018-2019  94.65%  2019-2020  94.79% (1st six months)  AERIES</p>
<p><b>Metric/Indicator</b>  5. Chronic absenteeism rate as measured by students with 10% or more absenteeism</p> <p><b>19-20</b>  5. 13.5%</p> <p><b>Baseline</b>  5. 2016-2017 15.2%  2017-2017 11%</p>	<p>Goal Not Met  Chronic absenteeism rate  2018-2019  11.9% all students  Increased .9% all students  CA Dashboard</p>

Expected	Actual
<p><b>Metric/Indicator</b> 6. Expulsion rate</p> <p><b>19-20</b> 6. 0%</p> <p><b>Baseline</b> 6. 2014-2015 0.40% 2017-2018 0.32%</p>	<p>Goal Not Met Expulsion rate 2019-2020 0.19%</p> <p>Local records (DataQuest did not have accurate data)</p>
<p><b>Metric/Indicator</b> 7. Suspension rate</p> <p><b>19-20</b> 7. 7.8%</p> <p><b>Baseline</b> 7. 2014-2015 9.3% All Students 2017-2018 5% All Students</p>	<p>Goal Met Suspension rate 2019-2020 4.5% all students Declined .5% Data Quest</p>
<p><b>Metric/Indicator</b> 8. Percentage of students who feel safe at school with each administration of the Healthy Kids Survey</p> <p><b>19-20</b> 8. 73%</p> <p><b>Baseline</b> 8.2014-2015 58% 2018-2019 56.2%</p>	<p>Goal Not Met Students who feel safe 2019-2020 CA HKS 46% Declined 10.2%</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>ACTION 1:</p> <p>The unduplicated students have some of the lowest attendance rates and highest chronic absenteeism. Extra-curricular sports is a key engagement activity for students. The unduplicated student population have has some of the lowest participation rates in athletic programs.</p> <p>CHUSD recognizes the need for all students to have access to extra-curricular sports. Therefore, CHUSD will allocate funds to maintain sports programs for elementary, middle, and high schools.</p> <p>MODIFICATION CONTINUED IN 2020-21: Funds will be used for athletic director's salary (.5 FTE) middle school athletic directors' stipends, certificated and classified coaches' stipends, equipment, supplies and transportation to and from sporting events.</p> <p>CHUSD expects services performed under this action will impact student engagement and result in higher attendance rates for the unduplicated students.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$219,084</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$51,079</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$24,100</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$444,350</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$39,553</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$133,953</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$34,321</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$45,700</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$373,878</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$52,064</p> <p>6000-6999: Capital Outlay LCFF Supplemental Concentration \$6,929</p>
<p>ACTION 2:</p> <p>The unduplicated student population has some of the lowest participation rates in post-secondary college/career experiences and lowest rates of A-G completion.</p> <p>CHUSD will provide college and post-secondary opportunities to include guest speakers, campus and career visits, provide students with information needed to pursue higher education and/or career training.</p> <p>The district expects the services performed under this action to result in high rates of participation in CTE/ROP and A-G courses in high school for the unduplicated students.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$14,625</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$4,100</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration 0</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$1,145</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>MODIFICATION CONTINUED IN 2020-21: The original budget included in-house salaries; however, costs will be other operating expenditures, such as transportation costs for college visits or outside consultants coming in as guest speakers. In addition, the high school will hold its "Second Annual Signing Day"</p>		
<p>ACTION 3:  The unduplicated students have some of the lowest attendance rates and highest chronic absenteeism. A safe environment is a key to student engagement. CHUSD is committed to ensuring a safe and secure learning environment for all students. The district will provide Campus Safety Liaisons (1) at HES and (1) at CHS to assist with student supervision.</p> <p>MODIFICATION Continued in 2020-21: Starting with fiscal year 2018-19, the Campus Safety Liaisons increase to include 1 at HMS.</p> <p>In addition, CHUSD will continue its partnership with Coalinga and Huron Police Departments to support (2) School Resource Officers, one for each community to provide community oriented policing.</p> <p>School Resource Officers will participate in site and district Emergency Preparedness and Crisis Response Training. In addition School Resources Officers will conduct presentations on campus safety for staff and students.</p> <p>CHUSD expects that actions and services performed under this goal will strengthen school and community connections resulting in an increase in attendance rates for our unduplicated student population.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$83,560</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$67,319</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$201,390</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$0</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$101,449</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$74,699</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$100,714</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$5,591</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>ACTION 4:</b></p> <p>The unduplicated student population has some of the lowest rates of high school graduation.</p> <p>CHUSD is committed to providing caring and supportive counseling services to include social-emotional, behavioral, attendance, academic, and A-G completion, with an emphasis on at-risk students.</p> <p>Counselors will continue to participate in profession learning communities focused on data analysis and disaggregation of metrics based on middle school of origin.</p> <p><b>MODIFICATION Continued in 2020-21:</b> Classified staff provide administrative support for the counselors.</p> <p>The district expects that services performed under this action will lead to high rates of performance for the unduplicated students and increased graduation rates for them.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$741,564</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$349,194</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$94,980</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$1,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$680,609</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$322,428</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$94,637</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$438</p> <p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$201</p>
<p><b>ACTION 5:</b></p> <p>The unduplicated population has some of the lowest rates of school attendance. CHUSD will continue to recognize that improved communication throughout the district and community will contribute to student and staff success.</p> <p>CHUSD will allocate funds for Community Outreach aides at each site to provide outreach services to students, parents, and community members. Community Outreach aides will play a vital role in building a home-to-school connection. Community aides will assist with translation and interpretation duties, assist with parent meetings, workshops, and training as well as assisting with monitoring student attendance.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$409,732</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$534,697</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$769,234</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental Concentration \$410,912</p> <p>3000-3999: Employee Benefits LCFF Supplemental Concentration \$450,590</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental Concentration \$577,982</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This Action also includes funding to support psychologists, nurses, and health aide assistants who provide services to all students.</p> <p>MODIFICATION Continued in 2020-21: This Action item is for Student Services and Family Support. Effective 7-1-2018, this Action will be expanded to include a Director of Student Services and Family Support who will provide Child Welfare and Attendance (CWA) services and oversee all aspects of student services and support.</p> <p>CHUSD expects services performed under this action will improve community and parent engagement for parents of unduplicated students and result in improved attendance, and improved health and welfare for unduplicated students.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$37,547</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$14,250</p>	<p>4000-4999: Books And Supplies LCFF Supplemental Concentration \$4,498</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental Concentration \$11,643</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 difference between the budgeted and actual expenditures is primarily attributable to the District being required to close schools from March 2020 through June 2020 due to COVID-19. Closing school had the following impacts on Coalinga-Huron Unified School District (CHUSD). It limited our ability to implement services for our high needs students and were not able to benefit from programs such as:

- Reduction of supplies and transportation needed for sporting events (Goal 2 Action 1)
- College/Career post-secondary experiences such as campus visits and guest speakers (Goal 2 Action 2)
- School Resource Officers were not needed because of closure of schools (Goal 2 Action 3)
- Child Welfare and Attendance monitoring was limited due to COVID-19 and social distancing recommendations (Goal 2 Action 5)

The COVID-19 pandemic affected student services and extracurricular sports tremendously and both communities stressed safety before returning on campus (Parent Guardian Survey June 2020). With this being one of the main concerns the district was able to use the funds for counselors to meet and collaborate to develop resources for parents and students regarding COVID-19. Though the support for social emotional wellness was available for all groups our focus was on our English learners, Foster Youth, and low-income families due to feedback from our parents (ThoughtExchange Dec. 2020). Funds that were not used will be rolled over and used in our next year's plan.

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

Our goal to maintain an inviting and safe environment conducive to learning for all students was impacted by COVID-19 and the mandated closure of schools. Families in our elementary schools felt disconnected and their engagement dropped from 81% to 79% (California School Parent Survey). In October 2020, CHUSD Superintendent asked parents in her "Live" webinar via ThoughtExchange "What are the essential components we need to consider when it comes to

exploring a safe start up of blended or hybrid learning?” and the majority of the responses were regarding safety and providing a safe environment for our students. Data from our California Healthy Kids Survey show students did not feel safe at school with a decline of 10%. Another concern for parents was for students who may be okay academically but not in other areas such as social emotional well being (Parent Taskforce Meeting June 2020). One success prior to COVID-19 was attendance rates for the first six months of school. District average was slightly up from the previous year (Aeries). After school closure it was very difficult to monitor attendance because our district focused on making sure all of our students had an electronic device and had access to the internet. School was 100% distance learning and most of our low-income families did not have access to internet services. Therefore our focus shifted to make sure our students were safe and to check on their social emotional well being.

### Goal 3

Goal 3 - Finance: CHUSD will maintain its fiscal responsibility to support learning for ALL students.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            1. Percentage of properly credentialed teachers with no misassignments nor vacancies as measured by HR review.</p> <p><b>19-20</b>            1. 100% of properly credentialed with no misassignments or vacancies</p> <p><b>Baseline</b>            1. 2016-2017            87% of properly credentialed with 0 misassignments and 9 vacancies            2018-2019            1. All (100%) teachers were properly credentialed teachers with no misalignments or vacancies</p>	<p>Goal Met            2019-2020            All teachers were properly credentialed teachers with one vacancy for a Music teacher at Middle School</p>
<p><b>Metric/Indicator</b>            2. Sufficient core instructional materials as measured by annual Williams Compliance Audits</p>	<p>Goal Met            2019-2020            All (100%) sites were found to have sufficiency of core instructional materials</p>



Expected	Actual
<p><b>19-20</b> 2. Maintain 100%</p> <p><b>Baseline</b> 2. 2016-2017 100% sufficient core instruction materials 2018-2019 Maintain - All (100%) sites were found to have sufficiency of core instructional materials</p>	
<p><b>Metric/Indicator</b> 3. Facilities maintained as measured by annual Facilities Inspection Tool (FITs)</p> <p><b>19-20</b> 3. All (100%) sites FITs scored “good” or higher</p> <p><b>Baseline</b> 3. All (100%) sites FITs scored “good” or higher</p>	<p>2019-2020 3. Maintained - All (100%) sites FITs scored “good” or higher</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>ACTION 1:</p> <p>Budget was modified/updated to include all centralized administrative functions including:</p> <p>Superintendent Office to provide district leadership. Business Office to provide Financial Services and Fiscal Oversight to maintain district solvency Human Resources-Recruitment, placement and retention of employees, support services for benefits.</p> <p>MODIFICATION CONTINUED IN 2020-21:</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$181,970</p> <p>2000-2999: Classified Personnel Salaries LCFF Base \$1,595,048</p> <p>3000-3999: Employee Benefits LCFF Base \$912,045</p> <p>4000-4999: Books And Supplies LCFF Base \$236,075</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$1,237,993</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$194,569</p> <p>2000-2999: Classified Personnel Salaries LCFF Base \$1,475,707</p> <p>3000-3999: Employee Benefits LCFF Base \$827,450</p> <p>4000-4999: Books And Supplies LCFF Base \$118,203</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$1,641,776</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Information Technology to provide technology services and maintain technology infrastructure (formerly reported in Goal 1).</p> <p>(Note that Business Services Maintenance, Operations and Transportation costs are included in Action 3).</p>	<p>6000-6999: Capital Outlay LCFF Base \$10,000</p> <p>7300-7399 Transfers of Indirect Costs LCFF Base -\$451,943</p>	<p>6000-6999: Capital Outlay LCFF Base 0</p> <p>7300-7399 Transfers of Indirect Costs LCFF Base -851,901</p>
<p><b>ACTION 2:</b></p> <p>Provide credentialed classroom teachers and school administrators to provide instruction, intervention and support to district students.</p> <p>Modifications to this action item continue in 2020-21:</p> <p>School administration which includes certificated and classified staff plus school site discretionary budget for administrative supplies and operating costs.</p> <p>Salaries for general education classroom teachers, stipends and teacher substitutes.</p> <p>Salaries classified noon supervisors and their substitutes' pay.</p> <p>Cost of site discretionary funds to purchase materials/supplies and other operating costs for instructional use.</p> <p>Support from the Education Curriculum Department 030 funded through base dollars. Additional support is funded through restricted federal and state funds</p>	<p>Classroom Teachers Salary, stipends and substitute pay (function 1000) 1000-1999: Certificated Personnel Salaries LCFF Base \$12,430,467</p> <p>Noon Supervisors Pay (function 1000) 2000-2999: Classified Personnel Salaries LCFF Base \$153,874</p> <p>Function 1000-Instructional Benefits 3000-3999: Employee Benefits LCFF Base \$5,359,302</p> <p>Site Discretionary Instructional/Adminstrative Materials and Supplies 4000-4999: Books And Supplies LCFF Base \$124,465</p> <p>Site Discretionary Instructional Other Operating 5000-5999: Services And Other Operating Expenditures LCFF Base \$97,125</p> <p>Certificated Site Administrators/Principals and Ed Services Curriculum Support 1000-1999: Certificated Personnel Salaries LCFF Base \$1,031,532</p> <p>Classified School Administrative and Office Assistants/ Ed Services Administrative Asst 2000-2999:</p>	<p>Classroom Teachers Salary, stipends and substitute pay (function 1000) 1000-1999: Certificated Personnel Salaries LCFF Base \$12,069,504</p> <p>Noon Supervisors Pay (function 1000) 2000-2999: Classified Personnel Salaries LCFF Base \$130,857</p> <p>Function 1000-Instructional Benefits 3000-3999: Employee Benefits LCFF Base \$4,822,691</p> <p>Site Discretionary Instructional/Adminstrative Materials and Supplies 4000-4999: Books And Supplies LCFF Base \$103,621</p> <p>Site Discretionary Instructional Other Operating 5000-5999: Services And Other Operating Expenditures LCFF Base \$69,324</p> <p>Certificated Site Administrators/Principals and Ed Services Curriculum Support 1000-1999: Certificated Personnel Salaries LCFF Base \$933,696</p> <p>Classified School Administrative and Office Assistants/ Ed Services Administrative Asst 2000-2999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Classified Personnel Salaries LCFF Base \$693,663  School Administration and Ed Services/Curriculum Support Benefits 3000-3999: Employee Benefits LCFF Base \$898,990  School Site Administration Ed Services Department Operating Costs 5000-5999: Services And Other Operating Expenditures LCFF Base \$60,897  School Site Administration/Ed Services Department Materials & Supplies 4000-4999: Books And Supplies LCFF Base \$75,055	Classified Personnel Salaries LCFF Base \$651,993  School Administration and Ed Services/Curriculum Support Benefits 3000-3999: Employee Benefits LCFF Base \$776,063  School Site Administration Ed Services Department Operating Costs 5000-5999: Services And Other Operating Expenditures LCFF Base \$42,633  School Site Administration/Ed Services Department Materials & Supplies 4000-4999: Books And Supplies LCFF Base \$83,184
<p><b>ACTION 3:</b></p> <p>Support for all district and school facilities and grounds, to ensure student and staff safety, and to provide an environment conducive to student engagement and learning.</p> <p>Transportation Services necessary to transport students to and from home to attend school (and also to and from extracurricular activities and educational field trips).</p> <p>This action item includes a contribution (transfer) of LCFF Base Dollars to the Restricted Maintenance Account which accounts for most facilities maintenance costs, including maintenance employees salaries &amp; benefits.</p> <p><b>MODIFICATION continued in 2020-1:</b> Added to this action: Principal and Interest payments on Capital Lease Agreements and Certificates of Participation; utility costs</p>	Custodial and Groundskeepers (function 8200) 2000-2999: Classified Personnel Salaries LCFF Base \$1,946,063  Custodial and Groundskeepers (function 8200) 3000-3999: Employee Benefits LCFF Base \$1,095,504  Custodial and Groundskeepers Materials and Supplies 4000- 4999: Books And Supplies LCFF Base \$237,200  District-wide Utilities and Equipment Operating Leases 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,376,255  Bus Drivers and Other Transportation Salaries (Function 3600) 2000-2999: Classified	Custodial and Groundskeepers (function 8200) 2000-2999: Classified Personnel Salaries LCFF Base \$1,851,712  Custodial and Groundskeepers (function 8200) 3000-3999: Employee Benefits LCFF Base \$1,016,665  Custodial, & Groundskeepers Materials and Supplies 4000- 4999: Books And Supplies LCFF Base \$221,903  District-wide Utilities and Equipment Operating Leases 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,039,462  Bus Drivers and Other Transportation Salaries (Function 3600) 2000-2999: Classified

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Personnel Salaries LCFF Base \$976,654</p> <p>Bus Drivers and Other Transportation Staff Benefits (Function 3600) 3000-3999: Employee Benefits LCFF Base \$579,152</p> <p>Transportation Fuel/Materials and Supplies 4000-4999: Books And Supplies LCFF Base \$358,500</p> <p>Transportation Equipment Repairs, Training, and Other Services/Operating Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Base \$202,320</p> <p>Direct Charges to Schools/Departments for Educational, Training, and Athletic Trips 5000-5999: Services And Other Operating Expenditures LCFF Base \$-715,116</p> <p>6000-6999: Capital Outlay LCFF Base 0</p> <p>Principal and Interest Payments on Capital Leases and Certificates of Participation (COPs) 7000-7439: Other Outgo LCFF Base \$570,744</p> <p>General Fund Contribution to Restricted Maintenance Resource</p>	<p>Personnel Salaries LCFF Base \$905,720</p> <p>Bus Drivers and Other Transportation Staff Benefits (Function 3600) 3000-3999: Employee Benefits LCFF Base \$523,060</p> <p>Transportation Fuel/Materials and Supplies 4000-4999: Books And Supplies LCFF Base \$294,128</p> <p>Transportation Equipment Repairs, Training, and Other Services/Operating Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Base \$138,530</p> <p>Direct Charges to Schools/Departments for Educational, Training, and Athletic Trips 5000-5999: Services And Other Operating Expenditures LCFF Base \$-329,071</p> <p>Grounds Equipment and Portable Buyout 6000-6999: Capital Outlay LCFF Base \$50,439</p> <p>Principal and Interest Payments on Capital Leases and Certificates of Participation (COPs) and Principal Apportionment to FCSS 7000-7439: Other Outgo LCFF Base \$292,095</p> <p>General Fund Contribution to Restricted Maintenance Resource</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>8150 8980-8999 Contributions LCFF Base \$1,594,715</p> <p>General Fund Contribution to Restricted Maintenance Resource 8150 8980-8999 Contributions LCFF Base \$405,285</p> <p>District-wide Utilities and Equipment Operating Leases 5000-5999: Services And Other Operating Expenditures Lottery \$614,250</p> <p>Alarm Equipment Supplies 4000-4999: Books And Supplies Lottery \$5,750</p>	<p>8150 8980-8999 Contributions LCFF Base \$3,000,000</p> <p>General Fund Contribution to Scoreboard and Misc 8980-8999 Contributions LCFF Base \$72,987</p> <p>District-wide Utilities and Equipment Operating Leases 5000-5999: Services And Other Operating Expenditures Lottery \$611,748</p> <p>Alarm Equipment Supplies 4000-4999: Books And Supplies Lottery \$864</p>
<p><b>ACTION 4:</b></p> <p>Provide all students with access to nutritious meals</p> <p>Food Services costs are not directly paid with LCFF base dollars, but instead are paid through a different fund that receives federal and state revenue for the school breakfast/lunch programs.</p> <p>However, it is anticipated that the Food Services Fund will not be self-sustaining, requiring a general fund transfer of LCFF Base dollars to cover the shortfall. The District is implementing efficiencies to help the Food Services fund to become self-sustaining.</p>	<p>Transfer to Food Services Fund to cover its anticipated budget shortfall 7600-7629 Transfers Out LCFF Base \$152,592</p>	<p>Transfer to Food Services Fund to cover its anticipated budget shortfall 7600-7629 Transfers Out LCFF Base \$300,000</p>
<p><b>ACTION 5:</b></p> <p>Provide quality Special Education Services to our students</p>	<p>General Fund Contribution of LCFF Base Dollars to Special Education 8980-8999 Contributions LCFF Base \$3,299,645</p> <p>General Fund Contribution of Unrestricted Federal Dollars to</p>	<p>General Fund Contribution of LCFF Base Dollars to Special Education 8980-8999 Contributions LCFF Base \$4,041,956</p> <p>General Fund Contribution of Unrestricted Federal Dollars to</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Special education costs are included in various restricted resource codes; they are not directly paid with LCFF Base Dollars as originally budgeted.</p> <p>However, the revenue from the state and federal government is not sufficient to cover all special education costs which results in the need for a General Fund Contribution from LCFF Base Dollars to cover the shortfall. At \$3.5 million and rising annually, the costs of special education is a significant use of the District's LCFF Base.</p> <p>It should be noted that Special Education costs are the most difficult to project. At any time a student could be identified as needing additional support requiring an increase in the general fund contribution to cover the costs. The increase in budget from 2018-19 is just to cover step/column and benefit increases that are paid to employees of the special ed program out of federal and state restricted resource codes.</p> <p>The District strives to provide the best possible educational services for its special needs students in the least restrictive environment.</p>	<p>Special Education 8980-8999 Contributions Federal Funds \$60,600</p> <p>General Fund Contribution of Local Unrestricted Dollars to Special Education 8980-8999 Contributions Other Local Revenue \$462,285</p> <p>General Fund Contribution of Unrestricted State Revenue to Special Education 8980-8999 Contributions Unrestricted State Revenue \$158,945</p>	<p>Special Education 8980-8999 Contributions Federal Funds 0</p> <p>General Fund Contribution of Local Unrestricted Dollars to Special Education 8980-8999 Contributions Other Local Revenue 0</p> <p>General Fund Contribution of Unrestricted State Revenue to Special Education 8980-8999 Contributions Unrestricted State Revenue 0</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.

There were no substantive differences in our budgeted and expected actions/services.

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

CHUSD was able to maintain its fiscal responsibility to support learning for ALL students.

## 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
Personal Protective Equipment (PPE): Face coverings (disposable and cloth masks, gloves, face shields and disposable gowns) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. A substantial quantity of PPE was purchased by the State and distributed to the Districts, including CHUSD, at no cost to the District; the value of that PPE is not reflected in the Total Funds.	850,000	228,000	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	10,000	14,800	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	350,000	238,000	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	8,000	7,600	No
Maintenance and Operations/Custodial: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas. Disinfectant provided to employees to use in their own work areas and classrooms. Sanitizing equipment purchased for use on school buses. Sanitizing equipment, such as UV Light wands, purchased for use in classrooms	88,000	63,356	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
HVAC filters: HVAC filters will be replaced 2-3 times per year as recommended, rather than once a year as has been past practice, to improve air quality.	25,000	90,587	No
Glass and or Plexiglass installed to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as at front desk areas at schools and departments. Portable desk shields purchased for student desks.	40,000	54,229	No
Individual Supplies: Additional classroom supplies purchased to limit the number of individuals using shared objects.	350,000	120,000	No
Handwashing Stations: Additional handwashing stations (portable sinks) purchased for locations where sink access is insufficient.	61,500	61,431	No
Modification of classroom furniture and equipment to accommodate social distance requirements	200,000	0	No
Substitute costs for teachers who can't work due to COVID-19	854,680	139,500	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 difference between the actions and/or budgeted expenditures for in-person instruction is primarily attributable to the district being required to close schools and remain closed due to COVID-19. CHUSD and their local bargaining units had an MOU that students would return when the state was in "Orange" status.

There were many challenges and substantive differences to the budgeted funds for this action:

- \* Personal Protective Equipment (PPE) were ordered for our staff but students did not come on campus like anticipated
- \* There was an increase in purchasing health materials for screening any signs of illness
- \* Purchase of Materials to disinfect student desks, high-touch areas when students were present was lower than expected due to the MOU agreement for re-opening school
- \* Maintenance and Operations/Custodial staffing was not at 100% due to COVID-19 concerns
- \* Purchase of HVAC filters increased significantly for district's ability to change the filters 2-3 times per year as compared to once a year prior to COVID-19
- \* Glass and or plexiglass were installed at all offices of the school district to ensure the 6 feet physical distance
- \* the purchase of additional classroom supplies were budgeted to avoid any classroom sharing of materials, students did not attend until April 2021
- \* There were no classroom furniture modifications or accommodations



\* Substitutes were not needed due to district and students being full time virtual learning.

## **Analysis of In-Person Instructional Offerings**

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

In-Person instruction was not offered until April 2021 due to an agreement with our bargaining unit that students would not return until we were in the Orange tier according to the state guideline for re-opening schools.

During April students were offered to come back to school via distance learning (hybrid). students were able to come on campus and interact in-person with their teachers.

Success: Students were able to speak get help live and in person, Staff was able to measure our students' social and emotional well-being

Challenges: Parents cooperating with the school mask mandates, Parents wanting school in-person all day.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices and related items such as LTE Ipads with paid internet connection, MacBooks with WIFI-enabled hotspots, headsets, and stylus pens made available for all students who need a device to access distance learning at home.	2,600,000	3,779,386	No
Additional Technology to Support Distance Learning: iPADS, Macbooks and related equipment/supplies for teachers and support staff	100,000	613,622	No
Assistive technology for Students with Disabilities to access distance learning instruction from home	25,000	22,000	No
Foster Youth Services: Maintain staffing and increase supports that specifically address Foster Youth needs.	5,000	5,000	No
Multilingual Literacy Department: Maintain staffing and increase supports that specifically address English Learner needs, ELD implementation, newcomer programs, and the SEAL Program. The unduplicated count has some of the lowest ELA scores on state and local assessments. To improve language proficiency for English Learners, CHUSD will continue to invest resources to the SEAL Program, an early literacy model to produce language-rich education integrated throughout all subjects for elementary students through grade 5. It is expected that this will increase the ELA score of our unduplicated students. (Supplemental/Concentration Funds)	713,271	90,504	Yes
Collaboration Time: Continue to pay for weekly 1.5 hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID. The unduplicated count has some of the lowest rates of student achievement as measured by local and state assessments. CHUSD has allocated resources to pay teachers	350,409	216,954	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
for 1.5 hours per month to collaborate and meet the unique needs of each site, which is expected to result in an increase in our unduplicated student achievement. (Supplemental/Concentration Funds)			
Instructional Assistants: provide appropriate staffing and adapt delivery of services and supports to distance learning context. The unduplicated student population has some of the lowest rates of performance on ELA local and state assessments. CHUSD will allocate funds for instructional assistants to provide structured and targeted reading intervention and technical device support which will result in an increase in student performance for our unduplicated students. (Supplemental/Concentration Funds)	945,716	885,462	Yes
Homeless Services: Maintain existing staffing and increase supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	5,000	3,072	No
A variety of digital software purchased for distance learning, such as Newsela, Kajitani Multiplication Nation, Nearpod, and others.	154,000	177,819	No
Purchase and send school classroom supplies home to each student to use during distance learning	150,000	95,841	No
Provide professional development training webinars for all teachers and support staff related to distance learning instruction	31,500	78,204	No
Psychologists - CHUSD will allocate resources to maintain school psychologists, who will adapt services and supports for distance learning. The unduplicated student population has some of the highest needs for socio-emotional resources and support. Providing these services will result in improved health and welfare for our unduplicated students. (Supplemental/Concentration Funds)	439,969	453,020	Yes
PPE for support staff and teachers who work in the buildings or arrange for small group sessions as allowed by the State guidelines	150,000	296,007	No

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.

The difference between the actions and/or budgeted expenditures for the distance learning program is primarily attributable to the district being required to close schools and remain closed due to COVID-19. CHUSD and their local bargaining units had an MOU that students would return when the state was in "Orange" status. With the district on full distance learning devices and hotspots became a focus to ensure that our students had access to the internet. Additional technology was purchased for students, teachers, and support staff. One key expenditure was the purchase of "Swivl" Ai devices to help our teachers with "Hybrid" and or "Distance Learning". The estimated cost for classroom supplies was less than expected due to Distance Learning and teachers using Google Classroom. Also due to distanced learning and no in-person staff meetings, collaboration time was limited and the focus was shifted to address learning loss as well as social emotional learning. District's contract with Sobrato Early Academic Language program significantly decreased due to no in-person meetings for the development of the SEAL Modules. The purchase of digital software increased due to students not being on campus and the district wanted to ensure that students had access to a variety of digital software. Professional Development on distance learning increased significantly to ensure that staff was trained for "Hybrid/Distance Learning" PPE's for staff on-site and in offices continued for staff members who did not request time off with the district's interactive process procedures.

## 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.

Our goals in implementing each of the following elements was impacted by COVID-19 and the mandated closure of schools. Although there were many challenges, CHUSD was also able to celebrate successes.

Continuity of Instruction:

Successes

- One of our key expectations for distance learning was to provide clear communication from school to home (parents/students) and help our parents gain an understanding of their student's learning. CHUSD was able to teach in a combination of synchronous and asynchronous learning.
- Daily live instruction for every student was offered.
- Google Classroom was used as the designated Learning Management System for upper elementary and secondary students
- SeeSaw was used for lower elementary students.

Challenges

- Significant gaps existed prior to COVID-19 and some students became disengaged in distance learning

Access to Devices and Connectivity

Successes

- All students were issued a device for distance learning.
- Students were provided "HotSpots" who had connectivity issues.

- Student Services created a new position specifically designed to assist with locating all students who were experiencing connection issues. (specifically: Foster Youth, Students Experiencing Homelessness, Students With Disabilities, and Low-Income)

#### Challenges

- Some areas in both Coalinga and Huron had spots in their cities where internet services were very scarce.
- Students and parents did not know how to log into their device.

#### Pupil Participation and Progress

##### Successes

- Daily live interactions
- Attendance Intervention Tiers (moved from punitive to supportive)

##### Challenges

- Communication to families about attendance was difficult due to incorrect data.
- Student Services could not locate families to encourage pupil participation.

#### Distance Learning Professional Development

##### Successes

- Blended Learning in Action PD
- Google Classroom PD
- Zoom trainings on engagement processes

##### Challenges

- Student engagement
- PD for substitute teachers

#### Staff Roles and Responsibilities

##### Successes

- Engage with families and students virtually
- Mondays dedicated to counselors to promote mental health awareness

##### Challenges

- Teachers learning how to teach virtually

#### Support for Pupils with Unique Needs

##### Successes

- Parent and teacher support system. They learned to work together for their students
- Communication with parents constantly for SWD population
- Teachers zoomed with students one to one to provide ELD designated support
- Homeless and Foster Youth needs were met via Student Services Administrator on special assignment.

##### Challenges

- For SWD virtual learning was a drastic change from in-person instruction and many had challenges adjusting
- ELD students would be more successful with in-person instruction
- Homeless and Foster Youth would be more successful with in-person instruction



## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
District level benchmarks developments	0	0	No
High School Credit Recovery. Priority for seniors within 20 credits of graduation. Foster Youth and Homeless in need of credit recovery. (Summer school)	150,000	100,000	No
Purchase and implement Edgenuity and Khan Academy digital learning software	596,000	489,450	No
Provide intervention support through after school tutoring or pull-out sessions during distance learning	100,000	148,000	No

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.

The difference between the actions and/or budgeted expenditures for addressing pupil learning loss is primarily attributable to the district being required to close schools and remain closed due to COVID-19. CHUSD and their local bargaining units had an MOU that students would return when the state was in "Orange" status. With the district on full distance learning Summer school was not offered for our priority seniors. Digital learning software Khan Academy was less than the original quote, district received a discount. District provided more opportunities for students to receive tutoring interventions via zoom with instructional aides.

### 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.

Our goals in implementing each of the following elements was impacted by COVID-19 and the mandated closure of schools. Although there were many challenges, CHUSD was also able to celebrate successes.

**Successes**

Administrator on Special Assignment was added to Student Services to do home visits and outreach to check on students and help reconnect and re-engage them with school.

Administrator on Special Assignment also assisted with home visits to our Foster Youth, Students experiencing Homelessness, English Learners, and low-income students to address their learning loss and the importance of school attendance.

Google Classroom and SeeSaw providing a centralized location for assignments and information

Weekly teacher collaboration time

IEPs were amended to include distance learning-specific supports and accommodations

## Challenges

Assessments not done in person

Connectivity issues for our Homeless and low-income students

Trouble logging in

SEAL not as successful as in-person instruction

Validity of data

When CHUSD was able to begin bringing in "cohorts" our unduplicated population was targeted to address our pupil learning loss.

Teachers were able to develop mini lesson and address individual student's needs.



## 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.

Our goals in implementing each of the following elements was impacted by COVID-19 and the mandated closure of schools. Although there were many challenges, CHUSD was also able to celebrate successes.

### Successes

Tier I universal support through weekly counselor lessons with all students covering a wide range of topics from SEL to academic support

Counselor professional development with Hatching Results which was tailored this year to address the changes and challenges of counseling through distance learning

Counselors made themselves available in a variety of ways to meet students where they were comfortable

Counselors made themselves available to meet with staff who were experiencing challenges as they related to social and emotional well-being.

Counselors made personal calls, used zoom for small groups, and used texting to check on students.

### Challenges

Communication between office staff and counselors regarding at-risk students

Getting teaching staff training on SEL

Tier II supports were difficult because of MOU with Certificated staff as it related to in-person meeting

## 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.

Our goals in implementing each of the following elements was impacted by COVID-19 and the mandated closure of schools. Although there were many challenges, CHUSD was also able to celebrate successes.

### Successes

Outreach, support, and relationship-building from Student Services, particularly from the Administrator on Special Assignment Resource Center for students and families in need with clothing, jackets, shoes, blankets, and other household items

Delivery of meals and instructional materials to students in quarantine or otherwise unable to pick up from school sites

Parent Taskforce Committee meetings where parents could share concerns, give feedback, and have a seat at the table with navigating distance learning

Students who had trouble logging in for live sessions could show participation through completing assignments in Google Classroom and SeeSaw

Helping parents and students who needed additional support for digital literacy with one-on-one help

Providing hotspots to students who were disconnecting from school due to internet connection challenges

Shifting from a punitive paradigm of attendance accountability to supportive and figuring out ways to remove barriers to regular attendance

## Challenges

Communication between office staff, attendance staff, counselors, and administrators with regard to at-risk students

Re-engaging students who were disconnected from school prior to any closures.

Tier 3 Interventions were challenging because parents did not want to meet with the district attendance team.

Parents did not respond to meetings set up with the district to develop a re-engagement plan for their students.

Automated communications, parents not answering their phones to hear important messages from their schools.

## Analysis of School Nutrition

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

Our goals in implementing each of the following elements was impacted by COVID-19 and the mandated closure of schools. Although there were many challenges, CHUSD was also able to celebrate successes.

### Successes

Consistent times and locations for students and families to pick up meals for the entire week

Advertising and reminding of meal distributions via Aeries Communication as well as social media

Parents were happy that the schools were giving out meals (Stakeholder feedback)

### Challenges

Holidays resulting in rescheduled distribution days

Deliveries shifted from twice a week to once a week

Parents did not like that the meals were the same each week (Stakeholder feedback)

Parents had difficulties going to the designated areas for food pick-up and suggested that we use busses to serve them in our most needed areas.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	20,000	16,768	No
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives for our unduplicated students. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context. Our unduplicated students have higher rates of chronic absenteeism than our entire student population. CHUSD expects services performed under this action will improve student engagement, improve student attendance, and improved health and welfare for our unduplicated students. (Supplemental/Concentration Funds)	273,084	220,910	Yes
Mental Health and Social and Emotional Well-Being	Nurses and Health Services Assistants: Maintain existing staffing and supports to provide critical health information, referrals, and support for our unduplicated students. Support district's broader efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families. Our unduplicated students have experienced great loss	960,722	742,836	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	<p>during COVID-19 and have a significant need for increased Health &amp; Welfare services. Services provided will improve the health and welfare for our unduplicated students. (Supplemental/Concentration Funds)</p>			
<p>Distance Learning Program (Distance Learning Professional Development)</p>	<p>Provide Professional Development Days for all certificated represented staff including teachers and counselors. The unduplicated count has some of the lowest rates of performance on local and state assessments. CHUSD will allocate fun to support 3 days of professional development aimed at improving teacher capacity, building teacher understanding of instructional practices, curriculum and instructional technology. In 2020-21 these additional three days were dedicated to distance and blended learning. CHUSD expects that the professional development will impact instructional practices that will result in increased performance by our unduplicated students on local and state assessments. (Supplemental/Concentration Funds)</p>	<p>343,755</p>	<p>269,508</p>	<p>Yes</p>
<p>Mental Health and Social and Emotional Well-Being</p>	<p>Maintain existing staffing and supports to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Collaborate in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic. Our unduplicated student population has some of the highest social emotional needs and lowest rates of high school</p>	<p>1,120,256</p>	<p>1,264,864</p>	<p>Yes</p>

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	<p>graduation. CHUSD is committed to provide caring and supportive counseling services with an emphasis on at-risk students, which is expected lead to higher rates of performance, increased graduation rates and better mental health and well-being for unduplicated students. (Supplemental/Concentration Funds)</p>			
Pupil Engagement and Outreach	<p>Maintain existing staffing and supports to support district wide parent engagement. Within the school closure context, the Family and Community Engagement staff, including community liaisons, are partnering closely with the Attendance and Engagement Office to conduct home visits and other outreach to make contact with 'unreachable ' students. Our unduplicated students have experienced a great deal of trauma and loss during the COVID-19 pandemic and are in need of increased support from our community liaisons in order to participate in school. CHUSD expects that these services will lead to higher attendance rates by our unduplicated students through stronger home to school connections. (Supplemental/Concentration Funds)</p>	704,009	601,298	Yes
Pupil Engagement and Outreach	<p>Home Visit Program. The unduplicated students have some of the lowest attendance and chronic absenteeism. The District has allocated resources to provide staffing and supports for Home Visits to encourage student attendance in virtual classrooms and provided other support as needed for the student and their families. Such support is expected to strengthen school and home connections resulting in increased attendance rates for our unduplicated students. (Supplemental/Concentration Funds)</p>	310,552	220,910	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Access to Devices and Connectivity)	Provide computer lab technicians and library media teachers and aides to provide additional technology trouble shooting and assistance and access to literary materials and resources. The unduplicated students have some of the lowest performances on ELA assessments and computer literacy. To support a literacy-rich technology environment, CHUSD will allocate resources to provide library media teachers and technicians with ongoing support from FCSS Library Services. The district expects that these additional support services for our unduplicated students, will result in higher levels of student literacy and increased student performance as measured by local and state assessments. (Supplemental/Concentration Funds)	606,212	665,925	Yes
Distance Learning Program (Continuity of Instruction)	Continue to provide additional funds to support Gifted and Talented Students. The unduplicated student population has some of the lowest rates of participation in GATE programs. Gate coordinators will work collaboratively to develop uniform procedures for student nomination, testing and indication throughout the district, which will result in an increased number of unduplicated students participating in GATE programs. (Supplemental Concentration Funds)	22,520	26	Yes
Distance Learning Program (Continuity of Instruction)	Continue to provide Visual and Performing Arts electives (adapted as necessary for distance learning) Unduplicated students have some of the lowest participation rates in a broad course of study through electives. To increase unduplicated student access to Visual and Performing Arts, CHUSD will allocate resources for Drama, Music and Art Programs. It is expected that this will	484,979	441,474	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	increase our unduplicated students' access to a broad course of study. (Supplemental/Concentration Funds)			
Distance Learning Program (Continuity of Instruction)	Continue to fund elementary physical education teachers through reassignment during distance learning to assist with virtual instruction and also return to regular PE once school is in session. The unduplicated students have some of the lowest performances in state assessments. To address this issue, CHUSD will allocate resources to maintain Elementary PE teachers. PE time will provide additional opportunities for targeted intervention for "at risk" students in a small group setting at the elementary level. CHUSD expects services performed under this action to improve unduplicated count student learning as measured by established local measures. (Supplemental/Concentration Funds)	496,221	76,274	Yes
In-Person Instructional Offerings	Continue to provide budget for Athletics and Co-curricular activities that will resume when allowed by State and Health Department. The unduplicated students have some of the lowest attendance rates and highest chronic absenteeism. The unduplicated student population has some of the lowest participation rates in athletics which is a key engagement activity for students. CHUSD will allocate funds and actively encourage participation by the unduplicated student population which will impact their engagement and result in higher attendance rates. (Supplemental/Concentration Funds)	785,134	595,693	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Continuity of Instruction)	Maintain Alternative Education Program adapted as needed to distance learning. The unduplicated students have a low rate of college and career readiness across our district. CHUSD will allocate resources to support the district's alternative education program in a way that integrates learning through sustained family-like support systems. Counselors and teachers will collaborate on individual academic plan to promote college and career readiness for "at risk" students. We expect that this action will help to increase the college and career readiness of our unduplicated students. (Supplemental/Concentration Funds)	1,311,595	1,185,687	Yes
Distance Learning Program (Continuity of Instruction)	Maintain Advanced Placement Program adapted as needed to distance learning. The unduplicated count has some of the lowest participation rates in Advanced Placement and Foreign Language Courses. CHUSD will allocate resources to support, expand and improve access to Advanced Placement and Foreign Language courses with an emphasis on unduplicated student population. We expect that this action will increase participation rates in Advanced Placement and Foreign Language classes for our unduplicated students. (Supplemental/Concentration Funds)	293,794	270,154	Yes
Distance Learning Program (Continuity of Instruction)	Maintain Career Technical Education Program adapted as needed to distance learning The unduplicated student population has some of the lowest participation rates in career education. CHUSD will allocate resources to maintain the number of course offerings in CTE and work to increase participation by the unduplicated student population which will also have an impact	852,201	839,100	Yes



Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	graduation rates.(Supplemental/Concentration Funds)			
Distance Learning Program (Staff Roles and Responsibilities)	Continue to fund Assistant Principal positions whose responsibilities adapted as needed to distance learning. The unduplicated student population has some of the lowest rates of student achievement as measured by state and local indicators. CHUSD will allocate resources to provide assistant principals who provide additional support such as supporting classroom teachers, determination of school and community needs, supervision and counseling of students, oversight of student activities and assistance with early intervention strategies all of which the unduplicated student population needs and is expected to increase graduation rates for our unduplicated student population. (Supplemental/Concentration Funds)	831,411	771,525	Yes
Distance Learning Program (Access to Devices and Connectivity)	Purchase of replacement technology devices and related items as needed. Our unduplicated students have the lowest rate of access to educational technology. Access to information through technology is an essential part of the state standards and their assessment; providing technology devices and related items will result in an increase to the unduplicated student population achievement. (Supplemental/Concentration Funds)	712,968	495,096	Yes
In-Person Instructional Offerings	Educational field trips and camps. The unduplicated student population have the least access to educational opportunities outside of school. CHUSD will allocate resources to provide extended learning opportunities during the school year and summer program to provide extended learning opportunities through field trips and	263,330	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	<p>camps. These opportunities will support CCSS implementation, promote outdoor education and will enhance unduplicated student knowledge of their community and California. (Supplemental/Concentration Funds)</p>			
In-Person Instructional Offerings	<p>Introduction to College/Career. The unduplicated student population has some of the lowest participation rates in college/career experiences and lowest rates of A-G completion. CHUSD will provide college and career opportunities, such as guest speakers, campus and career visits and information needed to pursue higher education and/or career training, resulting in higher rates of participation in A-G courses and/or CTE/ROP classes for our unduplicated students. (Supplemental/Concentration Funds)</p>	100,000	0	Yes

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.

CHUSD experienced many differences in our expenditures due to COVID-19 and the state guidelines for reopening schools. Nutrition services funds were not fully spent due to no students being on campus. District employees were given the opportunity to return to work or work from home for the first few month of the school year and that contributed to the substantive differences of services in Mental Health Services, pupil engagement/outreach, COVID-19 also had an affect on our budgeted expenditures related to our distance learning program because our district changed its focus to ensuring our students had food and were safe. In-person instruction was affected by the pandemic and our MOU with our bargaining units for the re-opening of schools. CHUSD and CHUTA bargained to return to in-person instruction when the county reached the "Orange" tier level per CDPH Guidelines. The money not expended was used when able to support distance learning when and where possible related to each action.

### 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.

CHUSD learned to be flexible with staff and students when it comes to their health and safety needs. Families in both our communities, Huron and Coalinga, experienced hardships and families remained hesitant to return to school. Our technology department expanded their services to support students and family needs for connectivity problems and issuing new devices. Due to it

being successful, CHUSD will implement this support into the 2021-24 LCAP and continue to support families and students with connectivity problems and devices Through a stakeholder feedback meeting (April 30, 2021) families also expressed that online learning was helping their children. Their students were experiencing bullying prior to COVID-19 and online learning has allowed them to wok without fear of being harassed. As a district, we know that students have become disengaged so as a result, in our 2021-24 LCAP we are expanding our student services department to include a counselor and a Licensed Clinical Social Worker to assist our Administrator on special assignment to do home visits to target our unduplicated population to return to school. Counseling is needed for students as well as our parents as it pertains to mental health and social emotional health.

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

CHUSD will continue to use local assessment to compare and establish baseline data to be addressed as it pertains to pupil learning loss with a focus on our English Learners, Foster Youth, Homeless, SWD's, and our low-income populations. Intervention programs will be established based on the needs of all our students focusing on our unduplicated population. Counseling services for students experiencing social and mental health will be established through our counselors and student services department. Parents expressed the need for more aides and counselors. As a result of this feedback in our 2021-24 LCAP, CHUSD will begin to develop "Wellness Centers" to help our Foster, Homeless, SWD's, and low-income students with social and mental learning.

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.

The district provided a description of substantive differences in the previous sections as it pertains to meeting the increased or improved services within the In-Person Instruction, Distance Learning Program, Learning Loss, and Additional Actions sections of the annual update. Funds were used to purchase PPE's, gloves, air purifiers, special air filters, and other materials needed for the safety of our staff and students.

## 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 analysis and reflection of student outcomes, stakeholder feedback, and challenges faced, particularly in the last year, CHUSD is more committed to meeting students and families where they are. We recognize that even before the extra barriers encountered as a result of COVID-19 closures, our Foster Youth, students with disabilities, and socio-economically disadvantaged students need more support in order to have an equitable educational experience. The closures gave the district a chance to reassess how we address the gaps in achievement and access to educational materials outside of the classroom. Through further implementing our 1:1 technology initiative, handing out hotspots, increasing home visits, focusing on social/emotional learning, and moving from punitive measures to supportive approaches, we have been better equipped to break down barriers and re-engage with disconnected students and families. From increasing the avenues of communication to adding wellness centers to maintaining an Administrator on Special Assignment, CHUSD is looking at how we can take the lessons learned during a pandemic and improve school culture and safety beyond levels seen pre-pandemic. We believe that these measures will cause ripples and enable students to participate and succeed in their education.

## **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](mailto:lcff@cde.ca.gov).*

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

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

### **Annual Measurable Outcomes**

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

### **Actions/Services**

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

### **Goal Analysis**

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

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

### **Actions Related to In-Person Instructional Offerings**

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

### Analysis of In-Person Instructional Offerings

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

### Actions Related to the Distance Learning Program

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

### Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

### Actions Related to Pupil Learning Loss

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

### Analysis of Pupil Learning Loss

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

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

### Analysis of Mental Health and Social and Emotional Well-Being

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

### Analysis of Pupil and Family Engagement and Outreach

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

### Analysis of School Nutrition

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

### Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

California Department of Education  
January 2021



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	50,377,142.00	47,765,217.00
Federal Funds	60,600.00	0.00
LCFF Base	36,726,071.00	36,508,956.00
LCFF Supplemental Concentration	12,349,241.00	10,189,113.00
Lottery	620,000.00	612,612.00
Other Local Revenue	462,285.00	0.00
Title I	0.00	253,690.00
Title III	0.00	200,846.00
Unrestricted State Revenue	158,945.00	0.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	50,377,142.00	47,765,217.00
1000-1999: Certificated Personnel Salaries	19,502,222.00	18,260,083.00
2000-2999: Classified Personnel Salaries	6,863,245.00	6,458,493.00
3000-3999: Employee Benefits	11,675,476.00	10,552,622.00
4000-4999: Books And Supplies	2,069,192.00	1,544,706.00
5000-5999: Services And Other Operating Expenditures	4,004,139.00	4,036,808.00
6000-6999: Capital Outlay	10,000.00	57,368.00
7000-7439: Other Outgo	570,744.00	292,095.00
7300-7399 Transfers of Indirect Costs	-451,943.00	-851,901.00
7600-7629 Transfers Out	152,592.00	300,000.00
8980-8999 Contributions	5,981,475.00	7,114,943.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	50,377,142.00	47,765,217.00
1000-1999: Certificated Personnel Salaries	LCFF Base	13,643,969.00	13,197,769.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Concentration	5,858,253.00	4,800,839.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	186,789.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	74,686.00
2000-2999: Classified Personnel Salaries	LCFF Base	5,365,302.00	5,015,989.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Concentration	1,497,943.00	1,442,504.00
3000-3999: Employee Benefits	LCFF Base	8,844,993.00	7,965,929.00
3000-3999: Employee Benefits	LCFF Supplemental Concentration	2,830,483.00	2,493,035.00
3000-3999: Employee Benefits	Title I	0.00	66,901.00
3000-3999: Employee Benefits	Title III	0.00	26,757.00
4000-4999: Books And Supplies	LCFF Base	1,031,295.00	821,039.00
4000-4999: Books And Supplies	LCFF Supplemental Concentration	1,032,147.00	713,400.00
4000-4999: Books And Supplies	Lottery	5,750.00	864.00
4000-4999: Books And Supplies	Title III	0.00	9,403.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	2,259,474.00	2,602,654.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Concentration	1,130,415.00	732,406.00
5000-5999: Services And Other Operating Expenditures	Lottery	614,250.00	611,748.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	90,000.00
6000-6999: Capital Outlay	LCFF Base	10,000.00	50,439.00
6000-6999: Capital Outlay	LCFF Supplemental Concentration	0.00	6,929.00
7000-7439: Other Outgo	LCFF Base	570,744.00	292,095.00
7300-7399 Transfers of Indirect Costs	LCFF Base	-451,943.00	-851,901.00
7600-7629 Transfers Out	LCFF Base	152,592.00	300,000.00
8980-8999 Contributions	Federal Funds	60,600.00	0.00
8980-8999 Contributions	LCFF Base	5,299,645.00	7,114,943.00
8980-8999 Contributions	Other Local Revenue	462,285.00	0.00
8980-8999 Contributions	Unrestricted State Revenue	158,945.00	0.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	8,247,883.00	7,159,268.00
<b>Goal 2</b>	4,101,358.00	3,484,381.00
<b>Goal 3</b>	38,027,901.00	37,121,568.00

\* 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	\$2,837,180.00	\$1,017,503.00
Distance Learning Program	\$5,669,865.00	\$6,716,891.00
Pupil Learning Loss	\$846,000.00	\$737,450.00
Additional Actions and Plan Requirements	\$10,492,743.00	\$8,678,048.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$19,845,788.00</b>	<b>\$17,149,892.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,837,180.00	\$1,017,503.00
Distance Learning Program	\$3,220,500.00	\$5,070,951.00
Pupil Learning Loss	\$846,000.00	\$737,450.00
Additional Actions and Plan Requirements	\$20,000.00	\$16,768.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$6,923,680.00</b>	<b>\$6,842,672.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$2,449,365.00	\$1,645,940.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$10,472,743.00	\$8,661,280.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$12,922,108.00</b>	<b>\$10,307,220.00</b>



## 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
Coalinga-Huron Unified School District	Johnny Garza Interim Assistant Superintendent of Educational Services	jgarza@chusd.org 5599357500

### Plan Summary [2021-22]

#### General Information

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

Coalinga-Huron Unified School District (CHUSD) is located in the southwestern part of Fresno County, California. The district's student attendance boundary encompasses southwest Fresno County, as well as portions of San Benito and Monterey counties. The physical boundaries extend on both sides of Interstate 5 (west and east) along the agricultural corridor of San Joaquin Valley. Coalinga-Huron Unified serves approximately 4,470 students in grades TK-12. The district comprises four elementary schools, two middle schools, one comprehensive high school, and two alternative high schools. The district spans across two distinct communities with individual needs.

The City of Coalinga hosts a population of approximately 17,179 per the 2019 population estimates from the US Census Bureau. The median household income for Coalinga is \$62,522, approximately 16.9% less than the state average. The demographics are 58.8% Hispanic or Latino, 30.8% White, 2.9% Black or African American, 2.4% Asian, 3% Native American, and 2.9% two or more races. Once noted for its oil fields, Coalinga's largest employer is now the State of California (Coalinga State Hospital and Pleasant Valley State Prison). The outlying areas remain rural and based in agriculture.

Huron is located approximately 15 miles northeast of Coalinga. With a median household income of \$25,060, approximately 66.7% less than the state average, making Huron one of the poorest cities in the state. According to Census data for 2021, Huron has the distinction of being the third poorest city in California among cities with 5,000 or more residents. The City of Huron has a population of approximately 7,281 per the 2019 population estimates from the US Census Bureau. Although during harvest seasons, that number of residents may swell to well over 9,000. The demographics are 94.1% Hispanic or Latino, 3.8% White, 0.3% Black of African American, 7% Native American, and 0.9% two or more races. The local economy of Huron depends heavily on the agricultural industry. Students from Huron comprise about one third of the CHUSD student body.

Of the 4,470 students, approximately 1,032 students (23%) of the student population rely on district transportation in grades TK-12th. Students commute from Huron to Coalinga to attend the district's sole comprehensive high school.

CHUSD is proud of the diversity represented in its student population which includes 1.2% African American, 0.32% American Indian or Alaska Native, 1.4% Asian, 0.38% Filipino, 81.5% Hispanic/Latino, 9.1% White, and 0.95% two or more races and with 5.1% unknown.

The challenges and barriers facing student achievement include limited English fluency, mobility, geographic isolation, and a high rate of poverty. Our English Learner (EL) population is 40.2% of our student body with 17 different languages spoken by CHUSD students. Additionally, 88.9% of our students are socioeconomically disadvantaged.

## Reflections: Successes

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

Based on review of the most recent dashboard data for performance on the state indicators CHUSD has some successes to be proud of. The district had growth in three areas on the performance indicators, 1) Math, 2) ELA, 3) College/Career Indicator.

Math scores increased 9.3 points from the previous year.  
ELA scores increased 7.9 points from the previous year  
College/Career increased 13.2 points from the previous year

CHUSD plans to increase performance in these areas and build upon the small successes. The district will continue to identify what interventions are working to support all students as well as the unduplicated pupil population. SEAL will continue to be the focus for our elementary students to build language proficiency for our English Learners.



CHUSD was identified as a Differentiated Assistance district for Foster Youth Chronic Absenteeism and suspension. Because there is/was a lack of a management system for our Foster Youth, the district is working on developing system effectiveness, social emotional support, and use of resources & partnership health.

Site admin began having weekly and bi-weekly “huddle” meetings to specifically address their Foster Youth students and review their absenteeism.

Site huddles include site admin, counselors, attendance staff, and other appropriate school officials.

Meetings with FCSS have helped the district and sites involved in the pilot program of these new procedures to see what works and what type of information can best help the school address any potential issues or red flags.

Looking toward the future, the district plans to bring all sites on board in order to expand new procedures and positively impact our Foster Youth district-wide.

### 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 California School Dashboard Equity Report indicates that Coalinga-Huron Unified has a "Red" and/or "Orange" in the following state indicators: Chronic Absenteeism, Graduation Rate, and Suspension Rate.

CHUSD's Chronic Absenteeism Indicator declined for the district, our Foster Youth subgroup and two of our school's chronic absenteeism rate increased. Our Foster Youth Subgroup is at a chronic absenteeism color of red. Dawson Elementary School's Chronic Absenteeism increased to 10.1% and Huron Elementary increased to 12.6%. Through the support of the Director of Student Services and Family Support, any child or youth identified as Foster Youth automatically qualifies for free breakfast, lunch, and transportation to and from school. Students are also provided a backpack, school supplies, and hygiene kits provided by Fresno County Superintendent of Schools as well as through donations from local businesses and community members. There is also Title I funding set aside each year for our Foster Youth children and youth. Students who show a unique need for items such as clothing, shoes, jackets, and books are addressed on a student-by-student basis. Title I funding and community donations are provided to help students with clothing while items such as books and computers can be checked out to the student. School staff such as Teachers, Office Staff, Health Care Technicians, Teachers, School Counselors, Administrators, and the Office of Student Services and Family Support provide layers of support and safety nets for our Foster Youth and students with chronic absenteeism rates. Our Student Services staff members are available for each elementary site, middle school and our high schools. Part of the role of the School's Student Services Personnel is to help our children/youth to learn how to identify their stressors and to gain the tools to address them in a socially acceptable way. They also help educate staff to understand what challenges our children/youth are experiencing and to understand what the symptoms and behaviors may look like. Student Services and Family Support can also provide social emotional curriculum such as empathy, conflict resolution and anti-bullying to classes, and assist our children, youth and their families feel welcomed and safe at school. School Community Liaisons work throughout the district and work directly with our Foster Youth children/youth and the families with children who have high attendance problems. A School Community Liaison works closely

with the site administrator, school counselor and parent/guardian. Their services include working with our families with initial enrollment in school, providing interpretation and translation for Spanish-speaking families, and helping families identify and provide referrals to community resources. At the secondary school level, staff such as School Counselors meet with Foster Youth children/youth and the families of children with attendance problems that provides a blanket of support both inside and outside of the classroom.

CHUSD All Students' Graduation Rate declined to a medium level causing the color indicator to change from green to orange and decreased the 2018-2019 all Student graduation rate to 81.9%. Additionally, the English Learner Subgroup's Graduation Rate declined to a low level causing the color indicator to change from blue to orange decreasing the 2017-2018 EL graduation rate to 71.2%. Further analysis of the Graduation Rate revealed that the English Learners sub group's Graduation Rate declined to a Red level causing the color indicator to change from yellow to orange and decreasing the English Learner's 2018-2019 subgroup's graduation rate to 55.2%. The Hispanic sub group's Graduation Rate declined 6.5% to an Orange level resulting in a reduced graduation rate of 82.2% for the hispanic subgroup. Counselor support, parent engagement, and monitoring student's transcripts will ensure that students stay on target to graduate from High school, enroll at a college, and/or enter a career path.

The disaggregation of district suspension data revealed that six out of our eleven schools had an increase in suspension rate for the 2018-2019 school year. Additionally, One of our elementary school Suspension Rates increased to a very high level causing the color indicator to change from blue to red and increased 3.6% from the previous school year. Foster Youth and Students with Disabilities sub group's Suspension Rate also increased. To address the increase in suspension rates, the district will continue to provide training to increase site leadership's understanding of behavior, behavior data collection, data disaggregation, and effective alternatives to suspensions in an effort to reduce exclusionary discipline practices. Teachers will participate in professional development aimed at improving teacher capacity to understand student behavior, improve classroom management strategies as well as preventative measures, such as Restorative Practices. In addition, to ensure data accuracy, site leadership will work collaboratively to develop and implement standardized practices for student discipline data entry utilizing AERIES Analytics. Teachers and counselors will receive training on AERIES Discipline Dashboard to be used in tandem with AERIES Analytics to assist with early identification of "at-risk" students to enable staff to provide appropriate and timely intervention support.

Since the Homeless student population subgroups scored at a red level in ELA, CHUSD recognizes the need for a solid comprehensive reading intervention program. CHUSD will continue its work with the FCSS to implement with fidelity a robust and aggressive foundational reading model that can be used districtwide to provide appropriate, targeted, and timely interventions for students identified as "at-risk" from kinder to 12th. This Foundational Reading Program will continue to include Guided Reading/Corrective Reading professional development. Through Guided Reading / Corrective Reading, teachers will directly help students establish fundamental skills necessary for proficient reading; identify weaknesses and strengthen specific skills; build fluency and help students develop reading comprehension skills necessary to become proficient readers. CHUSD continues expanding its digital library databases to provide students and staff access to a multitude of literature digital databases. This effort increases access to literature for all students, especially our unduplicated pupil population with a focus on students experiencing homelessness. Teachers will be provided professional development centered around home to school connection. Instructional leaders, coaches, and teachers will continue to engage in ongoing professional learning focused on ELA and ELD integration.

Additionally our Homeless student subgroup also scored at the red level in Math. Both elementary and secondary math teachers districtwide will receive professional development on best instructional practices in conjunction with ongoing coaching and unit development support.

Along the same lines as English Language Arts, elementary, middle, and high school teachers will utilize the The Fastbridge Learning, and CAASPP MATH interims as district benchmarks to monitor student progress and align instruction. To expand on these efforts, teachers will receive professional development on data analysis, alignment of instruction and assessment, and Smarter Balanced digital resources to increase teacher understanding and support intervention and instruction. The district will also be contracting the services of the FCSS in an effort to provide additional support to all teachers in the area of Math.

CHUSD was identified as a Differentiated Assistance district for Foster Youth Chronic Absenteeism and suspension. The Chronic Absenteeism Indicator for the Foster Youth subgroup (29 students) decreased from level Green to Red due to a 21.4% rise in chronic absenteeism (9 students). CHUSD, in collaboration with FCSS, developed a model for improvement involving the six principles of improvement science.

1. Make the work problem-specific and user-centered.
2. Focus on variation in performance.
3. See the system that produces the current outcomes.
4. We cannot improve at scale what we cannot measure.
5. Use disciplined inquiry to drive improvement.
6. Accelerate learning through networked improvement communities.

CHUSD's development of a model for improvement identified three essential areas that need improvement. The district is working on system effectiveness, social emotional support, and use of resources & partnership health. Site admin are having weekly and bi-weekly "huddle" meetings to specifically address their Foster Youth students and review their absenteeism. Site huddles include site admin, counselors, attendance staff, and other appropriate school officials. Meetings with FCSS have helped the district and sites involved in the pilot program of these new procedures to see what works and what type of information can best help the school address any potential issues or red flags. Looking toward the future, the district plans to bring all sites on board in order to expand new procedures and positively impact our Foster Youth district-wide.

## LCAP Highlights

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

The key features of our current LCAP fall into several large categories that address the following components:

- Fiscal Solvency
- English Learners
- Quality Instruction
- Providing resources necessary to support classroom instruction and educational experiences
- Literacy
- Student Achievement

- Technology initiative

Our primary focus is closing the achievement gap and improving student achievement for ALL students. This is accomplished through a multifaceted approach that includes quality instruction, relevant teacher professional development focused on equity and access, data analysis, high level pedagogical practices, and instructional technology. Being that we are a 1:1 technology district, technology is an area of focus for new curriculum material and necessary resources to support classroom instruction.

Along with utilizing high yield instruction practices, early identification and timely intervention remain a focus for the district. Intervention is centered around both academics in the areas of literacy and mathematics as well as student engagement to reduce suspensions, expulsions, and creating an environment conducive to student learning.

LCAP Goals:

- GOAL 1 - Instruction: CHUSD will provide ALL students with a quality education that will prepare them to be college and career ready. 18 Actions/Services
- GOAL 2 - Climate and Culture: CHUSD will maintain an inviting, supportive, and safe environment conducive to learning for ALL students. 5 Actions/Services
- GOAL 3 - Finance: CHUSD will maintain its fiscal responsibility to support learning for ALL students. 5 Actions/Services

### 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.

N/A

#### Support for Identified Schools

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

N/A

--

### Monitoring and Evaluating Effectiveness

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

N/A
-----

## Stakeholder Engagement

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

Coalinga-Huron Unified School District used a variety of methods to solicit input from all of the stakeholder groups. Stakeholder groups included parents, teaching staff, support staff, principals, vice principals, school counselors, district administrators, and the local bargaining units for classified and certificated staff. The district held meetings throughout the school year in an effort to inform stakeholders of the district's progress with LCAP goals, discuss actions that were implemented to achieve the goals, and share evidence that showed progress toward meeting positive outcome targets. In addition to meetings and school presentations, the district also distributed surveys to all parents. The surveys were used as a tool to collect feedback from parents on their level of satisfaction with district goals, actions, and determine their level of school connectedness. Multiple surveys were distributed throughout the year, from June through May by the district and each school site.

Listed below are the details of the stakeholder process:

Comprehensive Needs Assessment meetings' target audience included district administrators and site administrators. Administrators reviewed data aligned with the metrics to determine if progress was being made in achieving desired outcomes. Various meetings were scheduled as data became available locally and through the state (e.g. Dashboard data). Data analysis included a broad overview of reviewing aggregate data to determine areas of progress and/or concern. Follow up meetings included a deeper dive into the data by reviewing student detailed reports. Meetings were held on the following dates:

3/3/2021 - Review of all LCAP metrics including Dashboard data

3/17/2021 - Crosswalk of data and actions

LCAP Year in Review meetings' target audience included parents, community members, teachers, support staff, administrators, school counselors, and local bargaining units. These meetings were scheduled during times of the day that accommodated the stakeholder groups. The district provided an overview of the LCAP goals and an update on which actions were implemented during the 2019-20 school year. The district also provided an update on meeting outcome targets for all metrics. They specifically focused on how COVID-19 had an effect on local assessment scores, English Learner progress toward English proficiency, chronic absenteeism, and school connectedness as these were specific areas of concern revealed by past stakeholder engagement meetings. Stakeholders were engaged in discussion so the district could collect feedback.

5/13/2020 - Live with the Superintendent (Certificated and Classified bargaining units, all staff, update on plans for distance learning)

5/21/2020 - Live with the Superintendent (parents, update on plans for distance learning)

6/10/2020 - Parent Taskforce Meeting (parents, community members, and staff, equity in distance learning)

6/12/2020 - Parent Taskforce Meeting (parents, community members, and staff, follow-up to 6/10/20 meeting)

6/29/2020 - Live with the Superintendent (SELPA Representative, Certificated and Classified bargaining units, all staff, update on distance learning plans)

9/8/2020 - DELAC Learning Continuity and Attendance Plan Draft Meeting

9/8/2020 - PAC Learning Continuity and Attendance Plan Draft Meeting  
9/10/2020 - Parent Taskforce Learning Continuity and Attendance Plan Draft Meeting (parents, community members, and staff)  
9/30/2020 - Live with the Superintendent (all staff, update on distance learning and feedback)  
10/1/2020 - Live with the Superintendent (parents, update on distance learning and feedback)  
11/19/2020 - Parent Taskforce Meeting (parents, community members, and staff, equity of services, CARES funding)  
1/20/2021 - Parent Taskforce Meeting (parents, community members, and staff, reopening parameters)  
2/22/2021 - Parent Taskforce Meeting (parents, community members, and staff, equity in reopening, Expanded Learning Opportunities)  
3/10/2021 - School Site Council Meeting at Dawson Elementary (all site stakeholders, LCAP Year in Review)  
3/11/2021 - School Site Council Meeting at Coalinga High School (all site stakeholders, LCAP Year in Review)  
3/16/2021 - School Site Council Meeting at Huron Elementary (all site stakeholders, LCAP Year in Review)  
3/18/2021 - School Site Council Meeting at Bishop Elementary (all site stakeholders, LCAP Year in Review)  
3/18/2021 - School Site Council Meeting at Huron Middle School (all site stakeholders, LCAP Year in Review)  
3/24/2021 - ELAC Meeting at Bishop Elementary (LCAP data and input)  
4/14/2021 - School Site Council Meeting at Sunset Elementary (all site stakeholders, LCAP Year in Review)  
4/30/2021 - DELAC/PAC LCAP Year in Review Meeting & Draft Presentation  
4/30/2021 - ASB Meeting with students to review Draft and gather Input  
5/26/2021 - LCAP Town Hall (all stakeholders, AM and PM sessions to gather feedback on creating new LCAP)

LCAP updates regarding progress toward achieving desired outcomes, budgets, and implementation of actions were also included as an informational agenda item for the following: local board meetings, school site council, and ELACs. All members of the school site councils and ELACs were invited to the public LCAP meetings listed above so they would be included in providing input.

The draft LCAP was presented to the PAC and DELAC on the dates listed below. Members engaged in discussion and expressed their support of the current goals, actions, and desired outcomes. No specific questions or comments were provided to the Superintendent for a written response.

4/30/2021 - LCAP draft presentation to DELAC/PAC

After gathering input from stakeholders, the district made the draft LCAP available to the public for any additional input. The public was notified via phone calls, emails, and social media. The district continued with its process by providing the public hearing and later submitting the final LCAP to the local board.

6/8/2021 - Public Comment period for two weeks (draft LCAP was made available online and hard copies were available upon request; feedback was provided via an online survey or hard copy survey upon request)

6/29/2021 - Local Board adopts the LCAP and approves the district budget; local indicator outcomes were presented as a non-consent item

6/30/2021 - LCAP submitted to Fresno County Superintendent of Schools for approval

At each of the LCAP stakeholder engagement meetings, input was gathered regarding the Goals, Actions, and LCAP metrics data including desired outcomes. Based on discussions and written input from the meetings and various surveys, stakeholders were focused on social and mental health as well as addressing learning loss from the pandemic. In order to comply with health and safety guidelines, these meetings were held virtually through Zoom and Google Meet where parents could participate by phone or through the online platform.

Staff input via surveys:

(3.6 / 5) Providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework

(3.9 / 5) Making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework in the classroom

(3.3 / 5) Implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction

(3.4 / 5) Implementing the academic standards adopted by the State Board of Education

Self-reflection Tool for Implementation of State Academic Standard (Priority 2) Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.

- 2019-2020 Average score of 3.6 for sections pertaining to ELA & ELD

Parent/Student input:

Parent engagement as measured by either 1) information collected through surveys of parents/guardians or 2) other local measures:

- School actively seeks the input of parents before making important decisions 51% of all parents surveyed Agree or strongly agree.
- School allows input and welcomes parent contributions 67% of all parents surveyed Agree or strongly agree California School Parent Survey

Percentage of students who feel safe and connected as measured with the Healthy Kids Survey

- 2019-2020
- 46% COVID-19 had an impact on students feeling safe at school
- 51.7% of secondary students feel connected to school.

Stakeholder needs input:

- Safety for their children as they return to school. Parents and staff want to make sure it is safe before coming to school in-person and want CHUSD to continue to provide the trainings and PPE's for staff and parents.
- Technology hot spots. Stakeholders want their children/students to be able to access their work and want a reliable internet connection.
- Academic support for all students due to the learning loss from the pandemic. Stakeholders expressed their concerns about learning loss due to the pandemic and CHUSD realizes that students are disengaged. CHUSD will continue to use Student Services administrator on special assignment as well as add additional staff to provide services to the students in need and at risk of failing.
- Stakeholders expressed the need for more social-emotional support from school counselors and school psychologists. Wellness centers will be developed to address the needs of the students as it relates to SEL and Mental Health.



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

The three goals of the LCAP were originally created with stakeholder input. This year, stakeholder input continues to demonstrate that our efforts are focused in the right direction. The following will continue to remain the focus of this plan: 1) Providing all students with a quality education that will prepare them to be college and career ready, 2) Maintaining an inviting and safe environment conducive to learning for ALL students, and 3) Maintaining its fiscal responsibility to support learning for ALL students.

Aspects of the LCAP Influenced by Specific Stakeholder Input:

Providing all students with a quality education that will prepare them to be college and career ready.

- Stakeholder input in this area indicates that parents are proud of the efforts made to offer and support all students preparing them to be college and career ready. This continued effort is reflected in Goal 1 Actions 1, 2, 7, and 11.
- Stakeholders would also like to see a continued effort made toward maintaining district technology for the 1:1 student devices. This continued effort is reflected in Goal 1, Action 17
- As reflected in Goal 1, Action 14 and 15 stakeholders want to continue the training of staff to enhance their learning of the instructional practices and curriculum. They feel this positively impacts students' scores on the local and state assessments.

Maintaining an inviting and safe environment conducive to learning for ALL students.

- Stakeholders would like to see continued improvements in the safety and security of facilities. This continued effort is reflected in Goal 2, Action 3.
- Stakeholders are very proud of the efforts made in this goal; specifically the opportunities to visit campuses and hosting guest speakers giving them information regarding post-secondary options. Goal 2, Action 2
- Stakeholder expressed the need and value to provide supportive counseling services during this pandemic. Suggestions were to provide wellness centers to focus on social-emotional needs as well as behaviors and attendance. Goal 2, Action 4.

Maintaining its fiscal responsibility to support learning for ALL students.

- Stakeholders appreciate the increased effort made over the past year towards the health and safety of their students including food services to ensure that all students had something to eat during the pandemic. Goal 3, Action 4
- Stakeholders expressed a desire to see increased mental health and social-emotional supports for students, specifically our Special Education student population. Goal 3, Action 5
- CHUSD will continue to follow all state and local guidelines for school re-opening during the on-going COVID-19 pandemic. CHUSD will continue to provide supplies, services, and other necessary expenditures to prevent the spread of COVID-19 and other infections, including, but not limited to purchase of Personal Protective Equipment (PPE) and facilities sanitation equipment. Staff will also continue to be trained in health and safety procedures to identify and prevent the spread of infection such as COVID-19. Goal 3, Actions 1, 2, and 3

One common feedback CHUSD received from our stakeholder meetings was how we focused on Improving Student Achievement for All Students. CHUSD is proud to offer a variety of interventions and the following were areas of strength via feedback from stakeholders.

- After School Program supports
- Reading Intervention
- Counseling/Intervention Specialists
- Student Services outreach
- Weekly SEL Lessons

## Goals and Actions

### Goal

Goal #	Description
1	<p>Instruction</p> <p>Goal 1 Instruction: CHUSD will provide all students with a quality education that will prepare them to be college and career ready.</p>

An explanation of why the LEA has developed this goal.

This goal was developed to reflect the core program provided to all students in the district. Data reflects that the district continues to provide all students with sufficient access to standards aligned materials. Additionally, teachers continue to implement state board adopted standards and provide EL students access to standards for purposes of gaining academic content knowledge and English Language proficiency.

The district, in collaboration with school staff, will ensure the actions aligned with the goal continue to move toward positive progress by monitoring the implementation of each action described below. The district will continue to consult with stakeholders and will adjust actions as necessary if data begins to reflect a decrease in expected outcomes.

This goal was developed because student achievement data shows that Coalinga-Huron Unified School District needs to increase the academic achievement of all students, including unduplicated students and student groups with an achievement gap. The actions and metrics associated with this goal were chosen specifically to target and improve academic performance for our unduplicated student population but with all students in mind. The metrics will illustrate the year to year growth of both students and students groups with achievement gaps.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. State standards implemented as measured by state reflection tool.	2020-2021 1. Providing professional learning for teaching to the recently adopted academic standards and/or curriculum				Average score of 4.75 on all state reflection tools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>framework average a score of 3.6 / 5</p> <p>Making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework in the classroom averaged a score of 3.9 / 5</p> <p>Implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction 3.3 / 5</p> <p>Implementing the academic standards adopted by the State Board of Education 3.4 / 5</p>				
<p>2. EL access to state standards/ELD standards (included with tool used above)</p>	<p>2. Self-reflection Tool for Implementation of State Academic Standard (Priority 2)</p> <p>Local educational agency's progress in</p>				<p>Continue yearly positive growth. Average score of 4.5 in 2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.</p> <p>2019-2020 Average score of 3.6 for sections pertaining to ELA &amp; ELD</p>				
3. Percentage of students scoring “Met of “Exceeded” in English Language Arts as measured by CAASPP.	<p>3. CAASPP Scores not available for 2019-2020 School Year</p> <p>LEA Used Common Assessments from FastBridge Learning (aReading)</p> <p>2019-2020 31%</p>				Positive growth of 25% in English Language Arts scores as measured by CAASPP and FastBridge
4. Percentage of students scoring “Met of “Exceeded” in Math as measured by CAASPP	<p>4. CAASPP Scores not available for 2019-2020 School Year</p> <p>LEA Used Common Assessments from FastBridge Learning (aMath)</p> <p>2019-2020 34%</p>				Positive growth of 25% in Math scores as measured by CAASPP and FastBridge

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5. Percentage of pupils with successful course completion of A-G courses	5. 2019-2020 32.4% of Graduates were A-G eligible (DataQuest)				65% of Graduates A-G eligible
6. CTE pathway	6. 2019-2020 81.5% of high school graduating seniors completed one or more pathways. (AERIES)				99% of high school graduating seniors completed one or more pathways
7. Percentage of English Learners making progress towards English language proficiency as measured by California School Dashboard	7. 2018 2019 42.8%  (COVID-19 impacted student participation in 2019-2020 therefore 2018-2019 data is reported as baseline)  (Data Source) California Dashboard Data				Continue yearly growth and have more than 40% of English Learners scoring a level 4.
8. Percentage of EL Reclassification rate as measured by prior	8. 2019-2020 Percent of reclassified students was 5%				Percent of reclassified students 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
year number of re-designated students	(Data Source) Data Quest / Create your own report				
9. Percentage of pupils scoring a “3” or higher on AP exams.	9. 2019-2020 74% of students who took the test (Data Quest / AP Report)				85% of students scoring a "3" or higher on AP exams
10. Percentage of pupils scoring “Ready” or higher in ELA on the EAP.	10. 15.27% 2019-20 DataQuest				35% of pupils scoring “Ready” or higher in ELA on the EAP.
11. Percentage of pupils scoring “Ready” or higher in Math on the EAP.	11. 1.08% 2019-20 DataQuest				10% of pupils scoring “Ready” or higher in Math on the EAP.
12. Student access and enrollment to a broad course of study as measured by analysis of school site master schedule	12. 2019-2020 100% access to a broad course of study at all school sites 24% students in grades 9-12 enrolled in AP courses (Aeries) 40% students in grades 7-12 enrolled in elective courses (CALPADS 3.6 report)				100% access to a broad course of study at all school sites 50% students enrolled in AP courses 75% students enrolled in elective courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
13. Other outcomes: Percentage of students scoring a “Met” or “Exceeded” as measured by the California State Physical Fitness Test (PFT)	13. 2019-2020 Body Composition Grade 5 47.4% Grade 7 50.3% Grade 9 47.5%				10% Positive growth for each grade level from baseline data
14. Graduation Rate	14. 2019-2020 four year adjusted cohort graduation rate 82.3% Data Quest				90% of adjusted four year cohort
15. percent of students who are both A-G Ready and have completed a CTE Pathway	15. 2020-2021 Aeries 17% of 12th grade enrolled students.				45% of students enrolled in A-G and CTE

### Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Participation impact on Graduation Rates	<p><b>ACTION 1:</b></p> <p>After a review of our most current local Aeries data, the district wants to ensure that our unduplicated students are able to keep up with the pace of instruction and increase participation in our CTE courses. CTE courses are designed to enhance academic courses with work experience and life skills through hands-on learning and collaboration between students and teachers.</p> <p>CHUSD will continue to provide CTE courses and provide a variety of EL supplemental and ancillary materials for CTE teachers and</p>	\$1,174,052.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>programs.. The district believes that participation rates decreased from 94.03% in 2015-16 to 81.5% in 2019-20 as a result of staff turnover.</p> <p>Therefore, CHUD will provide training to support and retain teachers who can offer students with a comprehensive set of skills and experiences designed to cultivate relationships and enhance students skills. Teachers will learn how to embed EL strategies and scaffolding necessary to support students' ability to close the skill gaps and find success and passion in a technical education pathway. CHUSD will continue this action with the expectation that participation and successful completion rates in CTE courses will increase. s.</p>		
2	Access to Visual and Performing Arts	<p><b>ACTION 2:</b></p> <p>Our unduplicated students have some of the lowest participation rates in a broad course of study through electives. It is important that all students have appropriate academic guidance through counseling, access to electives, and the support they need to succeed.</p> <p>To increase student counselling services and access to Visual and Performing Arts, especially for our unduplicated population, CHUSD will allocate resources for salaries and materials for school counselors, teachers and programs. Secondary counselors, two (2) middle school music teachers, one (1) high school music teacher, and two (2) middle school art teachers will be funded by this action as well as instructional materials targeted for EL support and supplies for socio-economic disadvantaged pupils.</p> <p>CHUSD has seen a 4.8% increase in the participation of our unduplicated students in VAPA courses since the beginning of this action and we expect our school counselors to provide equitable access and continue to increase our unduplicated student participation in VAPA courses/programs such as music, art, and drama classes.</p>	\$501,049.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Targeted Intervention for at risk students	<p><b>ACTION 3:</b></p> <p>Based on Dashboard data, our unduplicated students require more support when it comes to performance on state assessments. Targeted intervention is an effective way to support academic improvement and help to close the achievement gap.</p> <p>To address this issue, CHUSD will allocate resources to maintain elementary PE teachers. PE time will provide additional opportunities for targeted intervention for “at-risk” students in a small group setting at the elementary level.</p> <p>According to the CA Dashboard, Huron Elementary, where the services/support in this action were fully implemented, CAASPP scores in ELA increased 25.4 points in two years and expects services performed under this action to continue to improve student learning, especially for socio-economically disadvantaged pupils, English Learners, and students with disabilities as measured by local measures as well as improved student performance on CAASPP.</p>	\$502,256.00	Yes
4	Alternative Education College and Career Readiness Program	<p><b>ACTION 4:</b></p> <p>Our unduplicated student population has lower high school graduation rates than the district overall.</p> <p>CHUSD will allocate resources to support the district’s alternative education program in a manner that integrates learning through</p>	\$1,326,537.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>sustained, family-like support systems. Counselors and teachers will collaborate on individual academic plans to promote college and career readiness for “at-risk” students. Expenditures will include salaries for an administrator, a counselor, teachers, and support staff as well as materials for programs such as GED and HISET Programs for At-Risk Youth.</p> <p>With a positive increase from 81.1% in 2019 to 82.3% in 2020, CHUSD expects that services performed under this action will continue to increase our graduation rates of unduplicated students at our alternative education sites, including English Learners.</p>		
5	Resources for 1:1 Technology initiative	<p><b>ACTION 5:</b></p> <p>According to local data our unduplicated student population has limited experience in accessing digital STEAM activities and difficulty obtaining the complexities of the NGSS standards, thus resulting in lower outcomes on local assessments. High quality science instruction allows for students to have to have the ability to ask questions, collect information, organize thinking, and solve problems. The ability to access digital tools allows for additional practice outside of the classroom to explore and gain excitement about new learnings.</p> <p>CHUSD will allocate resources to provide for certificated science training and technology coaches to provide direct support to teachers for implementation of the new science standards, best practices to improve achievement, and instructional techniques for supporting a broad range of learners and as well as continued direct support for the district 1:1 technology initiative. By providing professional development and coaching teachers can more effectively engage students in the learning process and relay relevant knowledge in a meaningful way.</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CHUSD expects continued services performed under this action will continue to increase student access and achievement as measured by local and state assessments.		
6	SEAL early literacy language-rich education	<p><b>ACTION 6:</b></p> <p>Our English Learners based on Dashboard data, require additional support in ELA. To increase/improve language proficiency for English Learners,</p> <p>CHUSD will continue to invest resources for the implementation of the SEAL Program, an early literacy model to produce language-rich education integrated throughout all subjects in grades TK through fifth. For our secondary students, additional teacher support from our County Office will be provided to improve our English Learners proficiency. Expenditures will include contract costs, Profession Development for coaches and teachers, provide substitutes, materials, and supplies. CAASPP scores show a positive growth of 0.11% from 2015-16 to 2018-19 for students meeting or exceeding ELA standards and</p> <p>CHUSD expects services performed under this action will improve educational access for English Learners students which will result in a continued increase in outcomes on state and local ELA assessments for our unduplicated student population.</p>	\$1,697,333.00	Yes
7	Advanced Placement Courses	<b>ACTION 7:</b>	\$179,491.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>A review of our most current local data reflects that our unduplicated students require more support in order to participate in Advanced Placement courses.</p> <p>CHUSD will allocate resources to support and improve access to Advanced Placement courses for our unduplicated student population. Expenditures to support our unduplicated population in AP will include stipends for AP teachers to provide additional support and supplemental materials for ELs to participate and be successful in AP courses. Additional support for ELs will help to provide greater access to AP courses.</p> <p>Based on local data, the percentage of unduplicated students scoring 3 or higher on their AP exams rose by 48.8% from 2018 to 2020 and CHUSD expects services performed under this action to continue the increase in the number of unduplicated students who not only participate, but who succeed in AP courses.</p>		
8	Educational opportunities outside of the school	<p><b>ACTION 8:</b></p> <p>Our unduplicated student populations rely on school for their educational opportunities and have little access to additional opportunities outside of school.</p> <p>CHUSD will allocate resources to provide extended learning opportunities through educational field trips for all our students with a focus on our unduplicated student population, especially Foster Youth, students experiencing homelessness, and students with disabilities. These opportunities will support CCSS implementation, promote outdoor education, and enhance student knowledge of their community and California. Dashboard data shows students' ELA and math scores are getting closer to standard with an improvement of 8.3 points and 9.2 points respectively from 2018 to 2019 as well as improvements for unduplicated student groups.</p>	\$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>As a result, CHUSD will keep this action with the expectation that services performed will continue to result in an increase in student participation and achievement for our unduplicated student populations.</p>		
9	Library Media Technician / Library Media Teacher	<p><b>ACTION 9:</b></p> <p>Our unduplicated students, particularly English Learners and students experiencing homelessness, have some of the lowest performances on ELA assessments. Increased access to literature has a positive impact on ELA scores. According to our administration stakeholder feedback meeting, our English Learners and homeless student populations have the least access to literary materials and resources. To support a literacy-rich environment,</p> <p>CHUSD will allocate resources to support a more robust Library Media Service Department. Funds will be utilized to provide a Library Media Teacher in each city, as well as provide materials, books, supplies, and online databases for all students. In addition, on-going support will be provided to Library Media Teachers and Library Technicians through a partnership with FCSS Library Services in the form of professional development and direct support for the Library Media Teachers and Library Technicians.</p> <p>English Learners improved their ELA scores to become 17 points closer to standard between 2017 and 2019 according to the Dashboard and the district expects that services provided under the action will continue to result in higher levels of student literacy and increased student performance as measured by local and state assessments.</p>	\$659,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Cloud based Learning Management System	<p><b>ACTION 10:</b></p> <p>Our unduplicated student population has a need for increased online access to build their digital literacy skills.</p> <p>CHUSD will continue to support the use of a cloud-based LMS as a tool to connect to digital resources, provide instruction, and enable teachers and staff to monitor and evaluate all student progress with a focus on our unduplicated students. This Action also enables staff to implement Distance Learning and integrate Social Emotional Learning in their instruction. Stakeholder feedback makes it clear that our unduplicated students continue to need consistent access to online instruction and social emotional support in order to continue their education in the current environment. Expenditures include software contracts with SeeSaw Learning and Google Classroom. Training is provided under professional development actions. Based on stakeholder feedback,</p> <p>CHUSD will continue this action and expects that services performed will continue to increase support for unduplicated students and result in improved performance on state and local assessments.</p>	\$33,000.00	Yes
11	College and career readiness supplemental instruction materials	<p><b>ACTION 11:</b></p> <p>A review of our most current local data reflects that our unduplicated students have some of the lowest completion rates in CTE/ROP and electives, which leads to a lower number of students who “Meet Prepared” on the College and Career Indicator.</p> <p>CHUSD will allocate resources to provide unduplicated students targeted supplemental instructional materials in order to provide greater access to a broad course of study which includes CCSS, NGSS, CTE/ROP, and electives. Services performed under this action are intended to support college and career readiness by increasing the number or resources available to provide differentiated instruction and support skill development based on individual student need.</p>	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>CHUSD expects to see a continued increase in college and career readiness which has already increased by 7.3% for ELs and 14.5% for low-income students between 2018 and 2019, as measured by the CA Dashboard because of students' increased ability to access course material and high-order thinking skills.</p>		
12	Targeted Reading Intervention	<p><b>ACTION 12:</b></p> <p>Our unduplicated student population, especially English Learners, students with disabilities, and homeless students, need additional support for ELA in order to perform better on local and state assessments. Targeted reading intervention is an important component of our tiered intervention system in order to improve reading skills.</p> <p>Therefore, CHUSD will allocate funds for intervention aides to provide structured and targeted reading intervention, including computer lab support for “at-risk” students. With the intervention aides, teachers can provide small group instructions for students in need of additional support in ELA.</p> <p>The district expects that services performed under this action will continue to result in an increase in student performance on state and local ELA assessments for our unduplicated student population like they have since 2017 where there has been an overall increase of 15.2 points towards meeting standard.</p>	\$1,103,512.00	Yes



Action #	Title	Description	Total Funds	Contributing
13	Education Curriculum Services staff	<p><b>ACTION 13:</b></p> <p>Our unduplicated students have higher suspension rates than the rest of our students based on our CA Dashboard results.</p> <p>Supporting students' social and emotional health, as well as providing restorative practices after a behavior incident, are practices that have been shown to decrease suspension rates and ultimately change behaviors for our students.</p> <p>Expenditures include certificated salaries and benefits for vice principals who focus on supporting the entire discipline and SEL support system. These supports include teacher training, providing referrals, and directly supporting students in order to provide the wrap-around services needed for students to be successful. Due to this focus, students will be able to better manage their emotions and their behaviors by being provided with the services and structures needed to be successful within the school environment, which CHUSD believes will positively impact suspension rates.</p> <p>.</p>	\$831,522.00	Yes
14	Professional Development for all certificated staff	<p><b>ACTION 14:</b></p> <p>Our unduplicated student population has a need for additional support to see increased performance on local and state academic assessments. Building teacher capacity is the most effective way to increase academic outcomes for our unduplicated populations.</p> <p>Therefore, CHUSD will allocate funds to support three (3) days of professional development for all certificated staff. Professional development will be aimed at improving teacher capacity, building teacher understanding of instructional practices, curriculum, and instructional technology. According to Dashboard data, English</p>	\$343,755.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Learners, low-income students, and students with disabilities all showed growth in meeting standards between 2018 and 2019 by increasing an average of 14.17 points in ELA and 11.93 points in math. Based on staff feedback,</p> <p>CHUSD expects that services performed under this action will impact instructional practices and result in a continued increase in student performance on local and state academic measurements for our unduplicated students.</p>		
15	Site Specific Professional Development	<p><b>ACTION 15:</b></p> <p>Our unduplicated student population has some of the lowest rates of student achievement as measured by local and state academic assessments. All staff need to be further supported in addressing these gaps that are specific to the needs of their own student populations.</p> <p>Therefore CHUSD has allocated an additional 1.5 hours per month for professional development for all certificated staff to meet the unique needs of each site. Hourly classified staff provide administrative support for the meetings. Training materials, supplies, and operating costs for training are also funded through this Action. These trainings will increase educational access and support for all students, especially our unduplicated students.</p> <p>According to Dashboard data, English Learners, low-income students, and students with disabilities all showed growth in meeting standards between 2018 and 2019 by increasing an average of 14.17 points in ELA and 11.93 points in math. Based on staff feedback, CHUSD expects that services performed under this action to result in a continued increase in student achievement and engagement as measured by local and state academic assessments.</p>	\$248,185.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	GATE Program	<p><b>ACTION 16:</b></p> <p>Our unduplicated student population, particularly students with disabilities and Foster Youth are underrepresented in our GATE program. Access to GATE programs is essential for being able to challenge students academically who are already succeeding in their core curriculum.</p> <p>CHUSD will provide stipends to GATE Coordinators, two (2) based in each community, to provide identification, testing, placement, and enrichment services to GATE students. GATE Coordinators will work collaboratively to develop uniform procedures for student nomination, testing, and indication throughout the district which will increase access for our unduplicated students by removing barriers to their participation. In addition, GATE Coordinators will provide direct and ongoing support to teachers in order to increase enrichment services for all students, especially our unduplicated students.</p> <p>Over the last year, the amount of unduplicated students participating in GATE has increased by 2% and the district expects services performed under this action to result in a continued increase of our unduplicated students participating in GATE programs.</p>	\$22,520.00	Yes
17	Educational Technology	<p><b>ACTION 17:</b></p> <p>Our students, particularly our socioeconomically disadvantaged students, have greater barriers to accessing educational technology which leads to lower progress towards college and career readiness. Access to information through the use of technology is an essential</p>	\$720,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>part of the state standards and their assessment. To assist them to be college and career ready,</p> <p>CHUSD will allocate funds to maintain the district's 1:1 technology implementation. Funds will be expended for the purpose of lease or purchase payments for technology devices, software maintenance, hardware replacement/repair, insurance, licenses, all classroom technology, including 1:1 devices, projectors, smart boards, etc. In addition, a technology TOSA (teacher on special assignment) will oversee the classroom technology and provide training to teachers as needed in order to increase educational access for each student, especially our low income students.</p> <p>College and career readiness increased by 14.5% from 2018 to 2019 for low-income students and CHUSD expects services performed under this action will impact student engagement for the positive and result in a continued increase in this indicator.</p>		
18	High School Physical Fitness Test	<p><b>ACTION 18:</b></p> <p>Based on Dashboard data, our unduplicated students require more support when it comes to performance on state assessments.</p> <p>At the high school level, a weight room attendant position will be maintained to provide opportunities and training for ninth grade students to improve their health, participate in healthy activities, and do well on the physical education state exam.</p> <p>52.5% of ninth grade students are not physically fit according to our Physical Fitness Test data. Research from CDC shows that students who are physically active tend to have better grades, school attendance, classroom behavior, and cognitive performance.</p>	\$502,256.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CHUSD expects services under this action to result in an increase in not only physical fitness scores, but state assessments as well, particularly for our unduplicated populations.		

### 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
<b>2</b>	Goal 2 - Culture and Climate: CHUSD will maintain an inviting and safe environment conducive to learning for ALL students.

An explanation of why the LEA has developed this goal.

This is a broad goal intended to provide safe and welcoming schools. Enhancing culture and climate with socioemotional supports for all students, with an emphasis on those with more intensive needs, will improve overall well-being, reduce chronic absenteeism, and decrease suspension rates.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. District Middle School dropout rate	1. 2019-2020 .09% (AERIES)				0%
2. High School dropout rate	2. 2019-2020 3.1% AERIES				1.5%
3. Parent engagement as measured by either 1) information collected through surveys of parents/guardians or 2) other local measures	3. School actively seeks the input of parents before making important decisions 51% of all parents surveyed Agree or strongly agree.				All parents surveyed at 90% in both areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>School allows input and welcomes parent contributions 67% pf all parents surveyed Agree or strongly agree</p> <p>California School Parent Survey</p>				
4. Attendance rate as measured by district average attendance	4. Data for 2019-2020 was impacted by COVID-19. Prior to closure of schools, District attendance rate was 94.79% (Aeries)				98% average attendance district-wide
5. Chronic absenteeism rate as measured by students with 10% or more absenteeism	5. Data for 2019-2020 was impacted by COVID-19. 2018-2019 11.9% CA Dashboard				5%
6. Expulsion rate	6. 2019-2020 0.19% Local records (DataQuest did not have accurate data)				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7. Suspension rate	7. 2019-2020 4.5% all students (DataQuest)				3.0%
8. Percentage of students who feel safe and connected as measured with the Healthy Kids Survey	8. 2019-2020 46% COVID-19 had an impact on students feeling safe at school  51.7% of Secondary students feel connected to school.  California Healthy Kids Survey				75% of students feeling both safe and connected

### Actions

Action #	Title	Description	Total Funds	Contributing
1	District Sports Programs Funds	<p><b>ACTION 1:</b></p> <p>Based on our most current dashboard data, our Foster Youth and low-income students have chronic absenteeism rates that are higher than our district average. Extra-curricular sports are a key engagement activity for students.</p> <p>CHUSD recognizes the need for all students to have access to extracurricular sports, especially those who are the least engaged. Therefore, CHUSD will allocate funds to maintain sports programs for elementary, middle, and high schools. Funds will be used for athletic</p>	\$1,026,995.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>director's salary (.5 FTE) middle school athletic directors' stipends, certificated and classified coaches' stipends, equipment, supplies and transportation to and from sporting events in order to promote engagement for all students, especially our foster youth and low income.</p> <p>The district believes that due to COVID-19 closures and a pause in sports programs, the data does not show the desired outcome but does expect that chronic absenteeism rates will decrease once programs are available and services under this action are allowed to continue.</p>		
2	Opportunities for college and post-secondary	<p><b>ACTION 2:</b></p> <p>Our unduplicated population requires more opportunities and information regarding post-secondary options and requirements as their A-G rate reflects an area for improvement and a lack of opportunity and information is a significant barrier.</p> <p>CHUSD will provide college and post-secondary opportunities that include guest speakers, campus and career visits, provide students with information needed to pursue higher education and/or career training in order to support the successful completion of A-G courses. Costs will include other operating expenditures, such as transportation costs for college visits and outside consultants coming in as guest speakers. In addition, the high school will hold its "Annual Signing Day" to promote a culture dedicated to positive outcomes for students.</p> <p>Since 2016, A-G completion has grown to 10.63% and by continuing to remove opportunity barriers for our unduplicated students, the district expects the services will increase completion of A-G courses for our unduplicated population.</p>	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Campus Safety Liaisons	<p><b>ACTION 3:</b></p> <p>Based on the CA Healthy Kids Survey, only 46% of our students feel safe at school. According to parent feedback from our unduplicated populations, providing a safe environment for their children is key to student engagement. The term student engagement can provide an overarching framework for many positive individual student processes, relationships within the school, and contextual qualities. In order to support students' behavior engagement through actions such as good attendance, following rules, completing assignments and coming to class prepared, and participating in class and in school activities CHUSD will provide staff who can build meaningful relationships that help students thrive.</p> <p>CHUSD is committed to ensuring a safe and secure learning environment for all students. The district will provide Campus Safety Liaisons, (1) at HES, (1) at CHS (1) at HMS (1) CMS and (1) CES. CHUSD will continue its partnership with Coalinga and Huron Police Departments to support (2) School Resource Officers, one for each community, to provide community oriented communications with parents, students, and staff. In addition School Resources Officers will conduct presentations on campus safety for staff and students, work with Vice Principals on Restorative Practices, and demonstrate positive interactions with law enforcement. CHUSD Campus Safety Liaisons will support students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect, and expanding their sense of possibilities.</p> <p>Through the active involvement of safe adults on campus and increased community-oriented communication, research says that trust and positive relationships increase, which leads to a higher feeling of safety, security, and engagement by students which CHUSD expects will increase the percentage of students who report feeling safe on campus.</p>	\$487,423.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Counseling Services	<p><b>ACTION 4:</b></p> <p>Our unduplicated student population is in need of additional support in order to increase their high school graduation rates. Feedback from stakeholders suggest that wellness centers are a venue that can provide this needed support in an organized and effective manner.</p> <p>CHUSD is committed to providing caring and supportive counseling services through the development of school wellness centers that focus on social-emotional, behavioral, attendance, academic, and A-G completion, with an emphasis on unduplicated students. This support will provide opportunities for counselors and students to work together in creating academic plans and will also support students with strategies to overcome social-emotional barriers to success. Counselors will continue to participate in professional learning communities focused on data analysis and disaggregation of metrics based on middle school of origin to ensure students with the greatest needs are being served. Classified staff provide administrative support for the counselors.</p> <p>This action will provide increased educational access for each student, especially our unduplicated students who are most in need. DataQuest shows that graduation rates have increased 2.9% since 2018 and the district expects that services performed under this action will lead to higher graduation rates for our unduplicated students.</p>	\$1,341,972.00	Yes
5	Student Services and Family Support / Child Welfare and Attendance	<p><b>Action 5:</b></p> <p>Based on our most current dashboard data, our Foster Youth and low income students have chronic absenteeism rates that are higher than our district average. CHUSD continues to recognize that improved</p>	\$2,539,386.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>communication throughout the district and community as well as increased social emotional supports for students contributes to higher student engagement.</p> <p>CHUSD will allocate funds for Community Outreach aides at each site to provide outreach services to students, parents, and community members. Community Outreach aides will play a vital role in building a home-to-school connection. Community aides will assist with translation and interpretation duties, assist with parent meetings, workshops, and training as well as assisting with monitoring student attendance. This action also includes funding to support our evolving needs for psychologists, nurses, health aide assistants, and a licensed clinical social worker who all provide services to all students. By providing students with the resources needed to be healthy and better prepared to be active learners at school; the district believes barriers to education, particularly for our unduplicated students will be reduced. Research indicates that by effectively supporting students with social emotional support and tools students will develop resilience and confidence to more effectively navigate the stressors that exist at school. This Action will also include an Administrator of Student Services and Family Support who will provide Child Welfare and Attendance (CWA) services by guiding support toward students with the greatest needs. This person will closely monitor data to ensure that resources and tiers of support are being allocated appropriately and that all students are being supported based on their individual needs. CHUSD is aware that the pandemic has negatively affected our attendance rates.</p> <p>The district expects the services performed under this action will improve engagement for parents and students by providing increased connections with a caring adult, meeting students health needs and increasing communication between home and school which will result in improved health and welfare which leads to better attendance.</p>		

## 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	Goal 3 - Finance: CHUSD will maintain its fiscal responsibility to support learning for ALL students.

An explanation of why the LEA has developed this goal.

Data reflects that the district continues to have all facilities in good repair, all staff assigned properly, and sufficient materials to support learning for all students. The district will ensure that this goal continues to meet the expected outcomes.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Percentage of properly credentialed teachers with no misassignments nor vacancies as measured by HR review.	1. 2019-2020 100% of properly credentialed with 0 misassignments and 1 vacancy				100% of properly credentialed with no misassignments or vacancies
2. Sufficient core instructional materials as measured by annual Williams Compliance Audits	2. 2019-2020 100% sufficient core instruction materials				Maintain 100% sufficiency of core instructional materials
3. Facilities maintained as measured by annual Facilities Inspection Tool (FITs)	3. All (100%) sites FITs scored “good” or higher				Maintain All (100%) sites FITs scored “good” or higher

### Actions

Action #	Title	Description	Total Funds	Contributing
1	Centralized Administrative Functions	<p><b>ACTION 1:</b></p> <p>Budget was modified/updated to include all centralized administrative functions including: Superintendent Office to provide district leadership. Business Office to provide Financial Services and Fiscal Oversight to maintain district solvency Human Resources- Recruitment, placement and retention of employees, support services for benefits. Information Technology to provide technology services and maintain technology infrastructure. (Note that Business Services Maintenance, Operations and Transportation costs are included in Action 3)</p>	\$5,595,681.74	No
2	Operating costs	<p><b>ACTION 2:</b></p> <p>Provide credentialed classroom teachers and school administrators to provide instruction, intervention and support to district students. School administration which includes certificated and classified staff plus school site discretionary budget for administrative supplies and operating costs. Salaries for general education classroom teachers, Director of Educational Technology Integration and Support, stipends and teacher substitutes. Salaries classified noon supervisors and their substitutes' pay. Cost of site discretionary funds to purchase materials/supplies and other operating costs for instructional use. Support from the Education Curriculum Department 030 funded through base dollars. Additional support is funded through restricted federal and state funds</p>	\$5,701,934.00	No
3	Transportation and Facilities	<p><b>ACTION 3:</b></p> <p>Support for all district and school facilities and grounds, to ensure student and staff safety, and to provide an environment conducive to student engagement and learning. Transportation Services necessary</p>	\$8,728,688.00	No

Action #	Title	Description	Total Funds	Contributing
		to transport students to and from home to attend school (and also to and from extracurricular activities and educational field trips). This action item includes a contribution (transfer) of LCFF Base Dollars to the Restricted Maintenance Account which accounts for most facilities maintenance costs, including maintenance employees salaries & benefits. Principal and Interest payments on Capital Lease Agreements and Certificates of Participation; utility costs		
4	Food Services	<p>ACTION 4:</p> <p>Provide all students with access to nutritious meals. Food Services costs are not directly paid with LCFF base dollars, but instead are paid through a different fund that receives federal and state revenue for the school breakfast/lunch programs. However, it is anticipated that the Food Services Fund will not be self-sustaining, requiring a general fund transfer of LCFF Base dollars to cover the shortfall. The District is implementing efficiencies to help the Food Services fund to become self-sustaining.</p>	\$3,325,932.00	No
5	Special Education	<p>ACTION 5:</p> <p>Provide quality Special Education Services to our student's Special education costs are included in various restricted resource codes; they are not directly paid with LCFF Base Dollars as originally budgeted. However, the revenue from the state and federal government is not sufficient to cover all special education costs which results in the need for a General Fund Contribution from LCFF Base Dollars to cover the shortfall. At \$3.5 million and rising annually, the cost of special education is a significant use of the District's LCFF Base. It should be noted that Special Education costs are the most difficult to project. At any time a student could be identified as needing additional support requiring an increase in the general fund contribution to cover the</p>	\$6,865,840.00	No



Action #	Title	Description	Total Funds	Contributing
		costs. The District strives to provide the best possible educational services for its special needs students in the least restrictive environment.		

### 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
36.27%	\$13,783,655

**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.

Using the calculation tool provided by the state, Coalinga-Huron Unified School District has calculated that it will receive \$13,783,655 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal and Action Number List Example:

- 1.1: CTE Participation impact on Graduation Rates
- 1.2: Access to Visual and Performing Arts
- 1.3: Targeted Intervention for at risk students
- 1.4: Alternative Education College and Career Readiness Program
- 1.5: Resources for 1:1 Technology initiative
- 1.6: SEAL early literacy language-rich education
- 1.7: Advanced Placement and Foreign Language Courses
- 1.8: Educational opportunities outside of the school
- 1.9: Library Media Technician / Library Media Teacher
- 1.10: Cloud based Learning Management System
- 1.11: College and career readiness supplemental instruction materials
- 1.12: Targeted Reading Intervention
- 1.13: Education Curriculum Services staff
- 1.14: Professional Development for all certificated staff
- 1.15: Site Specific Professional Development
- 1.16: GATE Program
- 1.17: Educational Technology
- 1.18: High School Physical Fitness Test
- 2.1: District Sports Programs Funds
- 2.2: Opportunities for college and post-secondary
- 2.3: Campus Safety Liaisons
- 2.4: Counseling Services
- 2.5: Student Services and Family Support / Child Welfare and Attendance

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were

developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Coalinga-Huron Unified School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$13,783,655 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 36.27%. Our LEA has demonstrated that it has met the 36.27 % proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

### Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$29,695,595.00	\$7,926,433.74	\$257,383.00	\$8,079,376.00	\$45,958,787.74

Totals:	Total Personnel	Total Non-personnel
Totals:	\$31,773,690.00	\$14,185,097.74

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Foster Youth Low Income	CTE Participation impact on Graduation Rates	\$819,159.00	\$125,859.00	\$173,908.00	\$55,126.00	\$1,174,052.00
1	2	English Foster Youth Low Income	Access to Visual and Performing Arts	\$501,049.00				\$501,049.00
1	3	English Foster Youth Low Income	Targeted Intervention for at risk students	\$502,256.00				\$502,256.00
1	4	English Foster Youth Low Income	Alternative Education College and Career Readiness Program	\$1,137,954.00	\$182,253.00	\$6,330.00		\$1,326,537.00
1	5	English Foster Youth Low Income	Resources for 1:1 Technology initiative	\$50,000.00				\$50,000.00
1	6	English Foster Youth Low Income	SEAL early literacy language-rich education	\$1,253,897.00	\$130,730.00		\$312,706.00	\$1,697,333.00
1	7	English Foster Youth Low Income	Advanced Placement Courses	\$179,491.00				\$179,491.00
1	8	English Foster Youth Low Income	Educational opportunities outside of the school	\$250,000.00				\$250,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Foster Youth Low Income	Library Media Technician / Library Media Teacher	\$659,050.00				\$659,050.00
1	10	English Foster Youth Low Income	Cloud based Learning Management System	\$22,550.00			\$10,450.00	\$33,000.00
1	11	English Foster Youth Low Income	College and career readiness supplemental instruction materials	\$100,000.00				\$100,000.00
1	12	English Foster Youth Low Income	Targeted Reading Intervention	\$1,103,512.00				\$1,103,512.00
1	13	English Foster Youth Low Income	Education Curriculum Services staff	\$831,522.00				\$831,522.00
1	14	English Foster Youth Low Income	Professional Development for all certificated staff	\$343,755.00				\$343,755.00
1	15	English Foster Youth Low Income	Site Specific Professional Development	\$248,185.00				\$248,185.00
1	16	English Foster Youth Low Income	GATE Program	\$22,520.00				\$22,520.00
1	17	English Foster Youth Low Income	Educational Technology	\$720,418.00				\$720,418.00
1	18	English Foster Youth Low Income	High School Physical Fitness Test	\$502,256.00				\$502,256.00
2	1	English Foster Youth Low Income	District Sports Programs Funds	\$1,026,995.00				\$1,026,995.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Foster Youth Low Income	Opportunities for college and post-secondary	\$100,000.00				\$100,000.00
2	3	English Foster Youth Low Income	Campus Safety Liaisons	\$487,423.00				\$487,423.00
2	4	English Foster Youth Low Income	Counseling Services	\$1,341,972.00				\$1,341,972.00
2	5	English Foster Youth Low Income	Student Services and Family Support / Child Welfare and Attendance	\$2,539,386.00				\$2,539,386.00
3	1	All	Centralized Administrative Functions	\$4,571,645.00	\$28,564.74		\$995,472.00	\$5,595,681.74
3	2	All	Operating costs	\$1,806,892.00	\$1,376,435.00	\$8,297.00	\$2,510,310.00	\$5,701,934.00
3	3	All	Transportation and Facilities	\$8,573,708.00	\$34,848.00		\$120,132.00	\$8,728,688.00
3	4	All	Food Services		\$3,080.00	\$68,848.00	\$3,254,004.00	\$3,325,932.00
3	5	Students with Disabilities	Special Education		\$6,044,664.00		\$821,176.00	\$6,865,840.00

### Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$14,743,350.00	\$15,740,712.00
<b>LEA-wide Total:</b>	\$14,743,350.00	\$15,740,712.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	CTE Participation impact on Graduation Rates	LEA-wide	English Learners Foster Youth Low Income		\$819,159.00	\$1,174,052.00
1	2	Access to Visual and Performing Arts	LEA-wide	English Learners Foster Youth Low Income		\$501,049.00	\$501,049.00
1	3	Targeted Intervention for at risk students	LEA-wide	English Learners Foster Youth Low Income		\$502,256.00	\$502,256.00
1	4	Alternative Education College and Career Readiness Program	LEA-wide	English Learners Foster Youth Low Income		\$1,137,954.00	\$1,326,537.00
1	5	Resources for 1:1 Technology initiative	LEA-wide	English Learners Foster Youth Low Income		\$50,000.00	\$50,000.00
1	6	SEAL early literacy language-rich education	LEA-wide	English Learners Foster Youth Low Income		\$1,253,897.00	\$1,697,333.00
1	7	Advanced Placement Courses	LEA-wide	English Learners Foster Youth Low Income		\$179,491.00	\$179,491.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Educational opportunities outside of the school	LEA-wide	English Learners Foster Youth Low Income		\$250,000.00	\$250,000.00
1	9	Library Media Technician / Library Media Teacher	LEA-wide	English Learners Foster Youth Low Income		\$659,050.00	\$659,050.00
1	10	Cloud based Learning Management System	LEA-wide	English Learners Foster Youth Low Income		\$22,550.00	\$33,000.00
1	11	College and career readiness supplemental instruction materials	LEA-wide	English Learners Foster Youth Low Income		\$100,000.00	\$100,000.00
1	12	Targeted Reading Intervention	LEA-wide	English Learners Foster Youth Low Income		\$1,103,512.00	\$1,103,512.00
1	13	Education Curriculum Services staff	LEA-wide	English Learners Foster Youth Low Income		\$831,522.00	\$831,522.00
1	14	Professional Development for all certificated staff	LEA-wide	English Learners Foster Youth Low Income		\$343,755.00	\$343,755.00
1	15	Site Specific Professional Development	LEA-wide	English Learners Foster Youth Low Income		\$248,185.00	\$248,185.00
1	16	GATE Program	LEA-wide	English Learners Foster Youth Low Income		\$22,520.00	\$22,520.00
1	17	Educational Technology	LEA-wide	English Learners Foster Youth Low Income		\$720,418.00	\$720,418.00
1	18	High School Physical Fitness Test	LEA-wide	English Learners Foster Youth Low Income		\$502,256.00	\$502,256.00



Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	District Sports Programs Funds	LEA-wide	English Learners Foster Youth Low Income		\$1,026,995.00	\$1,026,995.00
2	2	Opportunities for college and post-secondary	LEA-wide	English Learners Foster Youth Low Income		\$100,000.00	\$100,000.00
2	3	Campus Safety Liaisons	LEA-wide	English Learners Foster Youth Low Income		\$487,423.00	\$487,423.00
2	4	Counseling Services	LEA-wide	English Learners Foster Youth Low Income		\$1,341,972.00	\$1,341,972.00
2	5	Student Services and Family Support / Child Welfare and Attendance	LEA-wide	English Learners Foster Youth Low Income		\$2,539,386.00	\$2,539,386.00

**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

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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](mailto: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:
  - 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)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

#### **Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

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

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

### Actions Provided on a Schoolwide Basis:

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

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

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

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

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

## Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.